Student Handbook

Master's Degree Programs in
Education **Academic Year**
2019-2020

Master of Education
Master of Bilingual Education

Annette Caldwell Simmons School of Education and Human Development
Southern Methodist University

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Welcome

Welcome to the Master's Degree Programs in Education at Southern Methodist University. Our programs offer many different courses that support the growth and development of educators. We believe that your experience in our program will positively influence your success as a professional educator.

Sincerely,

The Department of Teaching and Learning
Annette Caldwell Simmons School of Education and Human Development

Dara Rossi, Ph.D., Director of Master's Degree Programs

Ken Springer, Ph.D., Department Chair and Professor

About this Handbook

This handbook is a guide to the policies, procedures, and requirements for obtaining a Master's Degree through the Department of Teaching and Learning. Please take time to familiarize yourself with the handbook, as it contains information that will be important to you throughout your program. At the end of the handbook, you will find several forms that are important to your graduation. Please keep this handbook in a convenient location to reference when you need it.

Important Forms:

- Master's Project Form
- Intent to Graduate
- Petition to Participate in Commencement

This handbook is for the Academic Year 2019-2020. We will make every effort to provide you further details about program requirements. In addition, updates to the requirements will be posted on the appropriate programmatic website.

Although this handbook provides a guide to our programs, as a graduate student at SMU you must also comply with the general policies and procedures of the University, as well as with those of the Office of Research and Graduate Studies. Further information about graduate student policies and procedures is available online at http://www.smu.edu/registrar and http://www.smu.edu/graduate. It is your responsibility to review this information.

Feel free to contact us with questions about this handbook. To make suggestions for improvement, please call 214-768-2346 or email teacher@smu.edu.

Each degree program has a specific program plan, or recommended order in which the courses should be taken. Degree requirements are listed on the website, but always consult with your adviser before starting coursework in order to set up your personal degree plan.

VISION SUMMARY STATEMENT

Preparing Educators who are Scholars and Leaders

MISSION

The Simmons School Department of Teaching and Learning shapes scholars and leaders who are committed to developing the strengths and meeting the needs of all learners through high-quality practice and research.

CONCEPTUAL FRAMEWORK

The Department of Teaching and Learning includes educators dedicated to ongoing, rigorous scholarship across a variety of disciplines. Our faculty is committed to educating undergraduate and graduate students to become 21st century scholars and leaders. Our teaching and research are grounded in multiple perspectives that encompass behaviorist, cognitive, social-constructivist, and sociocultural approaches to scholarship. We prepare educators who are:

1. Scholars and Leaders in Professionalism. Our students display intellectual curiosity, engage in critical thinking, model collaboration, and leverage new technologies in their professional interactions. Through classroom-based, field-based, and technology-rich learning experiences, undergraduate students develop and refine the positive attitudes and dispositions that characterize educational leaders. Graduate students continue the journey of lifelong learning through global awareness, reflective, and evidence-based practice and informed implementation of innovation.

2. Educators Committed to High-Quality Practice. Our students stay well versed in the most current and available research from quantitative, qualitative, mixed methods, and multidisciplinary studies. They use the latest scholarship to guide their classroom practices and instructional design. Our courses in all the degree programs include clearly laid out competency-based requirements that emphasize creative instruction, innovative technologies, and personalized feedback.

3. Leaders in Translating Research into Practice. Undergraduate students implement teaching strategies that have been proven to be effective, and become leaders in the schools where they teach. Master's students become critical consumers of research and will lead their colleagues in efforts to translate research to practice. Doctoral students become active researchers as they work beside faculty in grant-funded research to expand scientific knowledge and disseminate research findings.

4. Experts in Differentiated Instruction. Our students are sensitive and responsive to diverse learners and understand the range of learning experiences and assessments available to help them differentiate for all students in the new digital age. Students adapt their educational methods to meet the needs of all students across sociocultural variations: linguistic, developmental, cognitive, ethnic, gender, and socio-economic status. They are committed to creating a variety of creative learning environments to address the full range of human potential and human development.

Program Overview

The Department of Teaching and Learning has many programs from which to choose. Consult the SMU Catalog and the Teaching and Learning website for specific descriptions. This page is intended as an overview.

Non-Degree Options

We have several options for specializations that only require that you take a limited number of classes (normally 4 classes). This sequence does not lead to a degree, but can give you specific expertise. These options are:

- Learning Therapy/Dyslexia
- STEM
- Math
- Early Literacy
- Late Literacy
- Reading Specialist
- Gifted and Talented
- Bilingual Education
- ESL
- Special Education

Degree Options

There are two options for Master's Degrees in Teaching and Learning. Each option is different and combines different specializations.

- Master of Bilingual Education
  - This degree is for those people who work with Spanish-speaking populations.
  - There are three specializations available in this degree that allow you to combine expertise in Bilingual Education with another specialization:
    - ESL Plan
    - Gifted and Talented Plan
    - Special Education Plan

- Master of Education
  - This degree has a number of concentrations, each with their own combination of specializations.
  - Majors include:
    - Certification Preparation: This option is for individuals who are new to to the field of education and seeking to become a teacher. It has a concrete set of courses already established for you, and requirements that are established by the state of Texas, so it follows a cohort model.
    - Special Education
    - Design your own Master's degree: combine any two specializations (listed above in non-degree options) to meet your unique needs.

Specific course rotations are listed at the end of this handbook.

Master of Education Courses by Core and Specializations
http://www.smu.edu/Simmons/AreasOfStudy/TL/GraduatePrograms

For most current course offerings, consult semester schedules found at
http://www.smu.edu/Simmons/AreasOfStudy/TL/Current/SemesterSchedules

Degree Requirements

Candidates must complete a minimum of 36 credit hours at the 6000-level. Courses that have been used to fulfill an undergraduate requirement will not apply to these 36 hours. All courses toward a graduate degree must have been taken after the awarding of the baccalaureate degree and must have been registered for as graduate credit. Students must submit official transcripts from all previous undergraduate institutions, and must show satisfactory TOEFL scores if their degree was earned from a university outside of the United States.

Any exceptions to these rules must be recommended by program advisers and approved by the Master's Degree Programs Committee.

Master's Project

The Master's Project is intended to be a culminating experience for our graduate students and be the kind of project that gives back to the educational community in a way that reflects our Conceptual Framework goal of preparing educators who are scholars and leaders in professionalism. All projects should be supported by research, but professors have designed projects specific to each specialty area. The projects will be housed in specific courses *as part of the regular work for that course*.

In other words, the Master's Projects are normal assignments within a course that will also count for this degree requirement. Students may take multiple courses that house the Master's Projects during their course of study. Students will always have to do the assignment in class, whether or not they choose to use it for their Master's Project. If a student chooses to use the designated assignment for the Master's Project, then the student fills out the form that is included at the end of this handbook and turns it in to their adviser.

