



Graduate Education Program

**Graduate Catalog
1992-1993**

Academic Calendar

1992-1993

1992 First Summer Term

May 25	Orientation for new graduate students
May 26	Classes begin
June 29	Classes end
June 30 - July 1	Examination period

1992 Second Summer Term

July 6	Classes begin
August 6	Classes end
August 8-9	Examination period

1992 Fall Term

August 26	Orientation for new graduate students and registration
August 27	Classes begin
October 15-16	Mid-term break
November 25	Thanksgiving recess begins at 12:15 p.m.
November 30	Classes resume 8:00 a.m.
December 8	Last day of classes
December 10-15	Examination period
December 15	Christmas recess begins

1993 January Term

January 4	January Term begins; Classes begin at 3:00 p.m.
January 29	January Term ends

1993 Spring Term

February 1	Orientation for new graduate students and registration
February 2	Classes begin
March 19	Spring recess begins at 5:15 p.m.
March 29	Classes resume 8:00 a.m.
April 22	Founder's Day Celebration
May 11	Classes end
May 13-18	Examination period
May 22	Commencement

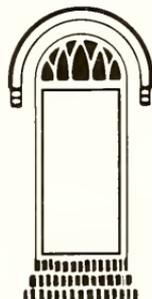
Salem Graduate

College Education

Program

Graduate Catalog
1992-1993

Founded 1772



Winston-Salem, NC

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Introduction to

Salem College

The early Moravians who settled in Salem, believing that young women as well as young men would profit from education, began a school for girls in 1772. This school evolved into a boarding school for girls and young women in 1802, Salem Female Academy in 1866, and a college for women in 1890. Since 1920, Salem College has been a member of the Southern Association of Colleges and Schools, with the most recent affirmation of accreditation taking place in December, 1990.

As early as the 1850s, Salem Academy was recognized as providing preparation for the teaching profession. When formalized certification practices were initiated in North Carolina, Salem College adapted its curriculum to meet the requirements of the state. The teacher education program of the College has been accredited by the state of North Carolina since 1964; the most recent accreditation took place in the spring of 1991.

While Salem College does not offer an undergraduate major in education, the College does offer teacher education programs in the following areas:

Elementary Education (K-6)
Learning Disabilities (K- 12)
Second Language French, Spanish (K-12)
Secondary (9-12)
Biology, Chemistry, English,
Social Studies, and Mathematics

Salem College continues its commitment to both liberal arts and the preparation of teachers with the master of arts in teaching (M.A.T.) and the master of education (M.Ed.) degree programs. These two graduate degree programs offer postbaccalaureate students the chance to prepare for or enhance a career as a classroom teacher.

The M.A.T. program is planned for the college graduate who has a firm foundation in the liberal arts and sciences and seeks professional certification and a master's degree. It also provides the Salem student the option of postponing professional training until her fifth year, thus securing both certification and a master's degree. Certification may be earned in either elementary education or learning disabilities.

The M.Ed. in language and literacy is planned for the teacher who intends to remain in the classroom and seeks to increase his or her professional knowledge and skills. Persons who complete this degree will qualify for K-12 reading certification in North Carolina.

Both degree programs are open to women and men.

Goals of the Program

The goal of both programs is to provide a broad perspective on education as a whole, while providing opportunity for in-depth work in an area of choice or with a special population. Both programs require the student to complete a six-hour liberal arts core on the graduate level. This requirement continues the 200-year commitment of Salem College to liberal learning.

The goals of both graduate degree programs are to develop classroom teachers of exceptionally high competence who can:

1. Apply the results of educational research to their classroom teaching.
2. Vary their classroom teaching strategies to meet the needs and interests of individual learners.
3. Become leaders within the school environment in such roles as lead teacher, mentor, cooperating teacher, or "coach."
4. Demonstrate advanced mastery of the intellectual skills of analysis, synthesis, and evaluation.
5. Demonstrate comprehension of interdisciplinary issues that confront the liberally-educated person.
6. Further, the graduate faculty is committed to promoting the cognitive development of each prospective teacher. A developmental theme undergirds the entire teacher education program providing coherence, purpose, and process.

Accreditation

Salem College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the bachelor's degree and the master's degree. All teacher education programs are accredited by the North Carolina State Board of Education and the National Council for the Accreditation of Teacher Education (NCATE).

Equal Opportunity Policy

Salem is committed to the principle of equal opportunity. It is the policy of Salem not to discriminate on the basis of race, color, national origin, or handicap with regard to its students, employees, or applicants for admission or employment.

Admissions

Information

Application

Application materials are available from the Office of Graduate Education. They may be obtained by writing or calling:

Office of Graduate Education
Fine Arts Center 302
Salem College
Winston-Salem, NC 27108
(919) 721-2658

New students may begin either program in any term. However, to complete the M.A.T. program in one academic year and two summers, the student must begin in the summer term. All application materials and test scores must be received by the graduate education office before any action will be taken. A non-refundable application fee of \$30 must be included with the application.

