

Educator Preparation Program Handbook

Educational Studies Major and Minor
Post-Baccalaureate
Master of Education

2021-2022



Harold Clark Simmons Hall
Department of Teaching & Learning

214-768-2346
www.smu.edu/teacher





SMU

ANNETTE CALDWELL SIMMONS SCHOOL
OF EDUCATION & HUMAN DEVELOPMENT

Welcome to Educator Preparation Program in the Annette Caldwell Simmons School of Education and Human Development. Our goal is to grow and nurture you, our students, so that you become confident, skillful, and successful K-12 classroom teachers in any district or school in which you choose to teach.

Our mission is to support your development as an educator so that you place students at the center of your teaching practice, prioritize equity and are rooted in empathy. Placing students at the center means that you will respond to both the academic and emotional needs students by making instructional decisions that are grounded in the latest scholarship. Being a teacher who prioritizes equity and is rooted in empathy means that you are able to recognize equitable and inequitable situations and use empathy as a tool for understanding all students.

Our faculty of the Department of Teaching and Learning is comprised of scholar--practitioners who share knowledge that is valuable to real--world settings. We collaborate with schools, community service organizations, government organizations and national/international colleagues. The faculty strives for teaching excellence, academic rigor, intellectual curiosity, and accountability.

I look forward to meeting with you, working with you, and supporting your growth as developing teachers. I am always available to support your growth. Please stop by my office to say hello, ask a question, or simply to get acquainted.

Best Wishes,

Director of the Educator Preparation Program
Clinical Associate Professor

Department of Teaching & Learning

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Teacher Education Handbook

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Introduction

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.

Texas Education Agency

The Texas Education Agency (TEA) is headed by the Commissioner of Education and is supported by a hierarchy of deputy commissioners, associate commissioners, division directors and agency staff. The State Board of Education (SBOE) guides and monitors activities and programs related to public education in Texas. The SBOE consists of 15 elected members representing different regions of the state. One member is appointed chair by the governor.

The mission of TEA is to provide leadership, guidance, and resources to help schools meet the educational needs of all students and prepare them for success in the global economy.

The State Board for Educator Certification (SBEC) was created by the Texas Legislature in 1995 to recognize public school educators as professionals and grant educators the authority to govern the standards of their profession. The Board oversees all aspects of the preparation, certification, and standards of conduct of public school educators.

The Texas Education Code requires that the Governor appoint the following 11 voting members of the Board, each serving a six-year term: four classroom teachers, one counselor, two administrators, and four citizens. Three non-voting members also serve on the Board: a dean of a college of education is appointed by the Governor; a staff member of the Texas Education Agency is appointed by the Commissioner of Education; and a staff member of the Texas Higher Education Coordinating Board is appointed by the Commissioner of Higher Education.

The Texas Education Code (TEC) is a set of the state laws governing public education in Texas. It applies to all educational institutions supported in whole or in part by state funds. The TEC directs the goals and framework of public education in Texas. It is established by the Texas Legislature.

The Texas Administrative Code (TAC) is a compilation of all state agency rules in Texas. There are 16 titles in the TAC. Each title represents a category and related agencies are assigned to the appropriate title. Texas Administrative Code Title 19 Education Part 7 State Board for Educator Certification:

[https://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac_view=3&ti=19&pt=7](https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=3&ti=19&pt=7)

Areas of Study

Early Childhood – Grade 6

The three-hour core courses and the one-hour field experience courses for students preparing to teach elementary are designed to prepare teachers who are knowledgeable about children and how they learn, passionate about teaching, and resourceful problem-solvers. The courses are planned to provide a wide range of professional readings, cooperative learning experiences, authentic assignments that simulate the work of classroom teachers, and productive field experiences.

Grades 4-8

The three-hour core courses and the one-hour field experience courses for students preparing to teach grades four through eight are designed in both practical experience and theory needed for teaching preadolescents. Courses address the unique developmental needs of these students as well as effective teaching strategies.

Grades 7-12

Students enrolled in the program to prepare high school teachers will have the opportunity to be active participants in courses rich in both practical experience and theory needed for teaching adolescents. Courses address the unique developmental needs of these students as well as effective teaching strategies.

Early Childhood – Grade 12 Spanish, French, German, Art or Theater (All-level with subject) Students seeking certification in these courses will be able to teach at any grade level. Field experience classes will provide the opportunity to observe and participate in both EC-6 and secondary classrooms.

Early Childhood – Grade 12 Music (All-level music)

In addition to meeting the requirements for a major in music, students in an All-Level Music certification program must complete 15 hours in music education courses, 9 hours in education courses and 6 hours in clinical teaching. Students seeking music certification should consult with their advisers in the Meadows School of the Arts for courses they must take.

Criminal History Background Checks

In 2007, The Texas legislature passed a law (Senate Bill 9) requiring individuals working on public school campuses to submit a criminal history check. All students are required to submit to a criminal history background check prior to going onto any EC-12 campus. The student's name will be submitted to the school district that will host him/her for the field experience during any term.

At the time of application for the Standard Texas Teaching Certificate, each applicant will submit his/her fingerprints to the Texas Education Agency for a criminal history check by the Texas Department of Public Safety (DPS) and the Federal Bureau of Investigation (FBI).

Effective fall 2011, a conduct report will be requested from Student Life by the School of Education for each student who is applying to the Educator Preparation program, and an updated report will be requested when the students apply to student teach.

The School of Education reserves the right to deny or revoke admission to the Simmons School of Education and Human Development, Department of Teaching and Learning Educator Preparation program to any individual who has been convicted, received probation, or received deferred adjudication of crimes that involve violence or crimes against children.

A teacher candidate who has ever had an arrest that resulted in deferred adjudication, probation, or a conviction should be aware of the possible consequences related to the offense. If there are questions, he/she may contact the Certification Officer to discuss the potential ramifications.

At the time of application for the Standard Texas Teaching Certificate, each applicant will submit his/her fingerprints to the Texas Education Agency for a criminal history check by the Texas Department of Public Safety (DPS) and the Federal Bureau of Investigation (FBI).