Master's Projects are housed in the following courses:

- Master of Education with Certification Preparation: The student teaching portfolio assignment in EDU 6303 serves as the Master's Project.
- Master of Bilingual Education: See special note below.
- Master of Education in Special Education: EDU 6361
- Master of Education: Students will complete a Capstone in one specialty area. Students can combine specialty areas into one project.
    - Bilingual: EDU 6339
    - ESL: EDU 6390
    - Gifted: EDU 6397 or EDU 6388
    - Literacy: EDU 6311
    - MMT: EDU 6379, 6380, 6381, or 6382 (See special notes below.)
    - Special Education: EDU 6360
    - STEM: EDU 6351

- Occasionally, a Master of Education student is granted permission from their professor to complete a masters project in EDU 6315 or a Special Topics course.

A student must complete a Master's Project in order to graduate. Advisers must have the signed form on file before granting permission to apply for graduation. Students who need no more than 6 credit hours to complete their degree during the summer session and have successfully completed their master project can choose to walk in the May graduation ceremony. They should contact their adviser regarding the paperwork.

Determination of satisfactory or unsatisfactory performance is at the discretion of the professor of the course. If a student shows unsatisfactory performance on the Project, then the professor of the course may provide an option to revise the Project to a satisfactory level within the same semester that the course is taken. This project is a normal assignment for the course in which it is undertaken, so a poor grade on the project might affect the course grade. Please see policy on Unsatisfactory Course Grades in this case. Conceivably, the student could fail the project, but still pass the class.

If the student either does not revise the assignment, or still shows unsatisfactory performance after revision, then the student has two options for the Project.

1. The student can appeal to the Director of the Master's Program for a re-grading of the Project. If outside of the Director's area of expertise, then the Director will choose another professor to do the re-grade.
    a. If the re-grading is successful, then the Project is passed.
    b. If the re-grading is unsuccessful, then the Project is failed. The student must complete another project.
2. The student can find another professor to supervise a new project before graduation.

Unsatisfactory performance might be due to personal issues that arise during the semester. Please see policy on Grades of Incomplete to see if granting an incomplete might be an option.

Master's Projects for MBE

The faculty in Bilingual Education has created three different options for students for the MBE degree program. They are:

Option 1: Community Service. Students complete a number of community service hours (approximately 20) at a facility that helps immigrants as well as citizens who speak different languages. Part of the project includes interviews, a description of the setting, pictures, if appropriate, and a reflection paper on how this experience influences the education of immigrants. Nancy Montgomery would support students who are interested in this project in terms of students finding places to help and participate in community activities.

Option 2: Development of Lesson Plans. Students plan two consecutive lessons that address the instructional and assessment needs of English language learners taking into account the concepts learned from class lectures, textbooks, and readings. Each lesson is presented in the SIOP Model format or in the district format. It includes content and language standards and objectives, and a detailed sequence of instructional activities.

These activities include at least one activity addressing the four language domains (i.e., listening, speaking, reading, and writing), at least two strategies addressing the specific needs of ELL students, two forms of formative assessment, and one form of summative assessment. In addition, students write a three or four page narrative reflecting on how students planned their lessons, how they addressed the needs of English language learners, and how they would address the challenges in the implementation of their lesson plan. Karla has used this project in her EDU 5565 course.

Option 3: Independent Study. For this option a member of the MBE/ESL committee would work closely with a student to support them in the completion of their independent study. Criteria to decide whether the project fulfills the MBE requirements TBD within the MBE committee and the T&L faculty. Potential options for individual proposals could be: (1) a literature synthesis on a specific topic related to bilingual education, (2) a research project that addresses the needs of English learners, (3) a project that addresses the needs of ELs schoolwide such as revising the bilingual model in a school, or developing a plan to support struggling English learners. Students interested in this option can contact either Doris Baker or Diego Roman.

Steps to Complete the Capstone Project. MBE faculty will meet with students in the spring semester of Year 1 to discuss with them the options above, and request that they write a 1-page proposal describing their project by the end of the spring term. This proposal would be used to advise students regarding resources, and assign unofficial advisors. Students would then complete their project during the second year of their master's either within a course or as an independent study.

Master's Projects for Math Specialization

The Master's Project for students completing a Master's of Education with a Mathematics Specialization will be as follows. Students will be expected to present a poster describing a project from one of the MMT courses at the annual Research in Mathematics Education conference (https://www.smu.edu/Simmons/Research/RME/Participate/). The conference takes place during the work day (usually on a Friday in February) on the SMU campus in the Spring of each year and students will be responsible for presenting their poster and attending the day-long conference. A letter detailing the students' responsibility to present at the conference to complete a Master's degree will be provided for the students' principal or supervisor if needed.

In each of the 4 MMT courses the student takes (Number, Algebra, Geometry, Statistics) there is one project on the course syllabus that is designated as a potential Masters Project. The student may choose any of the 4 designated projects to present at the RME conference. They must have scored an 80% or higher on the project. The student will be expected to make a poster using the poster printer in the Harold Simmons Design Studio detailing the project. The student must inform the instructor of the course that the project was based in that they plan to present at the RME conference by December 10 of the year before they will present at the RME Spring conference. That professor is responsible for checking to ensure they made an 80% on the project, and for checking that the student actually presents their poster at the conference. That professor may also provide a template that the student should use when creating their poster.

Transfer Credit

Graduate students may transfer a maximum of six (6) graduate credit hours to Southern Methodist University from another graduate school in the U.S. All courses must be regular (i.e., content laden) graduate courses. (For example, student teaching does not count for transfer credit unless the student teaching is part of the SMU Teacher Education Program.) Students must have maintained a "B" (3.0) average on all graduate work previously attempted in addition to satisfying the other admission requirements of the program. Courses submitted for transfer may not have been completed more than six (6) years prior to the semester in which a student begins graduate work at SMU. **Students need to submit a transfer request as soon as they are accepted into the program. After the first semester, transfer credit is rarely approved.**

Transfer credit is accepted by the program and approved by the Dean under the following requirements:

1. The course is compatible with the overall curriculum of the program as determined by a syllabus review. Student must produce the syllabus from the semester they took the course.
2. The course is graduate level (6000 or above).
3. The student earned a grade of *A* or *B* in the course.
4. The course has not been used in attaining a previous degree.
5. The course has been taken within the past six years.

Transfer credit for study by correspondence or online study is considered on a case-by-case basis.

Internal Transfer Credit

The Simmons School has a number of programs and grants that include non-degree coursework. When transferring into the formal Master's Program, from being a non-degree student to a degree-seeking student, up to 21 credit hours may transfer when all of the following criteria are met:

- Students go through the admissions process and meet all criteria for entry into the Master's Degree Program.
- All proposed transfer credit hours were earned within the SMU Department of Teaching and Learning within the six years prior to the request for transfer.
- Students have earned a grade of A or B in each of the courses.

Time Limits

As stated in the graduate school guidelines in the Simmons School Graduate Catalog, the time limit for the use of credit for a course toward the master's degree is **six years**. From the first term of coursework, all program requirements for a graduate degree must be completed within six years of admission. Transfer credit is counted within your first semester.

Delaying Entrance into Programs

Occasionally an applicant may be accepted into one of the SMU Department of Teaching and Learning Master's Degree Programs, and then finds he or she cannot begin the program during the semester for which he was accepted. In this case, entrance into the program can be delayed up to one year. If entrance is delayed longer than one year, the applicant must reapply to the program.