Requirements for admission to either the M.A.T. or M.Ed. program include:

1. Submission of an official transcript from an accredited college or university showing possession of a baccalaureate degree and graduating G.P.A.
2. Submission of official test scores from the Graduate Record Examination (GRE). Applications to take the GRE may be obtained from the graduate education office (Fine Arts Center 302). Graduate Record Examination scores must be officially verified to be accepted. Note: The GRE code for Salem College is 5607.
3. Two letters of recommendation.
4. Interview with the director of graduate studies and acceptance by the Graduate Education Council.

Admission Requirements— General

**Specific Requirements—
M.A.T. Degree**

In addition to the above general requirements, the applicant to the M.A.T. degree program must:

1. Obtain satisfactory scores on Core Batteries I (Communication Skills) and II (General Knowledge) of the National Teachers Examination. Minimum score requirements are set by the North Carolina State Board of Education.

**Specific Requirements—
M.Ed. Degree**

In addition to the above general requirements, the applicant to the M.Ed. degree program must:

1. Submit one recommendation from a principal or supervisor for whom the applicant has worked.
2. Submit a copy of his/her teaching certificate.

Additional Admissions Information

A teacher who is already certified, but not in elementary or special education, and who desires one of these certifications, may enter the M.A.T. program.

A teacher certified but not currently teaching may enter the M.Ed. program, but she/he will be required to complete a practicum prior to graduation to demonstrate teaching effectiveness.

The college retains the right to inspect undergraduate transcripts for the appropriate breadth of liberal arts courses for entrance to the M.A.T. program and the appropriate professional coursework and practicum experience for entrance to the M.Ed. program. Students may be required to make up undergraduate deficiencies.

Notification of Admission

The applicant will be notified of the acceptance or rejection of his or her application for admission within six weeks once all admission requirements have been met. Any appeal of the decision must be made in writing within ten (10) days to the director of graduate studies.

Admission Status: Unconditional Admission

An applicant who meets all admission requirements, including an acceptable combination of GRE scores and G.P.A. from the baccalaureate degree-granting institutions, will be admitted unconditionally. Any questions regarding acceptable scores should be directed to the director of graduate studies.

Provisional Admission

If a student does not meet the unconditional admission standards, provisional admission may be granted until the student has taken three courses. If the student receives a grade point average of 3.3 or above on these first three courses, he/she will be uncondi-

tionally admitted. Any appeal of admission decisions will be decided by the Graduate Education Council.

A student with a baccalaureate degree from an accredited institution may enroll for graduate courses for credit as a "special student." This designation does not guarantee the student subsequent admission to the graduate program. If a "special student" later applies to the graduate program and is accepted, credit earned on courses already taken may be applied to the degree provided the grade is B or better. A student desiring special student status should submit an official transcript showing completion of a baccalaureate degree to the director of graduate studies.

An orientation will be held for new students prior to the beginning of each term.

Special Student Status

New Student Orientation



Financial Information

Tuition and Fees

The tuition charge for the M.A.T. and M.Ed. degree programs is \$405 per three hour course (\$135.00 per credit hour).

Other fees include:

Application fee	\$30.00	
Transcript fee	2.00	each after the first transcript
Audit fee	100.00	
Returned check fee	10.00	
Graduation fee	75.00	

Refunds

Students enrolled in graduate courses may receive a full refund, minus a \$35 administrative fee, if they drop a course prior to the last day of the drop/add period. No refunds will be given for courses dropped at a later date. No refunds will be given for audit fees.

Financial Aid

Students must be formally admitted into either a degree or certification program to obtain financial aid. Financial aid is provided on the basis of the results of a family financial analysis which indicates that the student needs assistance in meeting educational costs. A member of the financial aid office staff is available to meet with any student who is interested in receiving financial information and assistance. Financial aid applicants should be aware that the aid process will require a minimum of two months processing. For more information or for an appointment, call the financial aid office in Lehman Hall, 919-721-2808.

Anna Maria Samuel Scholarship

Salem College may award one scholarship (half-tuition) per year to promote entry into teaching of persons who are currently underrepresented in the teaching profession. To be eligible for consideration, the applicant must have been accepted to the M.A.T. degree program. Additional selection criteria include financial need, scholastic achievement, participation in community or extracurricular activities, and demonstrated potential for teaching. The scholarship will be renewed until completion of the degree or eligibility for financial assistance has been reached provided that the recipient maintains a 3.0 cumulative grade point average. This scholarship is not necessarily awarded every year.

This scholarship is awarded in May. To be eligible, the applicant must have mailed the Financial Aid Form to Princeton by April 1, and have been accepted to the M.A.T. program by May 1, of the year in which the scholarship is to be awarded. For a graduate financial aid packet contact the director of financial aid and for a graduate admissions packet, contact the graduate education office.

Applicants should begin the process early (January) to ensure meeting all the deadlines.