For Frequently Asked Questions – National Criminal History Background Check please go to: <http://www.tea.state.tx.us/index2.aspx?id=5844>

Information about the optional Preliminary Criminal History Evaluation is given to applicants during the application process. For full information, visit <https://tea.texas.gov/texas-educators/investigations/preliminary-criminal-history-evaluation-faqs>

Faculty & Supporting Staff

Department of Teaching and Learning

Dean: Dr. Stephanie Knight

Department Chair ad interim: Dr. Amy Rouse

Director of Educator Preparation: Dr. Amy Richardson

Director of Advising and Recruitment: Ms. Samia Siddiqui

Sr. Program Specialist and Certification Officer: Ms. Jill Moore

Physical address:

Harold Clark Simmons Hall
6401 Airline Dr., Suite 301
Dallas, TX
75205

Mailing Address:

SMU - Department of Teaching & Learning
P.O. Box 750455
Dallas, TX
75275

Lost and Found Policy

Items found in the School of Education Buildings should be turned in to Suite 247 in the Annette Simmons Hall or Suite 301 in Harold Clark Simmons. If after 5:00 p.m., give items to an instructor.

Requirements & Expectations

Disability Accommodations

Students needing academic accommodations for a disability must first be registered with Disability Accommodations & Success Strategies (DASS) to verify the disability and to establish eligibility for accommodations. Students may call 214---768---1470 or visit <http://www.smu.edu/Provost/ALEC/DASS> to begin the process. Once registered, students should then schedule an appointment with the professor to make appropriate arrangements.

Religious Observance

Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See University Policy No. 1.9.)

Field Experience

Students must complete three Field Experience classes as an integral part of the Educator Preparation Program. Each field experience includes observation and planning for individual tutoring, working with small groups and working with the entire class at an assigned elementary or secondary school in the area. Each field experience class has a fixed location, schedule and instructor. Students must allow sufficient travel time to and from the assigned school. Field Experience III should be taken the term before student teaching.

Whenever students are on a public school campus, they are expected to dress in a professional manner. This includes attending seminars held on public school campuses other than one's assigned school, stopping to visit teachers or administrators, visiting another campus, or attending extracurricular activities.

Dress Code

Appropriate professional appearance may not be sufficient to get a job, but the absence of it could cause one not to be offered! Ask for a copy of the school's (or district's) dress code, and also note the attire of successful educators in that building or district. The suggestions below will not take the place of a school's or district's dress requirements.

Men

- Facial hair and facial jewelry are prohibited in some districts.
- Solid dark colored jackets add authority, particularly when worn over a solid shirt.
- Best to begin are slacks, conservative sport jacket, shirt and tie; later on, slacks and sport shirt and tie, or slacks and sport shirt and jacket may feel appropriate.
- Avoid jeans unless the school is having a special jeans attire day.

Women

- Avoid split skirts and very short skirts. (Check skirt length when sitting down!) Remember that a skirt length that may be fashionable and appropriate for social attire may be inappropriate for a public school situation.
- Check appearance when raising arms to write on the whiteboard.
- Long hair is best when pulled back from the face so students can read lips and observe facial expressions.
- Avoid blouses/dresses that are cut low or that gape open when bending forward.
- Consider moderate to lower heeled shoes for greater comfort and support.
- Best bets are a conservative dress, pants or skirt, blouse, and jacket.
- Make-up is fine, but go easy!
- Avoid jingly, attention--getting jewelry that may distract students.
- Avoid jeans unless the school is having a special jeans attire day.
- Avoid tight leggings

Program Requirements

Undergraduate Educational Studies Major: Focus Early Childhood – Grade 6 (EC - 6)

In order to declare the Educational Studies major students:

1. Complete the Pre---Major Core Content:
 - 3 credit hours English (DISC, ENGL)
 - 3 credit hours math (MATH, STAT, ITOM)
 - 3 credit hours social studies (ECO, HIST, PLSC)
 - 3 credit hours science (BIOL, CHEM, GEOL, PHYS, selected courses from ANRH, CEE, ME, APSM)
2. Declare a primary major

To complete the major of Educational Studies students must:

1. Complete the content requirement:
 - 3 additional credit hours English (DISC, ENGL)
 - 6 additional credit hours math (MATH, STAT, ITOM) (MATH 1305)
 - 3 additional credit hours social studies (ECO, HIST, PLSC)
 - 3 additional credit hours science (BIOL, CHEM, GEOL, PHYS, selected courses from ANTH, CEE, ME, ASPM)
 - 6 credit hours fine arts (music, art, theatre)
 - 2 credit hours wellness
 2. Complete Content Specialization: 9 additional credit hours in one core content area
 3. Earn 33 credit hours of required EDU courses
- NOTE: The following three courses can be taken before the Educational Studies major is declared – EDU 2350, EDU 5318, EDU 4300.

Students who have been accepted into the Educator Preparation Program, completed the major, and passed all State required exams for certification can apply to clinical teach. Most students elect to clinical teach as a post---baccalaureate. After successful clinical teaching, students are recommended by the University to the Texas Education Agency for standard certification to teach in Texas.

List of EDU courses EC - 6 and their University Curriculum/Common Curriculum credits

2350 Educational Psychology UC (for students entering Spring 2020 and earlier)

Breadth/Individuals, Institutions, & Cultures
Proficiencies & Experiences/Human Diversity

Common Curriculum for student entering Fall 2020 and later

Human Diversity

4300 Foundations of Teaching English to Speakers of Other Languages
(for students entering Spring 2020 and earlier)

Proficiencies & Experiences/Oral Communications

Proficiencies & Experiences/Community Engagement

Common Curriculum for student entering Fall 2020 and later

Community Engagement

5121 Field Experience I - (for students entering Spring 2020 and earlier)

Proficiencies & Experiences/Oral Communications

Proficiencies & Experiences/Community Engagement

Does not count for Common Curriculum for student entering Fall 2020 and later

5122 Field Experience II - (for students entering Spring 2020 and earlier)

Proficiencies & Experiences/Oral Communications

Proficiencies & Experiences/Community Engagement

Proficiencies & Experiences/Human Diversity

Does not count for Common Curriculum for student entering Fall 2020 and later

5123 Field Experience III - (for students entering Spring 2020 and earlier)

Proficiencies & Experiences/Oral Communications

Proficiencies & Experiences/Community Engagement

Does not count for Common Curriculum for student entering Fall 2020 and later

5327 Integrating Teaching and Learning (for students entering Spring 2020 and earlier)

Proficiencies & Experiences/Oral Communications Proficiencies & Experiences/Writing