Advising

Upon acceptance into the Master programs, students should schedule an individual appointment with the adviser. To schedule an appointment, call the Department of Teaching and Learning at 214-768-2346. At that time, the student and adviser will create a degree plan that reflects the appropriate courses for the student's program.

Statement of Student Responsibility

Students should ensure that all courses they take are courses that apply to their degree plans. Questions about specific courses or requests to modify degree plans should be taken to program advisers. A grade point average of B (3.0) must be maintained. In direct correlation to this requirement is the student's commitment to turn in assignments on time and to attend all classes throughout the semester. Students must master the use of the American Psychological Association (APA) Publication Manual (current edition) for all academic papers.

Because the faculty is dedicated to assisting every student to achieve success, they are available for consultation about assignments and other aspects of the course. The students' responsibility is to maintain communication with faculty and advisers about their progress.

SMU email is the official mode of communication for the University. Students are required to check it regularly for messages from the Department of Teaching and Learning, different departments of the University, and professors.

Tuition bills are no longer sent through the mail. Students can view and pay tuition through *My.SMU*.

It is the student's responsibility to check with the registrar's office concerning the graduation ceremony after they have completed the Application for Candidacy for Graduation with their adviser.

During the final semester, students will complete an Exit Survey to evaluate the program.

Those students needing University recommendation to the Texas Education Agency for certification testing, such as initial, MMT, or MRT, must do so within 6 months after completion of the program. The University will not recommend a student to TEA who has exceeded this timeline. See Certification Officer for details.

Dropping Courses

If dropping a course becomes necessary, students are responsible for dropping their own courses. Discussion about dropping a course with an adviser or professor is not sufficient. If the course is the only one in which the student is enrolled that semester, s/he cannot simply drop the course on *My.SMU*, but must complete a Student Petition for Withdrawal/Cancellation form with an adviser. If a student does not officially drop a course, the professor will assign an F to this student at the time final grades are due. Further, it is the student's responsibility to check the academic calendar (http://smu.edu/registrar/academic_calendar.asp) each semester for deadlines for dropping courses. Please see Simmons Graduate Catalog. http://www.smu.edu/catalogs

Continuous Enrollment

Once admitted, students typically maintain continuous enrollment in every fall and spring semester until the degree is conferred. Occasionally, students elect to step out for one semester. At this point, the student is not required to do anything before enrolling in courses. However, the my.SMU program will discontinue a student automatically if he/she does not enroll in courses two consecutive semesters. If this occurs, the student would need to contact the Department of Teaching and Learning office to request reinstatement. If a student does not enroll in courses for three or more semesters, the student must reapply to the master's program. Please see Simmons Graduate Catalog. http://www.smu.edu/catalogs

Unsatisfactory Course Grades

Students must maintain a 3.0 GPA overall to avoid probation.

Unsatisfactory course grades may also result in the loss of any scholarship granted by the department. In the event of an unsatisfactory grade that causes overall GPA to fall below the 3.0 GPA necessary to maintain a scholarship, the following actions may take place:

- The student will be asked to meet with the appropriate professor and/or Director of Master's Programs,
- The student will be placed on academic probation during the semester in which their GPA is too low and will be notified by letter,
- If the student's GPA does not improve after one semester, then the student's scholarship will be withdrawn for future semesters.

If a student would like to appeal the withdrawal of a scholarship, then they should send a letter to the Director of the Master's Programs. Special circumstances will be taken into account, and the issue will be discussed with other professors that have had that student in their courses before a final decision is made.

Grades of Incomplete

University and Simmons School policy states that a student may receive a grade of Incomplete (*I*) if at least 50 percent of the course requirements have been completed with passing grades, but for some justifiable reason acceptable to the instructor, the student has been unable to complete the full requirements of the course. At the time a grade of *I* is given, the instructor

must stipulate in writing to the student and to the Department the requirements and completion date that are to be met and the grade that will be given if the requirements are not met by the completion date. The maximum period of time allowed to clear the Incomplete is 12 months. If the Incomplete grade is not cleared by the date set by the instructor, the grade of *I* will be changed to the grade provided by the instructor at the time the Incomplete was assigned or to a grade of *F* if no alternate grade was provided. The grade of *I* is not given in lieu of a grade of *F* or *W*, or other grade, each of which is prescribed for other specific circumstances.

Students with two (2) incompletes may not register for classes until one (1) or both of the incompletes are resolved satisfactorily. Graduating candidates must clear all Incompletes in courses required for graduation by the deadline in the Official University Calendar. Failure to do so can result in removal from the degree candidacy list.

Student Competence and Professional Dispositions

Teaching potential extends beyond academic performance. It includes a collection and demonstration of interpersonal skills and professional dispositions. For this reason, the faculty evaluates student behaviors during each academic semester. Faculty concerns regarding student competence are addressed so that a remediation process may begin. Failure to progress, adhere to sanctions, or refusal to comply with competency expectations may result in student expulsion from the program.

Indicators of Student Competence and Professional Dispositions

As a department, we believe that demonstrating professional behaviors are key components of the masters' degree. Early identification of faculty concerns for individual students in the areas that affect professionalism may allow intervention that leads to successful completion of our programs. To support the development of professionalism in our masters' level students, these are the types of behaviors we will expect.

- Prompt and regular class attendance
- Positive and respectful relationships with peers and faculty
- Appropriate class participation
- Adherence to the University Honor Code and Conduct Code *
- Professional manner
- Sensitive and responsive to diverse learners
- Effective communication skills
- Positive response to feedback
- Personal responsibility for actions and behaviors
- Appropriate progress on course content, including requirements for academic writing

* The preamble of the code of conduct expressly states, "Further, a private university is an elite institution; admittance and attendance is a privilege granted on the assumption that the applicant who has voluntarily enrolled in the institution shares the university's values and goals and is committed to its purpose. If a student's values and goals are not consistent with those of the university, the privilege of attendance may be terminated." https://www.smu.edu/StudentAffairs/StudentLife/StudentHandbook/ConductCode

Outlined below are three procedures for:

- Identifying student competency concerns within a course,
- Identifying student competency concerns within a program, and
- Students who have concerns about a faculty member.

Procedures for Identifying Student Competency Concerns within a Course

1. Instructor discusses concern(s) with the student in person. Instructor can ask the Director to be involved in the meeting. Instructor describes the concerns, gives examples, and listens to student feedback. Steps for remediation are established. Instructor will send a follow-up email to the student that describes the concern and steps for remediation, and copy the adviser and Director of Master's Programs on the email.
2. The student has three potential routes for response to the instructor concern:
    a. Follow the steps for remediation established in the meeting with the instructor.
    b. Drop the course.
    c. Refuse the instructor's feedback and appeal to the Director of the Master's Programs. Student should forward the email from the instructor summarizing the meeting to the Director of the Master's Programs, and request a meeting to discuss the issues.
3. In the case of an appeal, the Director listens to student concerns, then consults with the instructor, and attempts to find a resolution acceptable to both parties.
4. If no resolution results, a committee of three instructors will be convened to evaluate and resolve the competency issue: one instructor-designated faculty member, one student-designated faculty member, and the Department Chair. The instructor, student, and Director will provide written statements to the committee regarding the issue. The Department Chair will email the Director, instructor, adviser, and student the results of the meeting.
5. The committee has three options to resolve the issue:
    a. Enforce the steps delineated by the instructor in the initial meeting;
    b. Waive the steps delineated by the instructor in the initial meeting; or
    c. Invent a new solution to the problem.
6. Finally, each party has the option to appeal the committee's decision (from part 4 above) in writing to the Office of the Dean of the Annette Caldwell Simmons School of Education and Human Development.
7. All of these records are retained in the student's academic file.