Nancy Hayes Elementary Education Graduate Scholarship

An award of \$500 is given yearly in memory of Nancy Hayes, a former Salem College student who majored in elementary education. The award is based on both merit and financial need. To be eligible to receive this award, the student must be accepted into the master of arts in teaching program in elementary education, must have completed a minimum of 12 semester hours, and must have a 3.5 or above. The award will be given in January of each year by the Financial Aid Committee. The award is non-renewable.

There are two federal loan programs available to graduate students. Students must apply for financial assistance before applying for a student loan. For the Stafford Loan (see below), the student must qualify on a "need" basis. For the SLS (see below), the student must prove non-qualification for the Stafford Loan. Applications are available in the financial aid office.

Stafford Loan (formerly Guaranteed Student Loan)—This need-based federal loan program will award up to \$7,500 per year to students who are enrolled at least half-time (4.5 credit hours per term) in a degree program, who demonstrate need, who are not in default or owe repayment of any federal money, and who demonstrate credit-worthiness. Application for these loans is made through local lenders. The major lender for legal residents of North Carolina is College Foundation, Inc., PO. Box 12100, Raleigh, NC 27605, 919/821-4771. College Foundation applications are available in Salem's Financial Aid office. Students who are legal residents of other states must contact a lender in their home state; lenders are generally banks, savings & loans, and/or credit unions.

Supplemental Loans for Students (SLS) —This non-need-based federal loan program will award up to \$4,000 per year to students who are enrolled at least half-time (4.5 credit hours per term) in a degree program, who are not in default or owe repayment of any federal money, and who demonstrate credit worthiness. Application for these loans is made through local lenders. The major lender for legal residents of North Carolina is College Foundation, Inc., PO. Box 12100, Raleigh, NC 27605, 919/821-4771. College Foundation applications are available in Salem's financial aid office. Students who are legal residents of other states must contact a lender in their home state.

Other sources of loans include:

Winston-Salem Foundation—This organization will grant low-interest loans of up to \$2,500 to credit worthy students who are legal residents of Winston-Salem or Forsyth County. Contact the Winston-Salem Foundation, 229 First Union National Bank Building, Winston-Salem, NC 27101, 919/725-2382.

Educational loans are awarded to students with the understanding that they will be repaid at predetermined interest rates over a specific period of time. Educational loans are generally offered at low interest rates with extended repayment periods. Students must be enrolled at least one-half time. Loan checks are made co-payable to the student and the College, and endorsed by the student at the start of each term. Refunds are made after the last day of registration (drop/add).

Financial aid awards are made for no more than a one-year period and must be renewed each year the student is enrolled in the College. Renewal of financial aid will depend upon maintenance of a satisfactory academic record and continued financial need by the student. Satisfactory academic progress is specified in the Salem College Graduate Catalog in the section titled "Retention." Maximum eligibility for aid is the equivalent of two years of full-time enrollment. Appeals concerning the loss of financial assistance may be made to the director of financial aid.

No more than six (6) graduate credit hours (2 courses) may be transferred from another accredited institution. Official transcripts from the credit-granting institution must be submitted to the graduate education office. Acceptance of transfer credit is subject to the approval of the director of graduate studies. Transfer credit will not be given for courses with a grade lower than a B, correspondence courses, or undergraduate education courses.

The following grading scale will be used:

- A Distinction as demonstrated by excellence in effort and quality of work that extends beyond the minimal requirements of assignments as substantiated through tests, papers, discussion, etc.; clearly reflects a creative understanding of topic areas; superior writing skills.
- B Quality expected of a graduate student which shows an adequate integration of topics via tests, papers, discussions, etc.: average writing skills.
- C Quality not up to the standards of graduate work as demonstrated by below average performance in fulfilling assigned requirements; shows minimal effort in understanding topic as substantiated through tests, papers, discussions, etc.; below average writing skills.
- F Failure to fulfill course requirements.
- I Incompletes may be granted by the faculty for medical reasons or death in the immediate family or for extenuating circumstances as determined by the director of graduate studies.

A student may drop a course with the following conditions:

1. **Without a grade**—during the first two complete weeks of class.
2. **With a grade of Withdrawal Passing or Withdrawal Failing**—after the first two weeks and through the eighth week of the term. A student will receive a Withdrawal Passing or a Withdrawal Failing depending upon his/her standing at the time the course is dropped.

Transfer Credits

Grading

Dropping a Course

3. **With an automatic F (dropped)**—after the eighth week of the term unless excused from the penalty by the Graduate Education Council.

Retention

If a student receives one F or more than 2 C's, he or she will be dropped from the graduate program.

Academic Advising

The student will have an initial interview with the director of graduate studies prior to admission. Upon enrollment the student will be assigned an adviser from among the graduate faculty.

Academic Load

Thirty-three (33) hours will be required for the M.Ed. program, 44 hours for the M.A.T. in elementary education, and 47 hours for the M.A.T. in learning disabilities. A six-hour liberal arts core is required for all programs. A full-time graduate course load will be nine (9) hours (three 3-hour courses) per term.