Does not count for Common Curriculum for student entering Fall 2020 and later

5357 Emergent Literacy (for students entering Spring 2020 and earlier)

Proficiencies & Experiences/Quantitative Reasoning

Does not count for Common Curriculum for student entering Fall 2020 and later

5318 Formative and Summative Assessment

5330 Integrated STEM Studies

5331 Content Area Studies

5349 Learning Environment and Professionalism

5355 Teaching Mathematics in Elementary School

5358 Conventional Literacy

5367 Creating Successful Classrooms

Educational Studies Major: Focus Grade 4 – Grade 8 (4 - 8)

In order to declare the Educational Studies major students must:

1. Complete the Pre---Major Core Content:
 - 3 credit hours English (DISC, ENGL)
 - 3 credit hours math (MATH, STAT, ITOM) (MATH 1305) 3 credit hours social studies (ECO, HIST, PLSC)
 - 3 credit hours science (BIOL, CHEM, GEOL, PHYS, selected courses from ANRH, CEE, ME, APSM)
2. Declare a primary major

To complete the major of Educational Studies students must:

1. Complete the content requirement:
 - 3 additional credit hours English (DISC, ENGL)
 - 3 additional credit hours math (MATH, STAT, ITOM)
 - 3 additional credit hours social studies (ECO, HIST, PLSC)
 - 3 additional credit hours science (BIOL, CHEM, GEOL, PHYS, selected courses from ANTH, CEE, ME, ASPM)
2. Complete one Content Specialization: 9 additional credit hours in one core content area.
3. Earn 39 credit hours of required EDU courses

NOTE: The following three courses can be taken before the Educational Studies major is declared – EDU 2350, Edu 5318, EDU 4300.

Students who have been accepted into the Educator Preparation Program, completed the major, and passed the all state required exams for certification can apply to clinical teach.

Students can choose to do the additional six hours of clinical teaching before they graduate (see adviser for more details). Students can also elect to do the additional six hours of clinical teach as a post---baccalaureate. After successful clinical teaching, students are recommended by the University to the Texas Education Agency for standard certification to teach in Texas.

List of EDU courses 4-8 and their University Curriculum credit

2350 Educational Psychology UC (for students entering Spring 2020 and earlier)

Breadth/Individuals, Institutions, & Cultures

Proficiencies & Experiences/Human Diversity

Common Curriculum for student entering Fall 2020 and later

Human Diversity

4300 Foundations of Teaching English to Speakers of Other Languages (for students entering Spring 2020 and earlier)

Proficiencies & Experiences/Oral Communications

Proficiencies & Experiences/Community Engagement

Common Curriculum for student entering Fall 2020 and later

Community Engagement

5121 Field Experience I - (for students entering Spring 2020 and earlier)

Proficiencies & Experiences/Oral Communications

Proficiencies & Experiences/Community Engagement

Does not count for Common Curriculum for student entering Fall 2020 and late

5122 Field Experience II - (for students entering Spring 2020 and earlier)

Proficiencies & Experiences/Oral Communications

Proficiencies & Experiences/Community Engagement

Proficiencies & Experiences/Human Diversity

Does not count for Common Curriculum for student entering Fall 2020 and later

5123 Field Experience III - (for students entering Spring 2020 and earlier)

Proficiencies & Experiences/Oral Communications

Proficiencies & Experiences/Community Engagement

Does not count for Common Curriculum for student entering Fall 2020 and later

5327 Integrating Teaching and Learning (for students entering Spring 2020 and earlier)

Proficiencies & Experiences/Oral Communications

Proficiencies & Experiences/Writing

Does not count for Common Curriculum for student entering Fall 2020 and later

5357 Emergent Literacy

(for students entering Spring 2020 and earlier) taken for 4-8 Core or ELAR certifications

Proficiencies & Experiences/Quantitative Reasoning

Does not count for Common Curriculum for student entering Fall 2020 and later

5348 Introduction to Diverse Learners (for students entering Spring 2020 and earlier)

Proficiencies & Experiences/Human Diversity

Common Curriculum for student entering Fall 2020 and later

Human Diversity

5318 Formative and Summative Assessment

5330 Integrated STEM Studies

5349 Learning Environment and Professionalism

5358 Conventional Literacy taken for 4-8 Core or ELAR certifications

5367 Creating Successful Classrooms

5371 Secondary Instruction: Content Area Methods

6366 Reading and Writing in the Content Area only if not taken any other literacy courses

5122 Field Experience II - (for students entering Spring 2020 and earlier)

Proficiencies & Experiences/Oral Communications

Proficiencies & Experiences/Community Engagement

Proficiencies & Experiences/Human Diversity

Does not count for Common Curriculum for student entering Fall 2020 and later**5123 Field Experience III - (for students entering Spring 2020 and earlier)**

Proficiencies & Experiences/Oral Communications

Proficiencies & Experiences/Community Engagement

Does not count for Common Curriculum for student entering Fall 2020 and later**5327 Integrating Teaching and Learning (for students entering Spring 2020 and earlier)**

Proficiencies & Experiences/Oral Communications

Proficiencies & Experiences/Writing

Does not count for Common Curriculum for student entering Fall 2020 and later**5357 Emergent Literacy****(for students entering Spring 2020 and earlier) taken for 4-8 Core or ELAR certifications**

Proficiencies & Experiences/Quantitative Reasoning

Does not count for Common Curriculum for student entering Fall 2020 and later**5348 Introduction to Diverse Learners (for students entering Spring 2020 and earlier)**

Proficiencies & Experiences/Human Diversity

Common Curriculum for student entering Fall 2020 and later

Human Diversity

5318 Formative and Summative Assessment

5330 Integrated STEM Studies

5349 Learning Environment and Professionalism

5358 Conventional Literacy taken for 4-8 Core or ELAR certifications

5367 Creating Successful Classrooms

5371 Secondary Instruction: Content Area Methods

6366 Reading and Writing in the Content Area only if not taken any other literacy courses

Educational Studies Major: Focus Grade 7 – Grade 12 (7 – 12)

In order to declare the Educational Studies major students must:

1. Complete the 12 to 15 credit hours in Pre--Major Content in selected teaching field
2. Declare a primary major that must be in an approved teaching field (see list below)

To complete the major of Educational Studies students must:

1. Complete the primary major in an approved teaching field
2. Complete 30 credit hours in required EDU courses

Students who have been accepted into the Educator Preparation Program, completed the major, and passed the all state required exams for certification can apply to clinical teach.

