



Graduate Education Program

**Graduate Catalog
1993-1994**

Academic Calendar

1993-1994

1993 First Summer Term

May 7	Orientation for new graduate students
May 31	Classes begin
July 1	Classes end
July 2 - July 3	Examination period

1993 Second Summer Term

July 5	Classes begin
August 5	Classes end
August 6-7	Examination period

1993 Fall Term

August 25	Orientation for new graduate students and registration
August 26	Classes begin
October 14-15	Mid-term break
November 24	Thanksgiving recess begins at 12:15 p.m.
November 29	Classes resume 8:00 a.m.
December 7	Last day of classes
December 9-13	Examination period
December 14	Christmas recess begins

1994 January Term

January 3	January Term begins; Classes begin at 3:00 p.m.
January 28	January Term ends

1994 Spring Term

January 31	Orientation for new graduate students and registration
February 1	Classes begin
March 25	Spring recess begins at 5:15 p.m.
April 4	Classes resume 8:00 a.m.
April 28	Founder's Day Celebration
May 11	Classes end
May 13-17	Examination period
May 21	Commencement

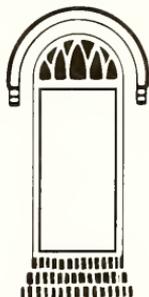
Salem Graduate

College Education

Program

Graduate Catalog
1993-1994
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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, learning disabilities, or secondary English.

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.

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 and communicate current research to colleagues and parents.
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.

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. Teacher education programs are accredited by the North Carolina State Board of Education and the National Council for the Accreditation of Teacher Education (NCATE). (The secondary English program added in 1993 is operating under temporary authorization by the N.C. State Board of Education).

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.

Goals of the Program

Accreditation

Equal Opportunity Policy

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. 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.
2. Students entering the secondary English certification program should have an undergraduate major in English. All students entering this program must have their undergraduate course of studies evaluated by the director of graduate studies for the appropriate breadth and depth in English.

Specific Requirements— M.Ed. Degree

The M.Ed. program is designed for teachers already teaching. In addition to the above 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.

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.

Additional Admissions Information

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.

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 unconditionally 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.

Provisional Admission

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 \$435 per three-hour course (\$145.00 per credit hour).

Other fees include:

Application fee	\$30.00	
Transcript fee	2.00	each after the first transcript
Audit fee	150.00	
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 Free Application for Federal Student Aid (FAFSA) 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.

Federal Loans

Federal Stafford Student Loans are made available to students by lending institutions and/or state agencies in each state. Eligibility for a Stafford is determined in accordance with federal regulations. A loan is made in the student's name and becomes repayable on a monthly basis six months after the student leaves school or drops to less than one-half-time study. Interest is variable annually for new borrowers with a cap of 9% or at the original interest rate for those who borrowed prior to October 1, 1992. The variable rate for 1992-93 is 6.94% and begins to accrue at the time repayment begins. Students must pay an origination fee and an insurance fee required by federal regulations. Graduate students may borrow a maximum of \$7,500 per 12-month period. Teacher Certification and second bachelor's degree students may receive up to \$5,500 per 12-month period. Applications are available from a variety of lenders. Information on lenders and applications are available from the Salem Financial Aid Office.

For those students who do not qualify on a "need" basis, the same loan is available. However, the interest begins upon disbursement of the loan and the student must either pay the interest or capitalize it during periods of enrollment.

Federal Supplemental Students Loans (SLS) are generally available for those who do not qualify for a Stafford or to supplement a Stafford; lenders are generally the same. The interest rate is variable annually with a cap of 11%; the rate in 1992-93 is 7.36%. A maximum of \$10,000 may be borrowed per year. An origination fee is charged. Borrowers must begin repayment within 60 days; for some SLS's, principal may be deferred. Capitalization of interest is an option available from some lenders. Information on lenders and applications are available from the Salem Financial Aid Office.