The M.A.T. program is designed so that students may complete the program in two summers and one intervening year if they so desire. Students may elect to complete this program on a part-time basis also.

The M.Ed. program is designed to be completed by teachers currently teaching and may be completed on a part-time basis over two to three years.

Auditing

Auditing a course is permitted with the permission of the instructor and payment of a fee.

Appeals

The Graduate Council serves as the “appeals board” in all matters concerning admission, retention, and graduation. An appeal should be made in writing and addressed to the director of graduate studies.

Student Teaching

Students in the M.A.T. program will complete their student teaching in the Winston-Salem/Forsyth County Schools. Student teaching is of ten weeks duration. The graduate student has the option to student teach in either the fall or spring term; however, students must have completed or be currently enrolled in the significant methods courses. Significant methods courses for the M.A.T. in elementary education are Education 400, 402, 408, 416, and 418. Significant methods courses for the M.A.T. in learning disabilities are Education 400, 402, 408, 416, 420, and 422.

Graduate students must apply to student teach by the middle of the term which precedes the term in which they will student teach. The student must also sign up for two hours of seminar which accompanies student teaching.

Each student will be evaluated on Salem's Exit Criteria Instrument which includes all performance criteria on the North Carolina Teacher Performance Appraisal Instrument. This will be a cooperative evaluation completed by the cooperating teacher, the Salem supervisor, and the student.

Students will be required to file an application for candidacy after completion of nine (9) hours and prior to completion of 15 hours of graduate study. Requirements for admission to candidacy are:

1. Previous admission in full standing to the graduate program.
2. Completion of nine (9) hours of graduate study with a GPA of 3.0 or higher.
3. Submission of a degree plan and approval of the plan by the Graduate Education Council.

The director of graduate studies will assess the candidate's application. Appeals may be made in writing to the Graduate Education Council.

Both M.A.T. and M.Ed. students are required to successfully complete oral comprehensive examinations which will include questions of both professional knowledge and application of liberal learning. Comprehensive examinations will be taken within the last six hours of study, and application to take the examinations must be made four (4) weeks prior to the time they will be given. The examinations will be scheduled once in each of the spring, summer, and fall terms. One opportunity to retake the exams will be given.

To be eligible for graduation, the student must:

1. Be admitted to degree candidacy.
2. Complete all course requirements, including:
 - a. Successful completion of the practicum for M.A.T. candidates and recommendation for certification which requires successful completion of Core Battery III (Test of Professional Knowledge) and the appropriate Specialty Area exam of the National Teachers Examination] by the director of graduate studies.
 - b. Successful completion of the practicum with a grade of B or higher for M. Ed. candidates, and successful completion of the Specialty Area

Application for Candidacy

Comprehensive Examinations

Graduation Requirements

Test in Reading (30) of the National Teachers Examination.

3. Perform satisfactorily on the comprehensive examination.
4. Obtain an overall grade point average of 3.0 or above.
5. File an application for graduation.

All degree requirements must be completed within five years of initial enrollment in the program.

Degrees will be conferred in May and August. Actual graduation ceremonies will be held only in May.

Transcripts

Requests for transcripts must be made in writing to the Salem College Office of the Registrar. The first transcript is free; subsequent transcripts require payment of \$2.00 each.



Academic Programs

Master of Arts in Teaching

The master of arts in teaching (M.A.T.) degree is offered in elementary and learning disabilities education. The student completing this degree qualifies for certification in elementary education (K-6) or specific learning disabilities (K-12). The program is planned for students who have never been certified, as well as teachers who wish to change their certification to one of those listed above.

The M.A.T. program can be completed in two summers and one academic year as well as on a part-time basis. However, it should be noted that to complete the M.A.T. program in one academic year and two summers, the student must begin in the summer and plan to attend full-time. A total of 44 hours is required in elementary education and 47 hours in learning disabilities.

The core courses required for all M.A.T. students are:

Liberal Arts Core (3 hours per term, 2 terms)
Human Development (3 hours)
The Exceptional Child (3 hours)
Assessment and Instruction for Students Experiencing Reading Difficulties (3 hours)
Practicum (6 hours)
Seminar (2 hours)
The Teacher as Decision Maker or Educational Technology (3 hours)
Foundations of Reading (3 hours)
Research and Evaluation (3 hours)
Issues in Education (3 hours)
Tests and Measurements (3 hours)
Methods of Teaching Writing and Mathematics (3 hours)

Courses required for elementary education certification only:

Methods of Teaching Social Studies, Science and Fine Arts (3 hours)

Courses required for specific learning disabilities certification only:

Characteristics and Assessment of the Learning Disabled (3 hours)
Teaching Strategies for the Learning Disabled (3 hours)

M.A.T. Degree Requirements

Courses

Scheduling

Scheduling for the M.A.T. program is as follows:

First Summer

Human Development or Tests and Measurements
Foundations of Reading
Liberal Arts Core I or II

Fall

Methods of Teaching Writing
and Mathematics
Characteristics and Assessment of the
Learning Disabled
Research and Evaluation
The Exceptional Child

Spring

Methods of Teaching Social Studies, Science,
and the Fine Arts or
Teaching Strategies for the Learning Disabled
Assessment and Instruction for Students
Experiencing Reading Difficulties
Practicum and Seminar
Issues in Education

Second Summer

Human Development or Tests and Measurement
Liberal Arts Core I or II
Educational Technology

Certification

The M.A.T. student will be recommended for North Carolina G certification after completing all requirements for graduation, including receiving satisfactory scores on the National Teachers Examination Professional Knowledge and Specialty Area tests.