Procedures for Identifying Student Competency Concerns within the Program

If a student comes to the attention of the Director of the Master's Programs by more than one instructor, or multiple times by the same instructor, over the course of their program through the procedures outlined above, then the Director will ask that student to meet to discuss specific concerns in person. Ongoing or new concerns would be brought up in the context of a current course, so the Director would consult with current professors before bringing the student in for a meeting. Procedures will be similar to above:

1. Director discusses concern(s) with the student in person. Director describes the concerns, gives examples, and listens to student feedback. Steps for remediation are established. Director will send a follow-up email to the student that describes the concern(s) and steps for remediation, and copy the current instructors, the Department Chair, and adviser on the email.
2. There are four potential outcomes of this meeting with the Director:
    a. The student follows the steps for remediation established in the meeting with the Director.
    b. The student drops the course and/or exits the program voluntarily.
    c. The Director exits the student from the program.
    d. The student refuses the Director's feedback and appeals to the Department Chair.
3. If no satisfaction is found with the Department Chair, then a final appeal should be made in writing to the Office of the Dean of the Annette Caldwell Simmons School of Education and Human Development. Decisions made by the Office of the Dean are final.
4. All of these records are retained in the student's academic file.

Procedures for Students Who Have Faculty Concerns

Just as instructors may have concerns about student dispositions, students may have concerns about faculty dispositions. The procedures for sharing concerns about faculty are:

1. Student discusses concern(s) with the instructor in person, giving that instructor a chance to address the concern. It is understood that students are in a vulnerable position with respect to their professors, and sharing concerns can be a sensitive issue. Students should approach this meeting with the utmost professionalism, respect, and concern for their own learning. Both the instructor and the student may ask that the Director of the Master's Degree Programs be involved in the meeting.
2. Instructor has two potential routes for response to the student:
    a. Address the concern by creating a mutually acceptable solution.
    b. Acknowledge the concern; yet describe why no action on the instructor's part is required.
3. If the instructor does not address the student concern satisfactorily, the student can then bring the concern to the Director of the Master's Programs. The Director will listen to the student, consult with the professor, and attempt to find a resolution acceptable to both parties.
4. If the issue cannot be resolved, then the student has three options:
    a. Proceed with the class given the conditions.
    b. Drop the course.
    c. Appeal to the Department Chair.
5. The Department Chair will listen to the student concern, consult with the instructor and Director, and attempt to find a resolution acceptable to all parties. The Department Chair will document the concerns raised in the meeting.
6. If the issue cannot be resolved at that level, then again, the student has three options:
    a. Proceed with the class given the conditions.
    b. Drop the course.
    c. Appeal to the Office of the Dean of the Annette Caldwell Simmons School of Education and Human Development.

Probation, Suspension, and Dismissal

Failure to meet established minimum acceptable standards of academic or disciplinary performance might result in probation, suspension, or dismissal.

Graduate students must maintain a cumulative GPA of 3.00. If in any semester the student falls below this GPA, the student will have a meeting with the Director of the Masters program and will be placed on probation for one semester. The Director will include written evidence of this meeting in the student's file. If at the end of the semester of probation the cumulative GPA is not up to 3.00, the student may be removed from the program at the discretion of the Program Director and/or Dean.

The status of academic probation is a stern warning to the student that satisfactory progress toward graduation is not being made. A student on probation is considered in "good standing" for certification purposes and is eligible to enroll. No entry is made on the permanent academic record. Students who are notified of probationary status are strongly urged to contact their academic adviser. Probation can also apply to scholarship status. See note under "Unsatisfactory Course Grades."

Suspension and Dismissal are involuntary separations of the student from his/her program. Suspension is for a set period of time. Dismissal is permanent. A suspended or dismissed student is not in good standing and is not eligible to enroll as a student during the suspension period. "Academic Suspension (or Dismissal)" is recorded on the permanent academic record. Please see policies in the appropriate SMU catalog at http://www.smu.edu/catalogs. The student can appeal to the Office of the Dean of the Annette Caldwell Simmons School of Education and Human Development. All decisions of the Office of the Dean are final.

Honor Code

Graduate students are held accountable for the University's Honor Code (http://www.smu.edu/StudentAffairs/StudentLife/StudentHandbook/HonorCode), especially Article III, section 1:

SECTION 1: FACULTY DISPOSITION OF A SUSPECTED HONOR VIOLATION

A faculty member who suspects that a student has committed an act of academic dishonesty may take either or both of the following courses of action:

(a) Determine to handle the situation privately with the student, in which case these procedures should be followed:

(i) The faculty member shall inform the student of the alleged misconduct and, after discussing it with him or her, determine whether or not the student is responsible for a violation of the Honor Code;

(ii) The faculty member shall inform the student of the sanctions for a determination of responsibility, which may be as severe as a failing grade in the course;

Financial Aid

The tuition for master's education coursework is significantly reduced from the standard University tuition as part of SMU's commitment to graduate education for teachers. Please see website for more information.
http://www.smu.edu/EnrollmentServices/Bursar/CostofAttendance

Students who are admitted to a degree program and who enroll for a minimum of 4.5 credit hours in any one semester may be eligible to apply for federal financial aid. Please see the school website for more information:
http://www.smu.edu/EnrollmentServices/FinancialAid.

Many students are also eligible for loans. Please contact the University Department of Financial Aid for more information (214-768-3417).

Notice of Nondiscriminatory Policy (Students)

Southern Methodist University admits students without discrimination based on race, color, national and ethnic origin, age, religion, sex, disability, sexual orientation, marital status, or citizenship to all the rights, privileges, programs, and activities generally accorded or made available to students at the University.

Master's Project Form

The student is responsible for having this form completed and returned to the adviser by the end of the semester in which they take the course which houses their Master's Project.

Semester: _____

Student's Name: _____

Student's ID Number: _____

Degree: _____

Specialization: _____

Professor's Name: _____

Course Name and Number: _____

Title of Project: _____

Comments: _____

_____

_____

_____ has successfully completed the Master Project.

Professor's Signature and Date: _____

Student's Signature and Date: _____

Graduation Information

READ THIS DOCUMENT CAREFULLY. YOUR GRADUATION WILL DEPEND ON IT!

Graduation ceremonies happen twice a year at the end of fall term (December) and the end of spring term (May). There is no ceremony in August; the diplomas are mailed to the graduates.