Federal Perkins (NDSL) loans are federally funded, low-interest loans, formerly National Direct Student Loans, administered by the College. The current interest rate is 5% with repayment and interest commencing nine months after leaving school or dropping to less than half-time study for new borrowers. Graduate students may borrow a maximum of \$5,000 per 12-month period of time. Teacher certification and second bachelor's degree students may borrow up to \$3,000 annually. Limited Perkins funding is available and highest priority will be to students with outstanding Perkins indebtedness.

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.

Other sources of information on aid for graduate students are available in the ACE Department of the Winston-Salem/Forsyth County Library and from the Winston-Salem Foundation.

Academic Policies

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.

Transfer Credits

The following grading scale will be used:

Grading

- 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:

Dropping a Course

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.

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 an 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 or secondary English. 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 a year and a half, if they begin in May. 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, spring, or summer 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.

Records of progress are kept by this institution on veteran and non-veteran students alike. Progress records are furnished to the students, veterans and non-veterans, at the end of each scheduled school term.

Transcripts and Records

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 education, learning disabilities, and secondary English. The student completing this degree qualifies for certification in elementary education (K-6), specific learning disabilities (K-12), or secondary English (9-12). The program is planned for students who have never been certified, as well as those teachers wishing to change their certification area.

The M.A.T. program can be completed in a year and a half or on a longer part-time basis. Students desiring to complete the program in eighteen months must begin in May and carefully plan their course of studies with the director of graduate studies. A total of 44 hours is required in elementary education and 47 hours in learning disabilities or secondary English.

All students in M.A.T. programs must take the following courses.

Humanities 400 and 402	Liberal Arts
Education 404	Research and Evaluation

Additional courses for the M.A.T. in Elementary Education

Education 400	Foundations of Reading
Education 402	Exceptional Child
Education 408	Assessment in Reading
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 444	Educational Technology

Additional courses for the M.A.T. in Learning Disabilities

Education 400	Foundations of Reading
Education 402	Exceptional Child
Education 408	Assessment in Reading
Education 410	Issues in Education
Education 412	Human Development
Education 414	Tests and Measurements

M.A.T. Degree Requirements

Courses

Education 416	Methods Writing and Mathematics
Education 420	Characteristics and Assessment — LD
Education 422	Teaching Strategies, LD
Education 428	Practicum
Education 430	Seminar
Education 444	Educational Technology

Additional courses for the M.A.T. in Secondary English

Education 402	Exceptional Child
Education 403	Classroom Management
Education 412	Human Development
Education 428	Practicum
Education 430	Seminar
Education 431	Methods of Teaching English
Education 434	Content Area Reading
Education 436	Literature for Children and Adolescents
Education 438	Process Writing
Education 444	Educational Technology

Two from the following: Humanities 404, English 400, 402, 404

Scheduling

The following courses are offered at least once a year as noted.

Humanities 400, 402	Summer
Education 400	Summer, Spring
Education 402	Fall
Education 404	Fall
Education 408	Spring
Education 410	Spring
Education 412	Summer
Education 414	Summer
Education 416	Fall
Education 418	Spring
Education 420	Fall
Education 422	Spring
Education 444	Summer, Fall

The following courses are offered every other year as noted.

Education 424	January
Education 434	Spring
Education 436	Summer
Education 438	Fall
Education 440	Summer
Education 442	Spring

One course from the following group will be offered each fall and spring term beginning in the spring of 1994: English 400, 402, 404, and Humanities 404.

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:

Courses

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

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
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Graduate Program

Scheduling and

Certification

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.

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 (NTE) test of Professional Knowledge and the applicable Specialty Area Test (elementary education, learning disabilities, or English). The M.Ed. student will be recommended for a North Carolina G certificate in reading after completing all requirements for graduation including successful completion of the NTE Specialty Area Test in Reading (30).