Academic Programs

Master of Education

The master of education (M.Ed.) in language and literacy is a program designed for teachers who already hold certification. This program will prepare teachers to develop students' use of language within an integrated curriculum. Persons who complete this degree will qualify for K-12 reading certification in North Carolina. This program is designed for teachers currently teaching and thus will be completed in a part-time manner over two to three years.

Degree Requirements

General:

Liberal Arts Core	6 hours
Research and Evaluation	3 hours
Instructional Supervision and Leadership	3 hours

Courses

Reading:

Foundations of Reading	3 hours
Assessment of Reading	3 hours
Reading in the Content Areas	3 hours
Literature for Children and Adolescents	3 hours
Process Writing in the Classroom	3 hours
Language Acquisition	3 hours
Reading Practicum	3 hours

Total 33 hours

After successful completion of the Specialty Area Test in Reading (30) of the National Teachers Examination, the candidate will be recommended for a North Carolina G certificate in reading.

Certification

Graduate Program

Scheduling

Classes in both graduate degree programs are held in the late afternoon and evening to enable employed students and working teachers to attend. Summer term classes are also held in the evening.

The Salem College academic year is comprised of fall term, January Term, spring term, and two five-week summer school sessions. Graduate degree courses will be offered in all of these terms. Generally, fall term runs from the beginning of September to mid-December; January Term takes place in the month of January; spring term runs from the beginning of February to mid-May; the first summer school session runs from late May through June; and the second summer school session runs from early July through early August.



Graduate

Courses

- HUM 400 **Liberal Arts Core I** (3 hrs). Clauss. Summer.
- HUM 402 **Liberal Arts Core II** (3 hrs). Six hours of graduate level work in the liberal arts, "Problems in American Society and Culture in the Late 20th Century." Zehr. Summer.
- PSY 400 **Human Development** (3 hrs). Psychological development from conception through adulthood, with emphasis on cognitive, social, and biological factors. (Cross-referenced as ED 412.) Summer.
- PSY 402 **Tests and Measurement** (3 hrs). Test theory and construction. Study of aptitude, achievement, and interest tests with special emphasis on the tests used by the schools in diagnosis and placement. Includes practice in administering tests and evaluating results. (Cross referenced as ED 414.) Summer.
- ED 400 **Foundations of Reading** (3 hrs). The course compares different models of the reading process. The socio-psycholinguistic philosophy is examined and its implications for literature-based instruction explored. Effective instructional, management and evaluation strategies, and relevant reading materials for a literature-based classroom will be presented. Baker. Summer.
- ED 402 **The Exceptional Child** (3 hrs). An introduction to all areas of exceptionality as well as how to work with the mainstreamed child. Includes field experiences. Sheffield. Fall.
- ED 404 **Research and Evaluation in Education** (3 hrs). Introduction to research and evaluation methods. Analysis of research studies, reading of research in the teaching area of interest. Fall.
- ED 406 **The Teacher as Decision Maker** (3 hrs). Emphasis on the teacher as the instructional decision maker who utilizes research and theory in selecting content, learning activities, and means of assessment for the class room. Students will learn and demonstrate a variety of instructional models including the inductive, integrative, deductive, and interactive models of teaching.
- ED 408 **Assessment and Instruction for Students Experiencing Reading Difficulties** (3 hrs). Prerequisite: ED 400 or certification. Formal and informal procedures for assessing reading performance. Instructional strategies and materials for assisting children experiencing reading difficulties. Baker. Spring.
- ED 410 **Issues in Education** (3 hrs). A study of the major issues affecting education today. The course is designed to give an overview of the teaching profession, the problems it faces, and the outlook for the future. Shearburn. Spring.