If a student has 6 credit hours or fewer to take in summer for completion of degree, he/she is eligible to participate (walk) in the spring graduation ceremonies; however, he/she does not graduate or receive the diploma until August after successfully completing all required courses. (See next page for details.) Walking in the following December ceremony is also available for students graduating in August.

Fall: There is only one Commencement Ceremony for all graduates (typically on Saturday).

Spring: There are two ceremonies: the Commencement Ceremony for all graduates (typically on Saturday) and the Simmons School Graduation Ceremony (typically on Friday) is for all departments in Simmons, including the Dept. of Teaching and Learning. At the Simmons ceremony, students actually receive their diplomas.

Sequence of steps toward graduation:

1. Submit the Intent to Graduate (ITG) form to the Dept. of Teaching and Learning Office, Suite 307 Harold Simmons Hall.
2. Complete and submit Application for Candidacy to Graduate (ACG) form.

To access the form, I understand that I must check my "other academic" in the drop-down menu on my.SMU to find the link to do my ACG.

3. Check the SMU email for announcements from Graduation and Diploma Services (smu.edu/graduation) and Simmons Dean's office. All graduation information, such as ordering cap and gown, dates, tickets, and orientation originates from these sources.

Walking Details

There are two situations for participating in a graduation ceremony in a term other than the one in which a student is officially graduating.

Option 1:

Students who have six (6) credit hours or fewer to complete their degree have the option to participate in an earlier ceremony

Option 2:

Students can plan to participate in a ceremony after they complete their degree.

The Petition to Walk must be submitted within two (2) weeks after the start of the preceding graduation term. For example, if the student will actually graduate in August but wants to participate in the May ceremonies, they must submit the petition during the first two weeks of the spring term.

Diplomas

There are three (2) diplomas presented at the ceremony:

1. Master of Bilingual Education

2. Master of Education—This includes all majors and specializations. The majors are documented on the transcript, but not the diploma: SPED, Certification Preparation, and MED (with any specialization).

Final Transcripts

Final transcripts with degrees posted will be available approximately ten (10) days after graduation.

Summer diplomas will be mailed to the student's home address in late August. Please make sure to check my.SMU to verify you have a correct home or diploma address listed.

Intent to Graduate (ITG)

This form must be submitted to the advising office during the last few weeks of the term prior to when you intend to graduate. For example, if you plan to graduate in May, you must submit the ITG during fall term.

It is my intent to graduate in

- ☐ December graduation — ITG form due in summer term
- ☐ May graduation — ITG form due in fall term
- ☐ August graduation — ITG form due in spring term

At the end of my final term, I will have completed the course work and hours required for (Circle one)

MBE MED (including MED with Cert.) MSPED

At the end of my final term, I will have at least a 3.0 GPA and be in good standing with the University and the Department of Teaching & Learning and will have completed the Master Project and removed all incompletes from my transcript. The Master Project form is at the end of the Master's Handbook on our website. I understand that I am responsible for turning in the signed form to my adviser once I have completed the project.

I understand that I must complete the Application for Candidacy to Graduate (ACG form) in my.smu .I will follow the deadlines pertaining to graduation in the academic calendar and the Graduate Handbook.

I understand that if I choose to participate in any graduation ceremony, that I am responsible to following all guidelines in the Academic Ceremonies.
http://www.smu.edu/EnrollmentServices/Registrar/AcademicCeremonies

_____ _____

Student's Name (print) SMU ID number

_____ _____

Student's Signature Date

The adviser will verify the program completion for final graduation approval.

Master of Education

Annette Caldwell Simmons School of Education
and Human Development

PETITION TO PARTICIPATE IN COMMENCEMENT ACTIVITIES PRIOR TO COMPLETION OF DEGREE REQUIREMENTS

Name: _____

Student ID: _____

Mailing Address: _____

_____

Phone: _____ **E-Mail:** _____

Specific Plans for Completion of Degree Requirements:

1. I acknowledge that I have not completed all requirements for my degree program and understand that in no way will I be considered a graduate of Southern Methodist University's Master of Education program until I have completed all degree requirements. *Initial*____
2. I am in good academic standing at the University (cumulative GPA of 3.00 or higher). *Initial*____
3. I will lack no more than six (6) semester hours to graduate at the end of the of the current spring semester. *Initial*_____
4. I have made specific plans to complete my degree requirements by the end of the ensuing summer session. (I have submitted my application for candidacy to graduate in August). *Initial*____
5. I understand that I will not receive a diploma until I have completed all degree requirements. *Initial*____

Student Signature: _____ Date: _____

Program Dean's Signature: _____ Date: _____

Approved

_____ Date: _____

Not Approved

Master of Education
2018 Course Rotation by Core and Specializations
Courses offered based on faculty availability and enrollments

CORE					
Area	**Course Number & Name**	**TERM**			**Prerequisites and notes**
		Fall	**Spring**	**Summer**	
	EDU 6322 Educational & Behavioral Psych. (1st / 2nd)	X	X	X	
	EDU 6304 Interpreting Edu. Research (1st / 2nd)	X	X	X	
	EDU 6384 Teach & Learn with Technology	X	X	X	
	EDU 6315 Diverse Learners	X	X	X	
SPECIALIZATIONS					
Area	**Course Number & Name**	**TERM**			**Prerequisites**
		Fall	**Spring**	**Summer**	
BIL	EDU 6312 Applied Linguistics		X		
	EDU 6319 Fundaments of Bilingual Education (Spanish)	X			
	EDU 6321 Bilingualism/Biliteracy (Spanish/English)		X		
	EDU 6339 Bilingual Content Instruction (Spanish/English)	X		X (1)	EDU 6321 **Master Project**
ESL	EDU 6312 Applied Linguistics (English)	X(alt)	X	X	
	EDU 6317 Culture and Community in Education		X		
	EDU 6320 ESL Lang. Teach., Res., Theo. Practice		X	X	
	EDU 6390 ESL Classroom Instruction & Assessment	X			**Master Project**
GT	EDU 6325 Education the Gifted & Talented (**Online**)	X			
	EDU 6347 Creativity		X		
	EDU 6397 Growth & Development of Gifted (**Online**)		X		**Master Project**
	EDU 6388 Curriculum Development GT	X			**Master Project**
Math	EDU 6379 Numerical Reasoning	X			
	EDU 6380 Algebraic Reasoning and Patterns		X		EDU 6379
	EDU 6381 Geometry & Measurement		X		EDU 6379
	EDU 6382 Probability &Data Analysis	X			EDU 6379 **Master Project**
Literacy PK-3 Grade	EDU 6364 Literacy Acquisition I	X			
	EDU 6367 Literacy Acquisition II		X		EDU 6364
	EDU 6323 Literacy Assessment	X		X (alt)	EDU 6367 **Master Project**
	EDU 6368 Evaluating and Teaching Writing	X(alt)		X	
Late Literacy Grades-3-9	EDU 6363 Late Literacy Development	X			
	EDU 6366 Reading and Writing in Content Area		X		
	EDU 6323 Literacy Assessment	X		X (alt)	**Master Project**
	EDU 6368 Evaluating and Teaching Writing	X(alt)		X	
Reading Specialist Stand-alone or only specializati on as part	EDU 6364 Literacy Acquisition I	X			
	EDU 6367 Literacy Acquisition II		X		
	EDU 6323 Literacy Assessment	X		X(alt)	
	EDU 6368 Evaluating and Teaching Writing	X(alt)		X	
	EDU 6363 Late Literacy Development	X			
	EDU 6366 Reading and Writing in Content Area		X		
	EDU 6311 Literacy Leadership and Consultation				