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.
- HUM 404 **The Modern Novel: Global Perspectives** (3 hrs.) Reading and analysis of significant modern novels from such diverse cultures as Arab North Africa, Japan, South America, or Southern Africa. Emphasis on the clash between traditionalism and modernity, particularly as related to cultural values, gender constructions, social and ethical issues, industrialization, colonialism, and aesthetics. Ljungquist. Spring.
- ENG 400 **Women's Literature** (3 hrs.) This course will feature works by British and American women writers from several different literary periods. Works of minority women writers will also be included. Zehr.
- ENG 402 **Ritual in Renaissance Literature** (3 hrs.) This course will examine how ceremonies surrounding courtship and marriage, funerals, knighthood, and monarchy are represented in a variety of literary and non-literary texts. Also, a study of the relationship between ritual and the play. McAlister.
- ENG 404 **Shakespeare and His Times** (3 hrs.) Analysis of the major history plays, comedies, and tragedies with special emphasis on how these plays mirror the important literary, social, theological, and political issues of the Elizabethan and early Jacobean periods.
- 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 403 **Classroom Management** (2 hrs.) An examination of theories, models, and contributors to the field of behavior management. Cross listed with Education 303. Shearburn. 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. Johnson. 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. Comparison of standardized and qualitative procedures for evaluating reading performance. Development of profiles to determine reader's strengths and weaknesses. Summarizing qualitative analyses in a written report. 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. Sheffield. 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. Pearman. 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. January.
- 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 431 **Methods of Teaching English** (4 hrs.) Instructional techniques, materials, and resources for teaching secondary English. Cross listed with Education 331. Milner. Fall.
- 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. Baker. 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 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.

Parking

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.

Bookstore

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:

Library Services

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

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.

Computers

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

Career Development and Counseling

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.

Robert L. Johnson Adjunct

B.S.and M.Ed. University of North Carolina at Greensboro

Gary Ljungquist (1979)

Associate Professor of Modern Languages
B.A. Clark University
Ph.D. Cornell University

Roger Pearman Adjunct

B.A. and M.A. Wake Forest University
Ed.D University of North Carolina at Greensboro

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.