- ED 412 **Human Development** (3 hrs). Psychological development from conception through adulthood, with emphasis on cognitive, social, and biological factors. (Cross-referenced as PSY 400.) Summer.
- ED 414 **Tests and Measurement** (3 hrs). Test theory and construction. Study of aptitude, achievement, and interest tests with special emphasis on the tests used by the schools in diagnosis and placement. Includes practice in administering tests and evaluating results. (Cross-referenced as PSY 402.) Summer.
- ED 416 **Methods of Teaching Writing and Mathematics** (3 hrs). Content, methods, and materials for teaching writing and mathematics. Includes field experiences. Baker, Russell. Fall.
- ED 418 **Methods of Teaching Social Studies, Science and Fine Arts** (3 hrs). Content, methods, and materials for teaching social studies, science, and the fine arts. A core of generic information will be taught including techniques for determining student knowledge, program planning, lesson planning, monitoring achievement, and integrative methods. Students will apply the generic knowledge to the various content areas. Includes field experiences. Shearburn. Spring.
- ED 420 **Characteristics and Assessment of the Learning Disabled** (3 hrs). Includes study of the etiology of learning disabilities, learning, and behavioral characteristics of the learning disabled, assessment methodology, and the delivery of services. Also includes study of building based staff support teams. Includes field experiences. Prerequisite or concurrent enrollment in Exceptional Child and Research and Evaluation. Sheffield. Fall.
- ED 422 **Teaching Strategies for the Learning Disabled** (3 hrs). Strategies for teaching reading, math, writing, study skills, social and transition skills, problem solving, and goal setting to learning disabled students. Includes field experiences. Sheffield. Spring.
- ED 424 **Instructional Supervision and Leadership** (3 hrs). Study of the professional role of the supervisor/mentor in guiding the student/beginning teacher to become an effective and self-analytic teacher. Russell.
- ED 426 **Independent Study** (3 hrs).
- ED 428 **Practicum** (6 hrs). Clinical experience in the Winston-Salem/Forsyth County Schools. Students may fulfill this requirement by doing a traditional student teaching practicum of ten weeks duration or by doing two five-week placements over two consecutive summers in the Model Summer School Student Teaching Program. Staff. Fall, Spring, Summer.
- ED 430 **Seminar** (2 hrs). Students will attend a weekly seminar while engaged in their practicum. Content of the seminar will vary depending upon immediate needs but will include classroom management, organization, and grading. Staff. Fall, Spring, Summer.

- ED 432 **Project** (3 hrs). In-depth study in a curricular area of interest that results in a project or research paper. The project or research paper must be presented and evaluated by a three-member committee of the graduate faculty. Staff.
- ED 434 **Reading in the Content Areas** (3 hrs.) Familiarizes teachers with instructional and evaluative strategies for promoting growth in reading the curriculum areas. Instructional strategies will be presented for assisting students prior to, during, and after reading content materials. Both quantitative and qualitative measures of assessment will be examined. Spring.
- ED 436 **Literature for Children and Adolescents** (3 hrs.) An introduction to the quality literature available for children and adolescents in different genres. Characteristics of the different genres and criteria for selecting quality literature will be identified. Strategies for incorporating literature throughout the curriculum will be explored. Summer.
- ED 438 **Process Writing in the Classroom** (3 hrs.) Students examine taped demonstrations of the writing process, samples of children's writing and current research findings, and participate in the process of writing. Through these activities students become familiar with effective instructional, management, and evaluative strategies for writing process classrooms. Baker. Fall.
- ED 440 **Language Acquisition and Cognitive Development** (3 hrs.) A study of the development of language and thought in children. Aspects of language and psycholinguistics will be examined, such as phonology, semantics, and syntax. Mechanisms of language acquisition will be explored. Theory and research pertaining to cognitive development will be studied. The implications of language acquisition and cognitive development for education will be investigated. Summer.
- ED 442 **Reading Practicum** (3 hrs.) Application of theory and research to the student's classroom. Baker. Spring.
- ED 444 **Educational Technology** (3 hrs.) Examines both theoretical and empirical justification for "appropriate" uses of technology used in the delivery and management of education. We will emphasize computer-based technology, but other technological innovations which offer powerful possibilities will be explored. Provides experience with specific application programs in a variety of areas. Ersoff. Summer.
- ED 450 **Special Topics In Education** (1-3 hrs.) Investigation of a topic of importance to education. The course will vary depending upon new developments in the field of education—either in technology, research, or practice.

General Student Information

Parking

Parking is permitted in the lot immediately in front of the Fine Arts Center. Commuter parking stickers (no overnight parking permitted) may be purchased from the campus security office at a cost of \$15 per term or \$20 per academic year. There is no charge for parking on campus after 6:00 p.m. However, before 6:00 p.m., unregistered or illegally parked automobiles will be ticketed or towed.

Bookstore

The Salem Textbook Store is located in the basement of Main Hall. It is open at specified times which are posted on the door. Course books and a limited range of notebooks and supplies are available. At other times, the student may inquire at the Salem Gift and Book Store on Salem Square about purchasing textbooks and supplies.

Library Services

Gramley Library, located just south of Salem Square, contains the Professional Education Collection as well as the ERIC Microform. Library hours for the academic year are:

8:30 a.m. to 11:45 p.m.—Monday through Thursday

8:30 a.m. to 8:00 p.m.—Friday

9:00 a.m. to 6:00 p.m.—Saturday

12:30 p.m. to 11:45 p.m.—Sunday

Computers

Campus computer facilities are located in the Rondthaler Science Building and Main Hall. An Apple II microcomputer lab is located on the third floor of the science building, a MacIntosh laboratory on the basement level of the science building, and an IBM laboratory on the third floor of Main Hall. All laboratories are available for student use. Microcomputers for student use are also located in Gramley Library.