Students can choose to do the additional six hours of clinical teaching before they graduate (see adviser for more details). Students can also elect to do the additional six hours of clinical teach as a post--baccalaureate. After successful clinical teaching, students are recommended by the University to the Texas Education Agency for standard certification to teach in Texas.

Educational Studies Major: Focus Grades EC – Grade 12 (EC - 12) **

In order to declare the Educational Studies major students must:

1. Complete the 12 credit hours in Pre--Major Content in selected teaching field
2. Declare a primary major that must be in an approved teaching field (see list below)

To complete the major of Educational Studies students must:

1. Complete the primary major in an approved teaching field
2. Complete 30 credit hours in required EDU courses

Students who have been accepted into the Educator Preparation Program, completed the major, and passed the all state required exams for certification can apply to clinical teach.

Students can choose to do the additional six hours of clinical teaching before they graduate (see adviser for more details). Students can also elect to do the additional six hours of clinical teach as a post--baccalaureate. After successful clinical teaching, students are recommended by the University to the Texas Education Agency for standard certification to teach in Texas.

****Music Education students must successfully complete the following education courses: EDU 2350 Educational Psychology
EDU 5327 Integrating Teaching and Learning
EDU 5349 Learning Environment and Professionalism**

Approved Teaching Fields 7 – 12

Art
 Chemistry
 Computer Science
 Dance 6-12
 English Language Arts & Reading
 History
 Journalism
 Life Science
 Mathematics
 Mathematics/Science 4-8
 Physics/Mathematics
 Physical Science
 Science
 Social Studies
 ELAR/Social Studies 4-8

Approved Teaching Fields EC - 12

American Sign Language
 German
 French
 Music
 Spanish
 Theatre

List of EDU courses 7-12 and EC-12 with the exception of Music Education**2350 Educational Psychology UC (for students entering Spring 2020 and earlier)**

Breadth/Individuals, Institutions, & Cultures
 Proficiencies & Experiences/Human Diversity

Common Curriculum for student entering Fall 2020 and later

Human Diversity

4300 Foundations of Teaching English to Speakers of Other Languages (for students entering Spring 2020 and earlier)

Proficiencies & Experiences/Oral Communications
 Proficiencies & Experiences/Community Engagement

Common Curriculum for student entering Fall 2020 and later

Community Engagement

5121 Field Experience I - (for students entering Spring 2020 and earlier)

Proficiencies & Experiences/Oral Communications
 Proficiencies & Experiences/Community Engagement
 Does not count for Common Curriculum for student entering Fall 2020 and later

5122 Field Experience II - (for students entering Spring 2020 and earlier)

Proficiencies & Experiences/Oral Communications
 Proficiencies & Experiences/Community Engagement
 Proficiencies & Experiences/Human Diversity
Does not count for Common Curriculum for student entering Fall 2020 and later

5123 Field Experience III - (for students entering Spring 2020 and earlier)

Proficiencies & Experiences/Oral Communications
 Proficiencies & Experiences/Community Engagement
Does not count for Common Curriculum for student entering Fall 2020 and later

5327 Integrating Teaching and Learning (for students entering Spring 2020 and earlier)

Proficiencies & Experiences/Oral Communications

Proficiencies & Experiences/Writing

Does not count for Common Curriculum for student entering Fall 2020 and later**5348 Introduction to Diverse Learners (for students entering Spring 2020 and earlier)**

Proficiencies & Experiences/Human Diversity

Common Curriculum for student entering Fall 2020 and later

Human Diversity

5318 Formative and Summative Assessment

5327 Integrating Teaching and Learning 5348 Introduction to Diverse Learners

5349 Learning Environment and Professionalism

5367 Creating Successful Classrooms

5371 Secondary Instruction: Content Area Methods (with adviser consultation)

6366 Reading and Writing in the Content Area (with adviser consultation)

Clinical Teaching/Internship

Tuition cost for clinical teaching or internship is for 6 credit hours. Students should not enroll in any other courses while clinical teaching.

Undergraduates and Post-Baccalaureates Clinical Teaching Courses

EDU 5363 Clinical Teaching

EDU 5364 Clinical Teaching

Internship (Post Baccalaureates only)

EDU 5385 Internship

EDU 5386 Internship

Educational Studies Minor (15 credit hours)

2350 Educational Psychology (required)

5327 Integrating Teaching and Learning (required)

Select 9 hours from the following courses:

2349 Psychology of Adjustment

2355 Literacy and Society

4300 Foundations of Teaching English to Speaker of Other Languages

5318 Formative and Summative Assessment

5348 Introduction to Diverse Learners

5349 Learning Environment and Professionalism

This minor does not meet qualifications for educator preparation programs leading to Texas teacher certification.