Master of Education	**Choose one:** EDU 6320 Language Teaching, Research, Theory and Practice EDU 6330 Foundations of Dyslexia		X		
		Fall	**Spring**	**Summer**	**Prerequisites & Notes**
Learning Therapy Practitioner Level	EDU 6330 Literacy Instruction for Students with Dyslexia and Related Disorders: Introductory Course			X	
	EDU 6331 Introductory course B, Cognitive and Linguistic Structures of Written Language	X			
	EDU 6101 Clinical Therapy Practicum I (6331)	X			
	EDU 6115 Phonological Awareness –Online	X	X		
	EDU 6231 Introductory course C, Early Language Development		X		
	EDU 6102 Clinical Therapy Practicum II (6231)		X		
	EDU 6116 Procedures & Measures Assessing Students	X			
SPED	EDU 6356 Foundations of Special Education			X	
	EDU 6357 Assessment for Special Educators		X		
	EDU 63XX Instructional Strategies for Intensive Intervention (new course)	X			
	EDU 6360 Behavioral Interventions in Classroom	X	X	X	**Master Project**
STEM	EDU 6349Learning Sciences in STEM Ed.	X			
	EDU 6383 Coding of Teachers	X			EDU 6349
	EDU 6350 Designing & Making in STEM Ed.		X		Coding class
	EDU 6351 Community-Centered STEM Integration		X		Coding class **Master Project**
Montessori	This specialization is only by portfolio credit from Shelton or MINT training within the last 6 years.				
	EDU 6334 Montessori Math				
	EDU 6335 Foundations of Montessori				
	EDU 6337 Montessori Cultural Subjects				
	EDU 6341 Montessori Classroom Management				

Parameters for people who are interested but did not meet requirements above

1. Formal document acknowledging the Montessori training provider/completion of program
2. Form of proof of having taught full time for a minimum of 5 years, with a full 3-year cycle at one school that demonstrates the teacher has successfully taught the Montessori three-year cycle. This proof will be in the form of a principal's letter.
3. Capstone project that demonstrates a synthesis of Montessori teaching approaches and the strategies and theories studied in the SMU program (such a project would culminate in signed approval from at least 2 SMU faculty members)
4. Two formal classroom observations by peer Montessori teachers.
5. CV that documents leadership roles in Montessori education (examples of leadership roles could be conference presentations, awards, grant writing, peer mentoring, etc.

	EDU6386 Multimedia Design & Dev		**X**	**X**	

	EDU 6389 Special Topics				Varies with term
	Any EDU class that student meets prerequisite				
	Learning Therapy Electives				
	EDU 6105 Current Issues Dyslexia Online		**X**		
	EDU 6109 Work Smart Online		**X**		
	EDU 6110 Automaticity and Rate—Online			**X**	
	EDU 6115 Phonological Awareness –Online	**X**	**X**		
	EDU 6134 Study Skills			**X**	
	EDU 6116 Procedures & Measures	**X**			
	EDU 6118 Characteristics of Dyslexia -Online	**X**			

The Master of Bilingual Education is a cohort program. If for any reason, a student does not follow the course sequence listed below, the result may be an extension of the projected time line.

Master of Bilingual Education (MBE) **Bilingual Cohort** **Core**

Year 1

Fall	EDU 6319 Fundamentals of Bilingual Education **Cohort**
	EDU 6304 Interpreting Educational Research
Spring	EDU 6321 Bilingualism/Biliteracy (Spanish/English) **Cohort**
	EDU 6322 Educational & Behavioral Psychology
Summer	EDU 6384 Teach & Learn with Technology
	EDU 6315 Diverse Learners

Year 2

Fall	EDU 6390 Classroom Instruction & Assessment for LLs
	EDU 6339 Bilingual content Instruction (Spanish/English) **Cohort**
Spring	EDU 6312 Applied Linguistics **Cohort**
	EDU 6317 Culture and Community in Education **Cohort**
Summer**	EDU 6320 Language Teaching, Research, Theory & Practice
	Elective

** Could be taken in first year summer I if student wanted to take 12 hours and graduate in spring term.

Master of Bilingual Education with focus in Gifted and Talented (MBEGT)

Year 1

Fall	EDU 6319 Fundamentals of Bilingual Education **Cohort**
	EDU 6325 Educating the Gifted & Talented
Spring	EDU 6321 Bilingualism/Biliteracy (Spanish) **Cohort**
	EDU 6347 Creativity
Summer	EDU 6322 Educational & Behavioral Psychology
	EDU 6304 Interpreting Educational Research

Year 2

Fall	EDU 6388 Curriculum Development Gifted & Talented
	EDU 6339 Bilingual content Instruction (Spanish) **Cohort**
Spring	EDU 6312 Applied Linguistics **Cohort**
	EDU 6397 Growth & Development of Gifted
Summer**	EDU 6315 Diverse Learners
	EDU 6384 Teach & Learn with Technology

** Could be taken in first year summer I if student wanted to take 12 hours and graduate in spring term

Master of Bilingual Education with focus in Special Education (MBESPED)

Year 1

Fall	EDU 6319 Fundamentals of Bilingual Education **Cohort**
	EDU 6304 Interpreting Educational Research (Summer 2)
Spring	EDU 6321 Bilingualism/Biliteracy (Spanish) **Cohort**
	EDU 6322 Educational & Behavioral Psychology
Summer	EDU 6384 Teach & Learn with Technology
	EDU 6356 Foundations of Special Education

Year 2

Fall	EDU 63XX Instruction Strategies for Intervention
	EDU 6339 Bilingual content Instruction (Spanish) **Cohort**
Spring	EDU 6312 Applied Linguistics **Cohort**
	EDU 6357 Assessments in Special Education
Summer**	EDU 6360 Behavioral Interventions in the Classroom
	EDU 6315 Diverse Learners

** Could be taken in first year summer I if student wanted to take 12 hours and graduate in spring term

Master of Education with Certification

The Master of Education with Certification is a cohort program. If for any reason, a student does not follow the course sequence listed below, the result may be an extension of the projected time line.

