

# ADDENDUM

---

The following text was not included in the print version of the 2015–2016 *Simmons Graduate Programs Catalog* but is valid for the 2015–2016 academic year.

## DEPARTMENT OF TEACHING AND LEARNING

### GRADUATE TEACHER CERTIFICATION PREPARATION PROGRAMS

**(PAGE 32)**

#### Postbaccalaureate Teacher Certification

[www.smu.edu/TeacherPrep](http://www.smu.edu/TeacherPrep)

Through the Department of Teaching and Learning, postbaccalaureate students may enroll in programs that lead to teaching certification at the elementary and secondary levels. SMU offers courses in all three grade ranges: early childhood–grade six, grade four–grade eight and grade seven–grade 12. For all educator preparation questions, students should contact the Department of Teaching and Learning at [teacher@smu.edu](mailto:teacher@smu.edu) or 214-768-2346.

To become a teacher, students must pass two state examinations: one that covers content and one that covers both instruction/pedagogy and professional responsibilities. The exams are offered periodically throughout the year by the State Board for Educator Certification. Once an individual has completed preparation coursework, completed student teaching or an internship, and passed the appropriate examinations, she/he submits fingerprints, passes a criminal background check and is awarded a standard teaching certificate by SBEC. General information about educator preparation in Texas is available from the SBEC at [www.sbec.state.tx.us](http://www.sbec.state.tx.us).

An individual who already has a bachelor's degree and wants to attend SMU to become a certified teacher must satisfy most of the same curricular requirements as undergraduates and follow many of the same procedures. SMU's Teacher Preparation program requires 21 credit hours of coursework plus nine credit hours of fieldwork (three hours of early field experience and six hours of either student teaching or internship) for a total of 30 credit hours. Students meet each term with their adviser, who guides the program of study.

The classroom courses and field experiences are based on the Texas standards for beginning teachers and can be completed in three regular terms if attending full time. Throughout the course of study, students are expected to maintain high levels of performance and to develop habits of reflection, as well as acquire knowledge and skills of practice. Professors model learning experiences that are considered best practices for all learners. Within their classes, students are expected to work collaboratively in small groups, complete simulated teacher tasks, pose questions for class inquiry and use multiple resources to answer questions.

#### **Postbaccalaureate Certification Entrance Requirements**

Before enrolling in the Educator Preparation Program, all postbaccalaureate students must provide the following:

1. An official transcript showing degree awarded with an overall GPA of 2.500. Transcripts from countries outside the United States must be accompanied by official evaluations by an SMU-recognized evaluation agency.

- A. Students applying for teacher preparation in EC through grade six and grade four–grade eight must have at least 24 hours of core content comprised of six credit hours in each of the following, with no grade lower than a C (2.000): math, English, science and social studies.
  - B. Students applying for grade seven–grade 12 must have at least 24 credit hours, with 12 hours of advanced courses in an approved teaching field.
2. A letter of reference from an employer or professor.
  3. One of the following: (a) passing scores on the Texas Higher Education Assessment, with a minimum reading score of 260, a minimum writing score of 220 and a minimum math score of 230; (b) an SAT score of at least 1600, with a score of 500+ for each part; or (c) an ACT score of at least 23. Scores from any of these tests are accepted if taken within the last five years.
  4. Submission of the required affidavit indicating fitness for a teaching career.
  5. For international students applying from countries where English is not the native language, either the TOEFL or IELTS English language proficiency test must be taken. In the case of the TOEFL, a minimum score of 92 is required; in the case of the IELTS, a minimum score of 6.5 is required.
  6. A written essay that must be completed in the adviser’s office; a prompt for the essay is supplied.
  7. An official interview with Department of Teaching and Learning advisers.

**Certification Grade Levels**  
**Early Childhood–Grade 6**

The early childhood through grade six curriculum is designed to produce teachers who are knowledgeable about children and how they learn, passionate about teaching, and resourceful in solving problems. 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.

**Requirements.** To be highly qualified to teach in Texas, students must pass the Texas Examinations of Educator Standards EC–Grade 6 Core Subjects exam and TExES EC–Grade 12 Pedagogy and Professional Responsibilities exam. In addition, all requirements – seven classroom-based courses, three field experience courses, satisfactory student-teaching or internship experiences, and passing scores on the appropriate TExES tests – must be fulfilled before the Simmons School will recommend a student for licensure granted by the Texas Education Agency. Candidates must complete all of the following courses with an overall *B* average.