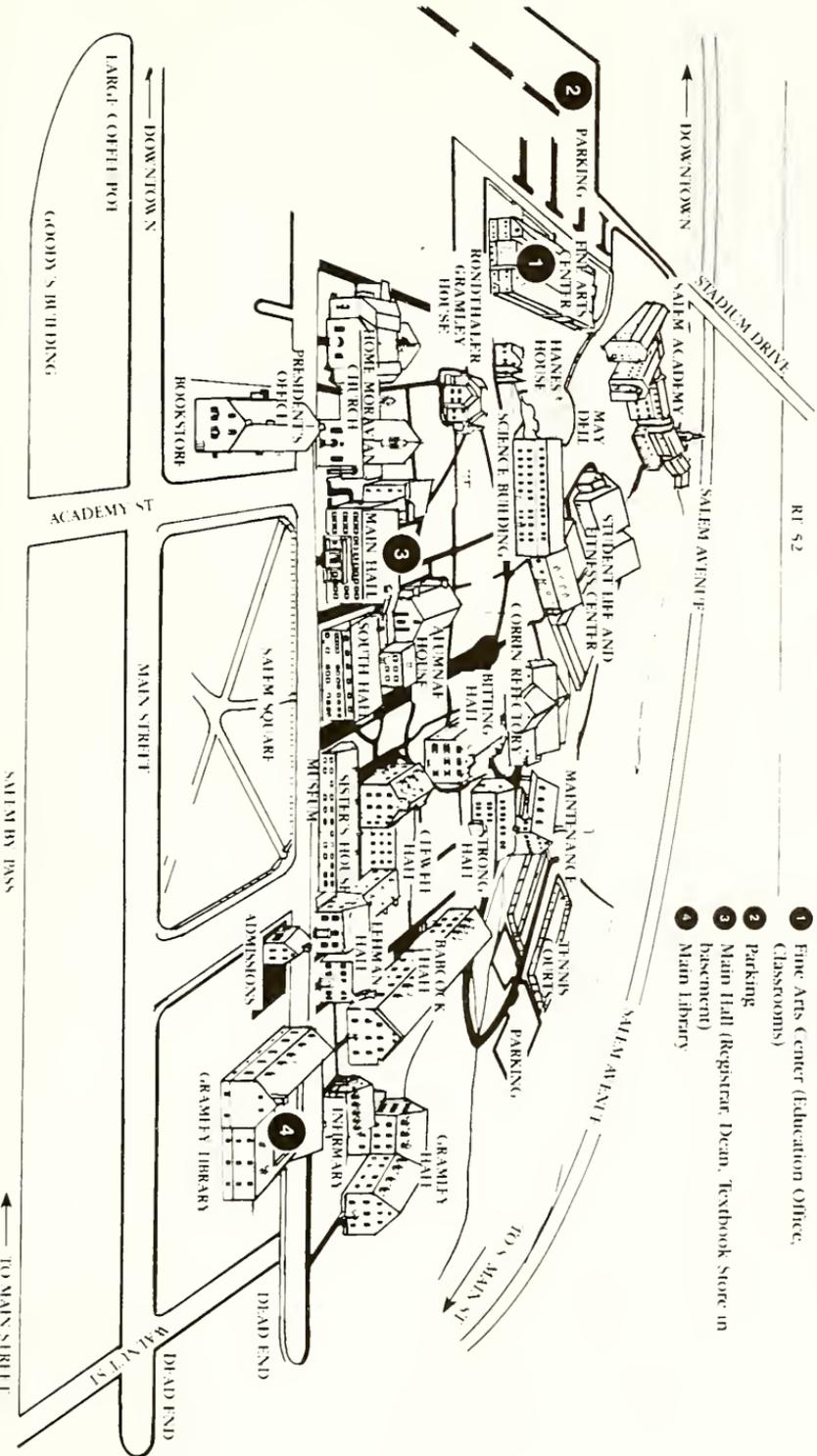
Janet S. Zehr (1985)

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

RF 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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Advising Checklist

Core Courses Required for All Degree Programs

- ___ Humanities 400 & 402 Liberal Arts
- ___ Education 404 Research and Evaluation

Additional Requirements M.A.T. in Elementary Education

- ___ Education 400 Foundations of Reading
- ___ Education 402 Exceptional Child
- ___ Education 408 Assessment in Reading
- ___ 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 444 Educational Technology

Additional Requirements M.A.T. in Learning Disabilities

- ___ Education 400 Foundations of Reading
- ___ Education 402 Exceptional Child
- ___ Education 408 Assessment in Reading
- ___ 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 — LD
- ___ Education 422 Teaching Strategies, LD
- ___ Education 428 Practicum
- ___ Education 430 Seminar
- ___ Education 444 Educational Technology

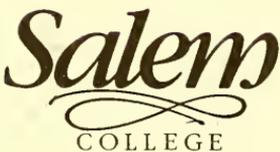
Additional Requirements M.A.T. in Secondary English

- ___ Education 402 Exceptional Child
- ___ Education 403 Classroom Management
- ___ Education 412 Human Development
- ___ Education 428 Practicum
- ___ Education 430 Seminar
- ___ Education 431 Methods of Teaching English
- ___ Education 434 Content Area Reading
- ___ Education 436 Literature for Children and Adolescents
- ___ Education 438 Process Writing
- ___ Education 444 Educational Technology

Two from the following: Humanities 404, English 400, 402, 404

Additional Requirements M.Ed. in Language and Literacy

___ Education 400	Foundations of Reading
___ Education 408	Assessment in Reading
___ Education 424	Instructional Supervision and Leadership
___ Education 434	Reading in the Content Area
___ 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



Winston-Salem, NC 27108