The Educational Studies Minor provides a variety of courses that address useful skills for these professions:

Corporate trainers

Fitness trainers

Counselors

Social workers

Financial advisers

Project managers

Public relations managers

Ministers

Marketing communication specialists

Community relations specialists

Recruiters

Non--profit, community--based leaders

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 or 4-8 Core/ELAR
Summer
EDU 6302 Design & Assessment of Learning for Differentiated Instruction (Summer 1)
EDU 6390 L2 Classroom Instruction
Fall
EDU 6121 Field Experience I
EDU 6349 Learning Sciences in STEM Education
EDU 6327 Learning to Read and Write
EDU 6326 Content Area Studies
Spring
EDU 6122 Field Experience II
EDU 6123 Field Experience III
EDU 6336 Reading and Writing to Learn
EDU 6329 EC-6th Math
EDU 6356 Foundations of Special Education
Summer
EDU 6303 Learning Environment & Professionalism (Summer1)
Fall
EDU 6306 and 6307 Clinical Teaching OR EDU 6376 and 6377 Internship (two terms)

EC-12 & Secondary Certification Levels or 4-8 Math/Science
Summer
EDU 6302 Design & Assessment of Learning for Differentiated Instruction (Summer 1)
EDU 6390 L2 Classroom Instruction
Fall
EDU 6121 Field Experience I
EDU 6324 Content Methods or content subject course
EDU ELECTIVE
Spring
EDU 6122 Field Experience II
EDU 6123 Field Experience III
EDU 6366 Reading and Writing in Content Areas
EDU Elective
EDU 6356 Foundations of Special Education
Summer
EDU 6303 Learning Environment & Professionalism (Summer1)
EDU 6315 Diverse Learners
Fall
EDU 6306 and 6307 Clinical Teaching OR EDU 6376 and 6377 Internship (two terms)

Post Baccalaureate- Non-Degree Educator Preparation Program

Fast Track for EC-6th or 4th-8th Core Post Baccalaureates
EDU 5327 Integrating Teaching and Learning FL
EDU 5121 Field Experience I FL
EDU 5122 Field Experience II SP
EDU 5357 Emergent Literacy FL
EDU 5358 Conventional Literacy SP
EDU 5331 Content Area Studies FL
EDU 5355 Teaching Math in Elementary School SP
EDU 5123 Field Experience III (taken semester before ST) SP
EDU 5330 Integrated STEM Studies FL
EDU 5349 Learning Environment/Professionalism(taken sem before ST) SP

Fast Track for Secondary 7-12 or EC-12 and 4-8 Post Baccalaureates
EDU 5327 Integrating Teaching and Learning FL
EDU 5121 Field Experience I FL
EDU 5122 Field Experience II SP
EDU 4300 Foundations of ESL Instruction
EDU 5367 Creating Successful Classrooms
EDU 5348 Introduction to Diverse Learners
EDU 5371 Content Area Methods
EDU 5123 Field Experience III
EDU 5318 Formative/Summative Assessment
EDU 5349 Learning Environment/ Professionalism

Total of 24 hours

**6 hours of Clinical Teaching after completion of all courses above
(EDU 6306 and EDU 6307 or Internship EDU 6376 and EDU 6377 (2 semesters))**

**Full time: undergraduate courses, do not transition to Graduate studies.
30 hours total (24 classes + 6 hours clinical teaching or internship)**

Code of Ethics

In addition to students being knowledgeable in the content they are preparing to teach, the Department of Teaching and Learning expects all students to demonstrate their understanding and practice of the dispositions identified by the [Code of Ethics and Standard Practices for Texas Educators](#), Texas Administrative Code. Applicants to the Educator Preparation Program read and acknowledge the Code of Ethics during the application process as well as complete Professionalism Training while in the program.

As a professional program, the Simmons School of Education and Human Development, Department of Teaching and Learning reserves the right to recommend or not recommend teacher candidates for certification.

Departmental Expectations

The Department of Teaching and Learning grading scale for required EDU courses

94 – 100	A
90 – 93	A-
87 – 89	B+
84 – 86	B
80 – 83	B-
77 – 79	C+
74 – 76	C
70 – 73	C-
67 – 69	D+
64 – 66	D
60 – 63	D-
Below 60	F

Students must repeat a required teacher education course if a grade below C (2.00) is earned.

Maintain GPA Requirements

- Students are to maintain a cumulative GPA of 2.5 for all University courses leading to a degree.
- If a student's cumulative GPA falls below 2.5, she or he will be placed on departmental probation. Students will not be allowed to enroll in any Educator Preparation courses unless the course is being taken to remove a grade lower than a C.
- Students must have a 3.0 GPA in the required Educator Preparation courses in order to apply for clinical teaching. GPA's are not rounded.
- Students must earn no grade lower than a C (2.0) in their content area.

Academic Integrity

Students are to adhere to SMU's Honor Code.

http://smu.edu/studentlife/studenthandbook/PCL_05_HC.asp

Attendance

- Students are to attend all classes.
- Students are to arrive for class on time and remain for the entire class.
- Attendance is part of the class grade.
- The instructor determines in all instances the extent to which absences and tardiness affect each student's grade.
- It is the responsibility of the students to make arrangements with the instructor **prior** to any University extracurricular activities' absences concerning any class notes, missed tests or assignments.
- It is the responsibility of the students to contact their Field Experience instructor if they are going to be absent due to illness before class begins. All other absences from Field Experience classes must have prior approval.

Student Work

- Students should complete all assignments in a professional manner.
- Students should meet all timelines for assigned work.

Communication Skills

- Students are expected to demonstrate effective communication skills.
- Students are expected to use Standard English in all communications both written (including emails and text messages) and oral.

Etiquette

- Students are expected to dress appropriately for the activities and classes.
- Students should not use cell phones while in class. Computers can be used for taking notes or doing instructor--directed tasks.
- Students should be aware of the instructor's office hours and make appointments when in need of assistance or with a concern.
- Students should be considerate of classmates and demonstrate a professional attitude at all times.

Personal Information

The information presented in this handbook is accurate at the time of printing; however, policies are subject to change based on University, Simmons School and state guidelines. Check with an adviser before making a major decision based on the contents of this handbook.

Student Identification Number

The University assigns each student an eight--digit SMU identification number. Students should use this number whenever contacting their adviser or instructors. This is the primary means the Teaching and Learning Department has to identify the students' academic record and transactions related to the records.

Name Change

A student who has a change in name must provide the University Registrar's Office his or her Social Security card or the form issued by the Social Security Administration. All grade reports, transcripts and diplomas are issued only under a person's legal name as recorded by the University Registrar's office.

This is also the name the Teaching and Learning Department will submit to the Texas Education Agency.

Work Plan

It is the student's responsibility to keep the work plan up-to-date. Students will need to keep in touch with their adviser. The most efficient way to communicate will be via emails.