<i>Requirements</i>	<i>Credit Hours</i>
<b>Pedagogy and Content</b>	21
EDU 5318, 5327, 5331, 5349, 5355, 5357, 5358	
<b>Field Experience/Student Teaching Courses</b>	9
EDU 5121, 5122, 5123 EDU 5363, 5364 <i>or</i> EDU 5358, 5386	

---

**30**

## Secondary Education

(Middle and High School: Grades 4–8 and 7–12)

The secondary education curriculum is rich in the practical experience and theory that are needed for teaching preadolescents and adolescents. Courses address the unique developmental needs of these students, as well as effective teaching strategies. Each course provides classroom and field experiences to prepare prospective teachers to become effective teachers and lifelong learners.

**Requirements.** Candidates should contact the Department of Teaching and Learning advisers to determine the field(s) that their undergraduate coursework prepares them to teach. To be highly qualified to teach in Texas, students must pass the Texas Examinations of Educator Standards Pedagogy and Professional Responsibilities exam and the TExES content (teaching field) test. In addition, all requirements – seven classroom-based courses, three field-experience courses, satisfactory student-teaching or internship experiences, and passing scores on the appropriate TExES tests – must be fulfilled before the Simmons School will recommend a student for licensure granted by the Texas Education Agency. Candidates must complete all of the following courses with an overall *B* average.

<i>Requirements</i>	<i>Credit Hours</i>
<b>Pedagogy and Content</b>	21
EDU 5318, 5327, 5348, 5349, 4300, 5367, 5371	
<b>Field Experience/Student Teaching Courses</b>	9
EDU 5124, 5125, 5126	
EDU 5373, 5374 or EDU 5375, 5376	
	<hr/> <b>30</b>

### **All-Level Music, Theatre Arts or World Language**

In addition to meeting the requirements for a major in music, theatre arts or world language, students must complete a total of 30 hours in education courses, including six hours in student teaching, in order to become a teacher.

### **Learning Therapy Preparation**

[www.smu.edu/LearningTherapy](http://www.smu.edu/LearningTherapy)

The Learning Therapy Preparation curriculum is designed for individuals interested in working with children or adults who have dyslexia or related written-language learning disorders. Participants are trained in the structures of written English, multisensory teaching methods and sequential procedures for teaching written-language skills and learning strategies. Learning Therapy Preparation requires two years of graduate study, extensive practicum teaching hours, seminars and clinical teaching hours. All of the courses are designed to teach the knowledge and skills prescribed by the national Academic Language Therapy Association and the International Multisensory Structured Language Education Council, which accredits courses that prepare individuals in the use of multisensory structured language education programs.

Students who would like to complete the M.Ed. degree program while engaged in learning therapy preparation should apply to the Master of Education in Reading and Writing program. Although learning therapy students primarily come from elementary and secondary education, nursing, psychology, speech-language pathol-

ogy, diagnostics, and counseling, a wide variety of other educational and professional fields may be appropriate backgrounds for the profession.

### **Admission Requirements**

Before enrolling in Learning Therapy Preparation, all students must provide the following:

1. A formal application with the \$75 nonrefundable application fee.
2. An official transcript from the school that awarded the applicant's baccalaureate degree; the transcript must show both degree status (such as bachelor's degrees completed) and an overall GPA of 3.000 or better.
3. A personal statement of goals that reflects an interest in learning and motivation for becoming an academic language therapist.
4. A written summary of work experience.

### **Requirements**

Students must successfully complete introductory coursework as well as a minimum of 120 clinical teaching hours during the first year to continue study as a second-year student. If a student lacks any requirement of first-year study, special permission to continue in the program may be granted after a formal review process by the Clinical Teaching Board.

<i>Requirements</i>	<i>Credit Hours</i>
<b>First-year Introductory Courses</b>	9
EDU 6101, 6231, 6330, 6331	
<b>Second-year Advanced Courses</b>	10
EDU 6102, 6103, 6233, 6332, 6333	
<b>Elective Courses</b> (two from the following)	2
EDU 6105, 6109, 6110, 6115, 6116, 6118, 6134	
	<hr/>
	<b>21</b>

### **Professional Development**

The Simmons School has a distinguished history of offering special workshops, lectures and seminars that address issues of social and scholarly import. Most are noncredit, but some offer graduate or undergraduate credit.

**Music Educators Summer Workshop.** Both noncredit and credit workshops are available. Students who elect to earn graduate credit may be able to apply that credit to either SMU's Master of Music in Music Education program or SMU's M.Ed. program. More information is found at [www.smu.edu/Meadows/AreasOfStudy/Music](http://www.smu.edu/Meadows/AreasOfStudy/Music) ("Workshops and Special Programs" link).

### **Contact Information**

#### **Music Educators Summer Workshop**

PO Box 750356  
Dallas TX 75725-0356  
214-768-3765