Career Development and Counseling

Placement files for graduate students will be maintained in the Career Development Center in Lehman Hall. Counseling services are available for a fee.

Honor Code

In keeping with the long-standing honor tradition of Salem College, all students who take graduate courses are bound by the Honor Code which states: (1) every student shall be honor-bound to refrain from cheating; (2) every student shall be honor-bound to refrain from stealing; (3) every student shall be honor-bound to refrain from lying.*

Every student is not only responsible for his/her own actions, but is also responsible for encouraging other students to uphold the honor tradition. Every student must encourage anyone who violates the Honor Code to report his/her infractions to the director of graduate studies. If the accused does not, the student has the right to report the violation to the director of graduate studies.

The Graduate Honor Code Committee is made up of the director of graduate studies, a graduate faculty member, one graduate student currently enrolled, and the chair of the Undergraduate Honor Council. When a student is accused of an honor violation, he/she has the right to be notified in writing of the accusation; face his/her accuser at a hearing of the Graduate Honor Code Committee and present any witnesses to speak on his/her behalf; and to have an adviser who is either a graduate student or a graduate faculty member support his/her defense at a hearing of the Graduate Honor Code Committee.

Infractions are reported to the director of graduate studies. If upon hearing the evidence, the director of graduate studies believes that action is warranted, she will call a meeting of the Graduate Honor Code Committee.

The Graduate Honor Code Committee will hear the testimony of the accuser and the accused, allow for cross examination by accuser and accused, and hear testimony of witnesses for the accuser and accused. Members of the committee may ask questions at any point during the hearing. The Graduate Honor Code Committee will issue a decision within 24 hours of the hearing.

A student may appeal the decision of the Graduate Honor Code Committee to the president of Salem College within 24 hours of notification of the decision. The administration of the College reserves the right to make a final decision in the event of a violation of the Honor Code.

*Plagiarism is an Honor Code offense.

Telephone Numbers

Office of Graduate Studies (FAC 302)	721-2658
Director of Graduate Studies (FAC 301)	
Dr. Dorothy Russell	721-2656
Dr. Chris Baker (FAC 310)	721-2829
Dr. Errol Clauss (MH 227)	721-2756
Dr. Jeff Ersoff (Science 306)	721-2811
Dr. Barbara Sheffield (FAC 311)	721-2660
Dr. Dudley Shearburn (FAC 319)	721-2774
Dr. Janet Zehr (MH 112)	721-2721
Salem College General Information	721-2600
Gramley Library	721-2649
Registrar (Main Hall)	721-2618
Continuing Education Office (Main Hall)	721-2631
Business Office (Behind Main Hall)	721-2613
Hours: MTuThF 10:30-12:30, 1:30-4:00	
W 10:30-12:30	
Financial Aid (Lehman Hall)	721-2808
Career Center/Placement Office (Lehman Hall)	721-2807
Public Safety	721-2718

Graduate Faculty

Director of Graduate Studies

Dorothy S. Russell (1978*)
Director of Graduate Studies, Professor of Education
B.A., Fairleigh Dickinson College; M.A.T., Paterson State College;
Ed.D., University of North Carolina at Greensboro.

Graduate Faculty

Christopher J. Baker (1989)
Associate Professor of Education
B.A., B.Ed., The University of New England, Australia; M.Ed., The
University of Alberta, Canada; Ph.D., The University of Texas at Austin.

Errol M. Clauss (1963)
Professor of History
B.A., Gettysburg College; M.A., Ph.D., Emory University.

*Date following name indicates year of appointment to Salem College.

Jeffrey A Ersoff (1979)

Associate Professor of Psychology and Computer Science,
Director of Academic Computing
B.A., Cornell University; M.A., Florida Atlantic University; Ph.D.
University of Texas.

Dudley D. Shearburn (1977)

Associate Professor of Education
A.B., Birmingham Southern College; M.Ed., Ph.D., St. Louis University.

Barbara K. Sheffield (1992)

Assistant Professor of Education
B.S., Miami University; M.S., Florida State University
Ed.D., University of South Carolina.