Samia Siddiqui ssiddiqui@smu.edu

The University--assigned email address is the official address for University electronic correspondence, including related communications with advisers, faculty members and academic units. The adviser will periodically send important information to Educational Studies students. It is expected that all students will monitor their SMU emails at least weekly.

It is the student's responsibility to be aware of all pertinent dates listed on the Academic Calendar out of the Registrar's office. http://smu.edu/registrar/academic_calendar.asp The deadline for adding courses, dropping courses without grade record and changing sections for each term is listed in the Official University Calendar. Students may drop a course with a grade of W (Withdraw) through approximately midterm by using the student my.SMU. The specific deadline is listed in the Official University Calendar.

Advising for Enrollment

All students admitted to the Educational Studies program are expected to meet with their advisers each term. Students may make an appointment to visit with their adviser anytime during the academic year through <https://booking.smu.edu/appointments/samiasiddiqui> or by calling 214-768-2346.

Schedules for each term are posted and updated on the Department of Teaching and Learning's website according to the University schedule. This schedule will always have the most current information.

Before the enrollment date, advisers will give permission to Teacher Education students based on their current work plan. If students need to alter their work plan, they must see their adviser by calling 214-768-2346 to make an appointment, or by using <https://booking.smu.edu/appointments/samiasiddiqui>.

Students enrolling in Clinical Teaching or Internship will receive their permission from their adviser. Permission will be granted after all criteria, including testing and coursework, for clinical teaching has been fulfilled.

Undergraduate students who will be enrolling in clinical teaching as a Post Baccalaureate will not receive permission for clinical teaching until after their degree has been conferred by the Registrar's Office. Our advisers will contact these students once the change has occurred.

Withdrawal from Program

It is the student's responsibility to notify the adviser if it becomes necessary to withdraw from the program and complete an exit form. If the student does not enroll in any education courses for three consecutive terms, his/her file will become inactive.

Student Files/Records

It is the policy of Simmons School of Education and Human Development, Department of Teaching and Learning to retain all student files for five years as per the Texas Administrative Code Rule §228.40.

Honors & Awards

Scholar Award

Each year the Department of Teaching and Learning presents Scholar Awards to two undergraduate Educator Preparation students that meet the award's criteria of strong academic achievement, outstanding performance in field experience classes, and promise in growth and service to the education professions.

Pi Lambda Theta

Founded by educators in 1910, Pi Lambda Theta is the oldest national educational honor society in the field of education and has the most stringent academic requirements. Pi Lambda Theta is headquartered in Bloomington, Indiana. It is the most recent member of Phi Delta Kappa (PDK) Professional Education Association family, which publishes *Kappan* magazine.

Membership in the society is by invitation only and is open to both undergraduate and graduate students who intend to pursue a career in education. The invitation is based on superior scholastic achievement (cumulative GPA of 3.50) from the student and nominations of high potential for professional leadership by the Simmons Department of Teaching and Learning faculty.

Pi Lambda Theta members are entitled to wear gold honor cords and pins at graduation under their regalia.

Departmental Distinction Awards

Educational Studies majors with sufficiently high standing may be awarded departmental distinction.

Criteria for Departmental Distinction are:

1. Earn a minimum 3.0 over---all grade point average at graduation.
2. Earn a minimum 3.5 average in EDU courses taken for the Educational Studies major.
3. Pass EDU 5318, EDU 5349 and either EDU 5331 or EDU 5371 with a grade of A-+ or higher,
4. Submit a research project proposal to the Educator Preparation Program Committee (EPP).
 1. EDU 5318 --- Data Research Project
 2. EDU 5349 --- Issues in Professionalism
 3. EDU 5371/5331 --- Issues in Pedagogy
5. Complete a significant research project resulting in a research paper, and poster presentation at the Simmons Educator Showcase before the Teaching and Learning faculty and a public audience.
6. Earn acceptance of work by the EPP committee.

Students will work with a designated faculty member during the project.

Enrollment is limited to four students each fall and spring term. The Simmons Educator Showcase will be presented in the spring term.

Testing

Texas Examinations of Educator Standards (TExES)

The TExES tests are criterion-referenced examinations designed to measure a candidate's knowledge in relation to an established criterion rather than to the performance of other candidates.

State Examinations Required for EC-6 Certification:

- TExES Core Subjects EC-6
- TExES Pedagogy and Professional Responsibilities (PPR) EC-12
- TExES Science of Teaching Reading

State Examinations Required for Grades 4-8:

- TExES – Core Subjects 4-8
- TExES Pedagogy and Professional Responsibilities (PPR) EC-12
- TExES Science of Teaching Reading

State Examinations Required for Grades 7-12:

- TExES Content Area 7-12 (i.e. math, English, science, etc)
- TExES Pedagogy and Professional Responsibilities (PPR) EC-12

State Examinations Required for All- level Certificates: (music, art, foreign language, theater)

- TExES Content Area EC-12
- TExES Pedagogy and Professional Responsibilities (PPR) EC-12

Qualifying Practice Tests

There are tests required by the State of Texas before becoming a certified teacher. It is recommended that students take the Content Area test as their first exam. Before given approval to take the TExES test, students must first take a qualifying practice test and have a passing score of at least 80%. Scores earned below 80% will require retaking the practice test. Once the practice test is passed, the student will be given approval for the state TExES test. Qualified students will receive an email with instructions on how to register for the TExES test. Students are to review and bookmark the specific instructions at [TExES-Practice-Test-Instructions.pdf](#). Contact the Department of Teaching and Learning Certification Officer when you have questions about practice tests and TExES tests.

Both practice and state tests must be passed before you are allowed to clinical teach.

Practice test should be taken when the students are . . .

Core Subjects EC--6 test

- Enrolled in or completed EDU 5358 Conventional Literacy
- Enrolled in or completed EDU 5331 Content Area Studies for Elementary School

Content Area test

- Enrolled in or completed EDU 5371 Content Area Methods or other content-based course, and completed most of their declared major courses

Science of Teaching Reading test

- Enrolled in or completed EDU 5358 Conventional Literacy

Official information concerning testing for Texas Educator Certification

Pearson Education is the administrator of TExES exams.