EC-6 Certification Level
Summer
1. EDU 6302 Design & Assessment of Learning for Differentiated Instruction (Summer 1)
2. EDU 6326 Content Area Studies (Summer 2)
3. EDU 6329 EC-6 Math (Summer 2)
Fall
1. EDU 6121 Field Experience I
3. EDU 6327 Learning to Read and Write
4. EDU 6390 L2 Classroom Instruction
Spring
1. EDU 6122 Field Experience II
2. EDU 6123 Field Experience III
2. EDU 6336 Reading and Writing to Learn
3. EDU 6317 Culture & Community in Education
Summer
1. EDU 6303 Learning Environment & Professionalism (Summer1)
2 EDU 6360 Behavioral Interventions in the Classroom (Summer 1)
Fall
EDU 6306 and 6307Clinical Teaching OR EDU 6376 and 6377 Internship (two terms) EDU 8049 Fall-Time Status

Secondary Certification Levels
Summer
1. EDU 6302 Design & Assessment of Learning for Differentiated Instruction (Summer 1)
2. EDU 6315 Diverse Learners (Summer 2)
3. EDU 6304 Interpreting Educational Research (Summer 3)
Fall
1. EDU 6124 Field Experience I
2. EDU 6324 Content Methods
3. EDU 6390 L2 Classroom Instruction
Spring
1.EDU 6125 Field Experience II
2. EDU 6126 Field Experience III
3. EDU 6317 Culture & Community in Education
4. EDU 6366 Reading and Writing in the Content Areas
Summer 1. EDU 6303 Learning Environment & Professionalism (Summer1)
2 EDU 6360 Behavioral Interventions in the Classroom (Summer 1)
Fall
EDU 6308 and 6309 Student Teaching OR EDU 6374 and 6375 Internship (two terms) EDU 8049 Fall-Time Status

Master of Special Education (MSPED)
Beginning Fall 2018

The Master in Special Education is a cohort program. If for any reason, a student does not follow the course sequence listed below, the result may be an extension of the projected time line.

	Course Number*	Course Name	Prerequisites
Year 1 Summer	EDU 6356	Foundations in Special Education	
	EDU 6304	Interpreting Educational Research	
Year 1 Fall	EDU 6364	Literacy Acquisition 1	
	EDU 6360	Behavioral Interventions in the Classroom * Master Project	
Year 1 Spring	EDU 6367	Literacy Acquisition 2	6364
	EDU 6357	Assessment for Special Educators	
Year 1 Summer	EDU 6315	Diverse Learners	
Year 2 Fall	EDU 6363	Late Literacy Development	
	EDU 63XX	Instructional Strategies for Intensive Intervention	
Year 2 Spring	EDU 6361	Applied Research in Special Education (**capstone**)	
	EDU 6358	Instructional Interventions for Math	
Year 2 Summer	EDU 6359	Collaboration with Families and Colleagues (can be taken in Year 1 of Summer to finish degree in Spring)	

***Members of the MSPED cohort must take EDU 6360 in a fall term.**

The Hunt Residency Master of Education is a cohort program. If for any reason, a student does not follow the course sequence listed below, the result may be an extension of the projected time line.

Hunt Residency Master of Education 2018

Term	Course Number	Course Name
Year 1 Summer	EDU 6304	Interpreting Educational Research (Summer 3)
	EDU 6360	Behavioral Interventions in the Classroom (Summer 1)
	EDU 6389	Special Topics: Mindset (Summer 2)
	EDU 6359	Collaboration with Families & Colleagues (Summer 2)
Year 1 Fall	EDU 6306 or 6308	Clinical Teaching Residency (Tuesday – Friday)
		Seminar on Mondays afternoon
	EDU ELECTIVE	EDU ELECTIVE of choice
	EDU 6390	L2 Classroom Instruction & Assessment (Tuesday evening)
Year 1 Spring	EDU 6307 or 6309	Clinical Teaching Residency (Tuesday – Friday)
		Seminar on Mondays afternoon Master Project
	EDU Elective	EDU ELECTIVE of choice
	EDU 6317	Culture and Community in Education (Tuesday evening)
Year 2 Summer	EDU 6320	Language Teaching Research, Theory and Practice (Summer 1)
	EDU 6312	Applied Linguistics (Summer 1)

Hunt Residency Master of Bilingual Education 2018

Term	Course Number	Course Name
Year 1 Summer	EDU 6304	Interpreting Educational Research (Summer 3)
	EDU 6320	Language Teaching Research, Theory and Practice (Summer 1)
	EDU 6360	Behavioral Interventions in the Classroom (Summer I)
	EDU 6389	Special Topics: Mindset (Summer 2)
Year 1 Fall	EDU 6306 or 6308	Student Teaching Residency (Tuesday – Friday)
		Seminar on Mondays afternoon
	EDU 6319	Fundamentals of Bilingual Education (Monday evening)
	EDU 6390	L2 Classroom Instruction & Assessment (Tuesday evening)
Year 1 Spring	EDU 6307 or 6309	Student Teaching Residency (Tuesday – Friday)
		Seminar on Mondays afternoon Master Project
	EDU 6317	Culture and Community in Education (Tuesday evenings)
	EDU 6321	Bilingualism/Biliteracy (Monday evening)
Year 2 Summer	EDU 6312	Applied Linguistics (Summer 1)
	EDU 6339	Bilingual Content Instruction (Summer 1)

Non-Degree Cohort Programs

Early Literacy K-2 Program

The Early Literacy (K2) Program is a cohort program. If for any reason, a student does not follow the course sequence listed below, the result may be an extension of the projected time line.

Students select by Literacy Faculty

Term	Course Number	Course Name
1 Fall	EDU 6364	Literacy Acquisition 1 K-2
	EDU 6164	Literacy Acquisition 1 Practicum I K2
2 Spring	EDU 6367	Literacy Acquisition 2 K-2
	EDU 6167	Literacy Acquisition 2 Practicum I K2
3 Summer	EDU 6315	Diverse Learners
4 Fall	EDU 6323	Literacy Assessment (section for K-2}
	EDU 6120	Data-based Instruction Practicum K2
5 Spring	EDU 6311	Literacy Leadership and Consultation Master Project for those continuing in Master of Education in Reading & Writing

If students want to continue their studies by earning a Master of Education, they can begin taking M.Ed. courses while working on the Early Literacy K-2 program. The 18 credit hours from the Early Literacy program plus an additional 18 graduate hours will complete a M.Ed. with a specializations in Literacy, Bilingual Education, Dyslexia, Special Education, or Montessori. See degree plan options on pages 10 and 11.

K2 Cohort 3 Choices for Master of Education

MED **Fall** EDU 6364 EDU 6164 **Spring** EDU 6367 EDU 6167 **Summer** EDU 6315 Core course*****	**Fall** EDU 6323 EDU 6120 3-hour elective **Spring** EDU 6311 Core course* **Summer** 3-hour elective 3-hour elective Core course*

*Core courses are EDU 6304, EDU 6315, EDU 6322, and EDU 6384
NOTE: All courses and schedules are subject to change, and availability of courses is dependent on enrollment minimum of 10 students.

Learning Therapist Program Required Courses for Specialization at Practitioner/Teaching Level

Dallas Independent School District will select teachers and pay their tuition, parking and materials

Term	Course Number	Course Name
1 Summer	EDU 6330	Survey of Dyslexia and Related Learning Disabilities
2 Fall	EDU 6331	Cognitive and Linguistic Structures
	EDU 6101	Clinical Therapy Practicum I
	EDU 6115	Phonological Awareness--online
3 Spring	EDU 6231	Early Language Development
	EDU 6102	Clinical Therapy Practicum II

Note: If DISD students want to transition into the MED program, they must take EDU 1116 to complete the 12 hours/specialization.