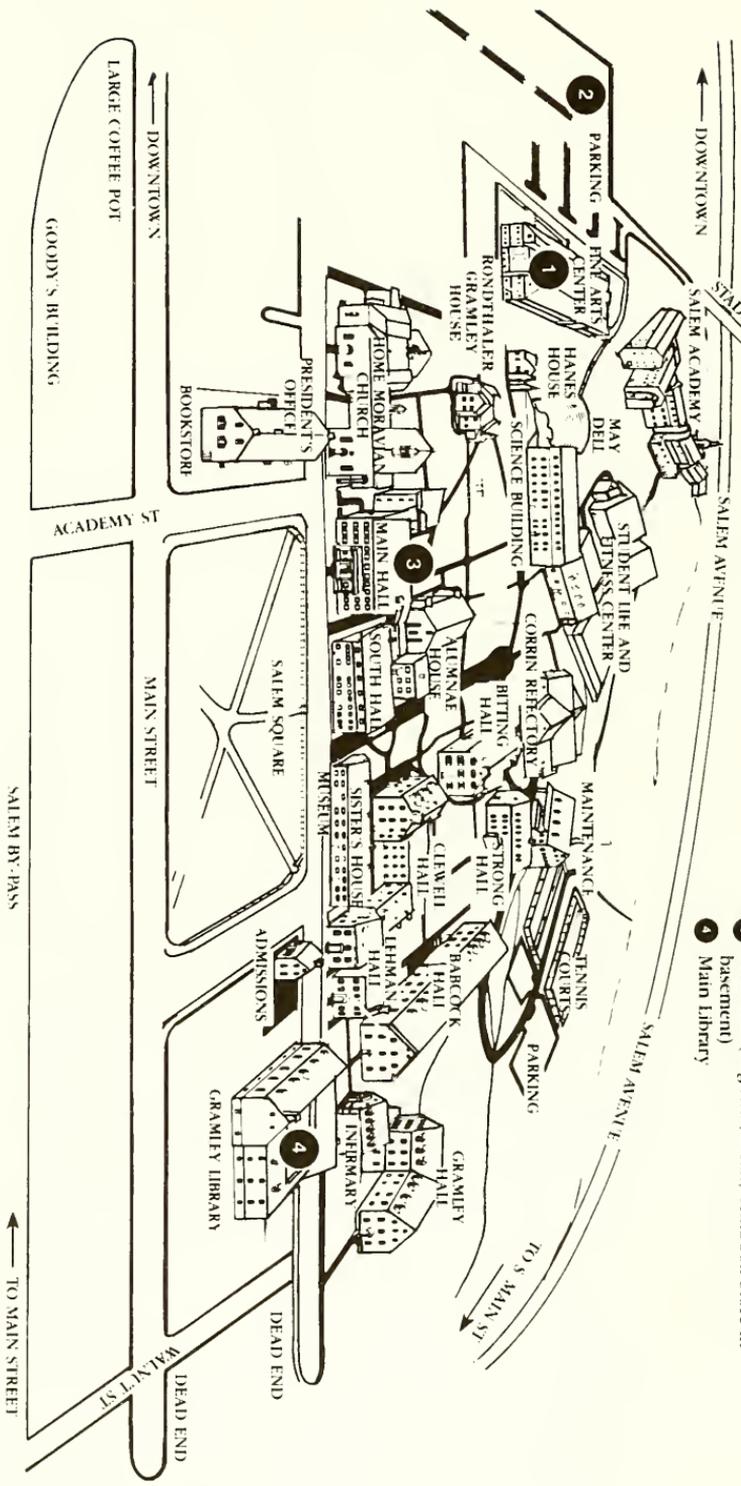
Janet S. Zehr (1985)

Assistant Professor of English
B.A., State University of New York, College of Geneseo;
M.S., Columbia University;
Ph.D., University of Illinois at Urbana-Champaign.

Salem College Campus

RT. 52

- 1 Fine Arts Center (Education Office; Classrooms)
- 2 Parking
- 3 Main Hall (Registrar, Dean, Textbook Store in basement)
- 4 Main Library



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Notes

Advising Checklist

Core Courses Required for All Degree Programs

___ Humanities 400	Liberal Arts Core I
___ Humanities 402	Liberal Arts Core II
___ Education 400	Foundation of Reading
___ Education 404	Research and Evaluation in Education
___ Education 408	Assessment in Reading
	15 hours

Additional Requirements M.A.T. in Elementary Education

___ Education 402	Exceptional Child
___ Education 410	Issues in Education
___ Education 412	Human Development
___ Education 414	Tests and Measurements
___ Education 416	Methods Writing and Mathematics
___ Education 418	Methods Social Studies, Science, and Fine Arts
___ Education 428	Practicum
___ Education 430	Seminar
___ Education 406	Teacher as Decision Maker
	or
___ Education 444	Educational Technology
	29 hours

Additional Requirements M.A.T. in Learning Disabilities

___ Education 402	Exceptional Child
___ Education 410	Issues in Education
___ Education 412	Human Development
___ Education 414	Tests and Measurements
___ Education 416	Methods Writing and Mathematics
___ Education 420	Characteristics and Assessment Learning Disabled
___ Education 422	Teaching Strategies for the Learning Disabled
___ Education 428	Practicum
___ Education 430	Seminar
___ Education 406	Teacher as Decision Maker
	or
___ Education 444	Educational Technology
	32 hours

Additional Requirements M.Ed. in Language and Literacy

___ Education 424	Instructional Supervision and Leadership
___ Education 434	Reading in the Content Areas
___ Education 436	Literature for Children and Adolescents
___ Education 438	Process Writing in the Classroom
___ Education 440	Language Acquisition and Cognitive Development
___ Education 442	Reading Practicum
	18 hours

Salem

COLLEGE

Winston-Salem, NC 27108