<http://www.tx.nesinc.com/Home.aspx>

Specific Exam Information

http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html

Exam Registration

http://www.tx.nesinc.com/PageView.aspx?f=GEN_Register.html

Exam Preparation Materials

http://www.tx.nesinc.com/PageView.aspx?f=GEN_PreparationMaterials.html

Alternative Testing Arrangements

<http://www.tx.nesinc.com/Contacts.aspx>

Policies

http://www.tx.nesinc.com/PageView.aspx?f=GEN_Policies.html

Clinical Teaching/Internship

All undergraduate students applying for clinical teaching must meet the following guidelines:

EC-6 grades Teacher Education program

Have a cumulative GPA of 2.5 for all university courses leading to a degree. Have a GPA of 3.0 for all required Educational Studies courses. Have successfully completed the 24 hours of content requirements

Must include MATH 1305 and EDU 5330

Must have no course grade lower than a C (2.0) Have passed the SMU qualifiers for both state exams

4 – 8 grades, 7-12 grades, EC-12 grades Teacher Education program

Have a cumulative GPA of 2.5 for all university courses leading to a degree. Have a GPA of 3.0 for all required Education Studies courses. Have successfully completed all the major requirements

Must include MATH 1305 for 4 – 8

Must have no course grade lower than a C (2.0) Have passed the SMU qualifiers for both state exams

All post-baccalaureate students applying for clinical teaching must meet the following guidelines:

Have a GPA of 3.0 for all required Educational Studies courses.

Have passed the SMU qualifying practice exams for required state exams.

Clinical teaching is the culminating clinical experience of the Educator Preparation Program. During clinical teaching, the teacher candidate has an opportunity to observe the teacher and the students, plan motivating lessons, assess student learning, reflect on his/her own progress toward effective teaching, and eventually take on the responsibility of full day teaching.

The clinical teaching experience is one full term. The clinical teacher follows the cooperating teacher's work days and hours of the district to which he/she is assigned. The clinical teacher's holidays are the same as those of the assigned school district, not the University's holidays.

All clinical teaching applicants must attend a mandatory Clinical Teaching Orientation meeting. All students must attend even if they think they will be doing an internship instead of clinical teaching. No student will receive permission to enroll if he/she does not attend this orientation.

There will be seminar sessions at SMU's main campus as part of the clinical teaching requirement. Dates and time will be listed in the clinical teacher handbook.

Student teaching placement for all Educator Preparation students except All-level music students is coordinated with Dallas Independent School District (DISD). Only compelling reasons, such as a health problem or other hardship, will be considered sufficient to waive the policy. A student may petition the Educator Preparation Program Faculty for an exception to this policy. However, exceptions will be rare. Students who wish to petition should write a letter to the Educator Preparation Program Committee explaining in detail why the exception is needed. The Educator Preparation Program Committee will review the request and will notify the student in writing of the decision.

Clinical Teaching as a Post Baccalaureate

If a student is eligible to graduate the term before clinical teaching, the student will receive a reduced tuition rate for clinical teaching as a post baccalaureate student. Students must notify the department if there are plans to graduate before clinical teaching. After the degree is conferred, the student information will be entered into my.SMU.edu as a post baccalaureate. Students will be notified through email when that process is complete. At that point, students may enroll in clinical teaching. Please do not enroll until notified by the Department of Teaching and Learning.

Internship

In order to complete an internship instead of clinical teaching, the following criteria must be followed:

- ┌ Student has a baccalaureate degree.
- ┌ Student has passed all state tests.
- ┌ Student has completed the clinical teaching application and attended the mandatory orientation meeting.
- ┌ Student has found a teacher -of -record position with an accredited Texas school. The school can be public, charter or private. A list of schools may be found at <http://www.tea.state.tx.us/accredstatus/> and <http://www.tepsac.org>
- ┌ Student is prepared to teach the required two terms.
- ┌ Student's teaching assignment mirrors student's certification preparation.

Procedure after obtaining an internship as the teacher of record:

- Notify the program's department director.
 - Request the Probationary Certificate Information form from the department director.
 - Ask the principal to complete and sign the form.
 - Email the form to the SMU Director of Educator Preparation.
-
- ┌ Student must apply for a Probationary Certificate on the TEA website.
 - ┌ Fingerprinting is required by the state. Follow the instructions on the SBEC website for fingerprinting - <https://tea.texas.gov/texas-educators/certification>
 - ┌ Interns will immediately email the Teaching & Learning office, amyrichardson@smu.edu, with the school name and district information.
 - ┌ Student will be required to attend a hybrid internship seminar which will meet several times during the school year throughout the internship.
 - ┌ Handbooks will be distributed at the first seminar meeting.
 - ┌ SMU supervisor, mentor teacher and intern will meet during first 10 days of internship.
 - ┌ Once the internship is completed and posted to the transcript, the student will be able to apply for a five-year standard certificate.

The Charles Butt Scholarship for Aspiring Teachers

The Charles Butt Scholarship for Aspiring Teachers is a Raise Your Hand Texas Foundation Initiative. Charles Butt Scholarship for Aspiring Teachers is designed to support promising students to consider a future in the teaching profession. Scholars receive up to \$8,000-\$10,000 in annual funding for up to four years, as well as ongoing professional development opportunities, mentorship from sitting public school educators, and participation in a statewide aspiring teachers network facilitated by the Raise Your Hand Texas Foundation. The competitive selection process includes an application, pre-screening by university teams, and a daylong event consisting of a group activity, mock teaching lesson, and panel interview. Approximately 100 new scholarships are awarded through 13 eligible universities and partner programs, with the cohort growing to include 500 scholars annually. The Simmons School of Education is a partner of the Raise Your Hand Texas Foundation, and we enthusiastically support the program.

Those accepted into the Charles Butt Scholarship for Aspiring Teachers program are required to:

- Remain enrolled in the SMU Educator Preparation Program.
- Maintain a minimum 3.0 grade point average.
- Participate in Raise Your Hand professional-development activities.
- Receive a letter of recommendation for continuation from your teacher preparation program director each year.
- Plan to teach in a high-need classroom in a Texas public school upon completion of the program.
 - Students are committed to a teaching career in a school that serves a majority of economically disadvantaged students or in a shortage subject (in a school where more than 50% of students are eligible for free or reduced lunch, or as a math, science, bilingual, or special education teacher) in the Texas public school system.