The following courses would be required if LT specialization Therapist Level is sought.
This would be at the student's expense.
EDU 6332 Advanced Course A: Advanced Cognitive and Linguistic Structures of Written Language, Part I
EDU 6333 Advanced Cognitive and Linguistic Structures of Written Language Part II
EDU 6103 Clinical Therapy Practicum III
A one-hour elective (EDU 6115, EDU 6116 or EDU 6118)
EDU 6233 Advanced Cognitive and Linguistic Structures of Written Language Part III
EDU 6104 Clinical Therapy Practicum IV

Students from these non-degree cohorts can roll over 21 hours to a master's program with completed hours.

Non-Degree Programs

Learning Therapy: Therapist Level

Term	Course Number	Course Name
YEAR 1 Summer	EDU 6330	Literacy Instruction for Students with Dyslexia and Related Disorders: Introductory Course
YEAR 1 Fall	EDU 6101	Clinical Therapy Practicum I
	EDU 6331	Introductory course B, Cognitive and Linguistic Structures of Written Language
YEAR 1 Spring	EDU 6102	Clinical Therapy Practicum II
	EDU 6231	Introductory course C, Early Language Development
YEAR 2 Summer	EDU 6332	Advanced Course A, Advanced Cognitive and Linguistic Structures of Written Language, Part I
	Pick one	
	EDU6110	Automaticity and Rate--Online
	EDU 6134	Study Skills
YEAR 2 Fall	EDU 6333	Advanced Cognitive and Linguistic Structures of Written Language Part II (Lecture)
	EDU 6103	Clinical Therapy Practicum III
	Pick one	
	EDU6115	Phonological Awareness --Online
	EDU 6116	Procedures & Measures for Assessing Students
	EDU 6118	Characteristics of Dyslexia—Online
YEAR 2 Spring	EDU 6233	Advanced Cognitive and Linguistic Structures of Written Language Part III
	EDU 6104	Clinical Therapy Practicum IV

Specialization of Advanced Studies (CAS) in Instructional and Administration of Learning Therapist

Term	Course Number	Course Name
Summer **1**	EDU6352	CAS Instructor Level I Instructional Assistant in Survey of Dyslexia and Related Disorders
Fall 1	EDU 6353	CAS Instructor Level 2 Instructional Assistant in Cognitive and Linguistic Structures of Written Language
Spring 1	EDU 6234	CAS Instructor Level 3 Introductory course C, Early Language Development
Summer 2	EDU 6354	CAS Instructor Level 4 Advanced Course A, Advanced Cognitive and Linguistic Structures of Written Language, Part I
Fall 2	EDU 6355	CAS Instructor Level 5 Advanced Cognitive and Linguistic Structures of Written Language Part II (Lecture)
Spring 2	EDU 6235	CAS Instructor Level 6 Advanced Cognitive and Linguistic Structures of Written Language Part III (Lecture)

Degree Plans for Master of Education or Master of Bilingual:/Master of Education TFA6

Students that are TFA alums but did not complete the 18 hours with SMU when completing their Internship are classified as TFA 6 and will use the following format to complete their degrees

Master of Bilingual Education

12 hours of Core Courses
15 hours of Bilingual core courses:
EDU 6319 Fundamental of Bilingual Education
EDU 6321 Bilingualism/Biliteracy
EDU 6312 Applied Linguistics
EDU 6317 Culture and Community in Education
EDU 6339 Bilingual Content Instruction Master Project
9 hours of electives:
EDU 6302 Credit from TFA Summer Institute
EDU 6303 Credit from TFA Summer Institute
EDU Elective 3 credit hours

Master of Education

12 hours of Core Courses
12 hours of a specialization
12 hours of elective:
EDU 6302 Credit from TFA Summer Institute
EDU 6303 Credit from TFA Summer Institute
EDU Elective 3 credit hours
EDU Elective 3 credit hours

Summary of Degree Plans for Master of Education or Master of Bilingual: TFA18

Beginning Summer

Semester	Course Number	Course Name
Fall	EDU 6302	From TFA Summer Institute
Fall	EDU 6303	From TFA Summer Institute
Fall	EDU 6310	Foundations in Education
Spring	EDU 6305	Differentiated Instruction
Fall	EDU 5375/5385	Internship I
Spring	EDU 5376/5386	Internship II

	18 Hours: Master of Education (MED)							
	Literacy	Late Literacy	GT	Math	ESL	STEM	SPED	Elective
Year 1 **Summer**	6304	6304	6304	6304	6304	6304	6304	6304
	6368	6368	Elective	Elective	6312	Elective	6356	Elective
Year 1 **Fall**	6364	6363	6325	6379	6390	6349	63XX	Elective
	6323	6323	6388	6382	Elective	6383	6360	Elective
Year 1 **Spring**	6367	6366	6347	6380	6320	6350	6357	Elective
	Elective	Elective	6397	6381	6317	6351	Elective	Elective

Red indicates a Master Project Class/everyone student must take one master project class

18 Hours: Master of Bilingual Education (MBE)		
Semester	**Course Number**	**Course Name**
Year 1 **Summer**	EDU 6304	Interpreting Educational Research
	EDU 6312	Applied Linguistics
Year 1 **Fall**	EDU 6319	Fundamentals of Bilingual Education
Year 1 **Spring**	EDU 6321	Bilingualism/Biliteracy
	EDU 6317	Culture and Community in Education
Year 2 **Summer**	EDU 6339	Bilingual Content Instruction Master Project

Summary of Degree Plans for Master of Education or Master of Bilingual: TFA18

Beginning Fall

Semester	Course Number	Course Name
Fall	EDU 6302	From TFA Summer Institute
Fall	EDU 6303	From TFA Summer Institute
Fall	EDU 6310	Foundations in Education
Spring	EDU 6305	Differentiated Instruction
Fall	EDU 5375/5385	Internship I
Spring	EDU 5376/5386	Internship II

	18 Hours: Master of Education (MED) Courses listed on back of page							
	Literacy	Late Literacy	GT	Math	ESL	STEM	SPED	Elective
Year 1 **Fall**	6304	6304	6304	6304	6304	6304	6304	6304
	6364	6363	6325	6379	6390	6349	63XX	Elective
Year 1 **Spring**	6367	6366	6397	6380	6320	Elective	6357	Elective
	Elective	Eective	6347	6381	6317		Elective	Elective
Year 1 **Summer**	6323*	6323*	Elective	Elective	6312		6356	Elective
	6368	6368			Elective		6360	Elective
Year 2 **Fall**	6323*	6323*	6388	6382		Coding		
Year 2 **Spring**						6350		
						6351		

*Depending on availability

Red indicates a Master Project Class/everyone student must take one master project class

18 Hours: Master of Bilingual Education (MBE)		
Semester	Course Number	Course Name
Year 1 Fall	EDU 6304	Interpreting Educational Research
	EDU 6319	Fundamentals of Bilingual Education
Year 1 Spring	EDU 6321	Bilingualism/Biliteracy
	EDU 6317	Culture and Community
Year 1 Summer	EDU 6312	Applied Linguistics
	EDU 6339	Bilingual Content Instruction Master Project