This scholarship description and additional information about the Charles Butt Scholar Program can be found on the [Raise Your Hand Texas website](#).

Texas Teacher Certification

Applying for Educator Certification from the Texas Education Agency

1. Demonstrate content and professional knowledge through the completion of education course work (content and professional education) with satisfactory GPA and graduate
2. Demonstrate content and professional skills and dispositions through the completion of
3. field experience (including student teaching/internship)
4. Demonstrate content and professional knowledge, skills, and dispositions through passing state certification exams

After all the above requirements have been completed, degrees conferred (this could take up to 4 weeks), and the students are in good standing with the University, SMU will recommend them for standard certification.

Students will need to follow the procedures for fingerprinting as required by the state. Once the student has been notified that the recommendation has been sent, student will be able to apply for a five-year standard certificate (fee required) and initiate the criminal

background check through the fingerprinting process (fee required). Once the student applies for the standard certification from the Texas Education Agency and initiates the criminal background check, SMU will recommend the student. Follow the instructions on the SBEC website for fingerprinting. (<https://tea.texas.gov/texas-educators/certification>). Teacher Certification is not complete without the application, fees, and the fingerprinting being processed.

Students can download a copy of their Standard Educator Certificate from their TEA ECOS profile or go to <https://secure.sbec.state.tx.us/SBECONLINE/virtcert.asp>.

After initial certification has been approved by TEA, students may then register for any additional certification by examination.

Laws & Associations

Important public laws that pre-service and professional educators must know:

Texas Laws

Education Code Title 2. Public Education Subtitle D. Chapter 21. Educators

<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.21.htm>

TAC Title 19 Education, Part 8, State Board for Educator Certification, Chapter 247 Educators' Code of Ethics

§247.1 Purpose and Scope: Definitions

§247.2 Code of Ethics and Standard Practices for Texas Educators

<https://tea.texas.gov/texas-educators/investigations/educators-code-of-ethics>

Family Code Title 5. The Parent-Child Relationship and the suit affecting the Parent-Child Relationship Subtitle E. Protection of the Child Chapter 261. Investigation of Report of Child Abuse or Neglect

<http://www.statutes.legis.state.tx.us/SOTWDocs/FA/htm/FA.261.htm>

TAC, Title 19 Chapter 38 §38.005 Protective Eye Devices in Public Schools Teachers and students must wear industrial--quality eye--protective devices in appropriate situations as determined by school district policy.

Civil Practice and Remedies Code, Title 5 Code 101.001

School district employees may be held liable in circumstances involving: use of excessive force in the discipline of students; negligence resulting in bodily injury to students; or the operation, use, or maintenance of any motor vehicle. It is important for pre--service and professional educators to know district policies and procedures as written in board policies and handbooks.

<http://www.statutes.legis.state.tx.us/Docs/CP/htm/CP.101.htm>

Texas Penal Code § 21.12. Improper Relationship between Educator and Student The age of the student is not a factor.

<http://www.statutes.legis.state.tx.us/docs/pe/htm/pe.21.htm>

Federal Law

Individuals with Disabilities Education Act Public Law 105.17 (IDEA 2004)

All teachers must follow the Individualized Educational Program (IEP) developed for any student in special education in any/all classrooms. Teachers can call an Admission, Review and Dismissal (ARD) meeting to change the IEP, but they cannot ignore the IEP. Teachers can be sued as an individual for ignoring an IEP.

Teacher Associations in Texas

It is important that pre-service teachers are aware of teacher groups. Statewide general

Teacher associations:

[American Federation of Teachers -](#)
[Texas Association of Texas Professional Educators](#)
[Texas Classroom Teachers Association](#)
[Texas State Teachers Association](#)

Content area teacher associations:

[Texas Association of Journalism Educators](#)
[Texas Association of Biology Teachers](#)
[Texas Business & Technology Educator's](#)
[Association Vocational Agriculture Teachers Association of Texas](#)
[Texas Computer Education Association](#)
[Texas Middle School Association](#)
[Texas Association for Health, Physical Education, Recreation & Dance](#)
[Texas Art Education Association](#)
[Texas Council of Teachers of Mathematics](#)
[Texas Social Studies Supervisors Association](#)
[The Texas Council for the Social Studies](#)
[Science Teachers Association of Texas](#)
[Texas Teachers of English to Speakers of Other Languages](#)
[Texas Council of Teachers of English Language Arts](#)
[Texas Music Educators Association](#)

Complaint Procedures for Students

The Texas Education Agency (TEA) governs several boards and operates under the rules and regulations called the Texas Administrative Code (TAC). In order to file a complaint, one must be in accordance with TAC Chapter 228.70 Complaints and Investigations (b) (4).

No matter what the nature of the complaint, step 1 is to contact the Program Director of the Educator Preparation Program (EPP) in Annette Caldwell Simmons School of Education and Human Development – Dr. Amy Richardson—(amyrichardson@smu.edu) and if requested, to submit the complaint in writing.

Types of Complaints:

Educator Preparation Program (EPP)

If the complaint is in regard to any aspect of the program or anyone associated with the program, once the EPP committee has heard and received the written submission describing the complaint, the EPP committee will review it and respond within two weeks with a resolution.

Pearson Testing Service

If the complaint is in regard to any aspect of TExES test registration, administration, scoring, etc., once the EPP committee has heard and received the written submission, the committee will review it and respond within two weeks with a resolution or instructions for contacting the testing service.

State Board for Educator Certification (SBEC) / TEA

If the complaint is in regard to any aspect of state certification requirements or anyone associated with SBEC/TEA, once the EPP committee has heard and received the written submission, the committee will review it and respond within two weeks with a resolution or instructions for directing the complaint to the appropriate department/persons.

For details about the TAC 228.70 complaint procedures, go to <https://tea.texas.gov/about-tea/contact-us/complaints-and-investigations>