
1772

SALEM
COLLEGE

Graduate Education Program

Graduate Catalog
1995-1996

Academic Calendar

1995-1996

1995 First Summer Term

May 22	Orientation for new graduate students
May 30	Classes begin
June 29	Classes end
June 30 - July 1	Examination period

1995 Second Summer Term

July 6	Classes begin
August 8	Classes end
August 9-10	Examination period

1995 Fall Term

August 30	Orientation for new graduate students
August 31	Classes begin
September 27	Classes suspended
October 16-17	Mid-term break
November 22	Thanksgiving recess begins at 12:15 p.m.
November 27	Classes resume 8:00 a.m.
December 12	Last day of classes
December 14-18	Examination period
December 19	Christmas recess begins

1996 January Term

January 3	January Term begins; Classes begin at 3:00 p.m.
January 31	January Term ends

1996 Spring Term

February 5	Orientation for new graduate students
February 5	Classes begin
March 29	Spring recess begins at 5:15 p.m.
April 9	Classes resume 8:00 a.m.
April 25	Founder's Day Celebration
May 15	Classes end
May 17-21	Examination period
May 25	Commencement

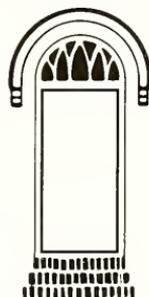
Salem Graduate

College Education

Program

Graduate Catalog
1995-1996
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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 licensure 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 licensure and a master's degree. It also provides the Salem student the option of postponing professional training until her fifth year, thus securing both licensure and a master's degree. Teaching licenses may be earned in either elementary education, learning disabilities, or birth-kindergarten.

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 a K-12 reading license 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.

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.

Additional goals for the Early Education and Leadership program are:

1. To prepare professionals who make data based decisions in meeting the individual needs of infants, preschoolers, and kindergarten children in fully inclusive early education settings.
2. To prepare professionals who will be able to work with families in ways that will strengthen families and help families support the young child.
3. To prepare professionals who can design and implement a developmentally appropriate program and environment for infants, preschoolers, and kindergarten children who have typical and atypical needs.
4. To prepare professionals who value diversity and exhibit respect for children and families.

5. To prepare professionals who recognize the need to continue their own professional growth and development.
6. To prepare professionals to take leadership positions in the field of early education and to advocate for children, families, and the profession.
7. To prepare professionals who are able to work cooperatively with other specialists in team settings in furthering the interests of children.

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 birth-kindergarten program added in 1994 is operating under temporary authorization by the N.C. State Board of Education).

Salem College welcomes qualified students regardless of race, color, national origin, religion or disability to all the rights, privileges, programs, and activities of this institution.

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 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.

Admission Requirements – General

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

1. Submission of an official transcript from a regionally accredited college or university such as The Southern Association of Schools & Colleges or its counterpart 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.

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

1. Obtain satisfactory scores on the Pre-Professional Skills Tests of the PRAXIS series. Minimum score requirements are set by the North Carolina State Board of Education.

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 license.

A teacher who is already licensed, and who wishes to add a new teaching license, may enter the M.A.T. program.

A teacher licensed 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.

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.

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.

Specific Requirements – M.A.T. Degree

Specific Requirements – M.Ed. Degree

Additional Admissions Information

Notification of Admission

Admission Status: Unconditional Admission

Provisional Admission

If a student does not meet the unconditional admission standards, provisional admission may be granted until the student has taken three out of a set of five designated courses. The designated courses are Humanities 400 and 402 and Education 400, 402, and 410. If the student receives a grade point average of 3.3 or above on these first three courses, he/she will be unconditionally admitted. Students may be admitted to the teacher licensure program who do not meet the requirements for admission to the graduate program. However, completion of the licensure program, even with an acceptable grade point average, does not qualify one for admission to the graduate degree program. In like manner taking courses as a special student does not qualify the student to enter the graduate degree program.

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

Special Student Status

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.

New Student Orientation

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



Beginning in the Fall of 1995, the tuition charge for the M.A.T. and M.Ed. degree programs is \$495 per three-hour course (\$165.00 per credit hour).

Other fees include:

Application fee	\$30.00	
Transcript fee	2.00	each after the first transcript
Audit fee	300.00	
Returned check fee	25.00	
Graduation fee	75.00	

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.

Students must be formally admitted into either a degree or licensure 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. Financial aid applicants should be aware that the aid process will require a minimum of two months processing. For a graduate financial aid packet call the financial aid office, 910-721-2808 or stop by Lehman Hall.

Scholarships

The Nancy Hayes EEGS is an award of \$500 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 GPA or above. The award will be given in January of each year by the Financial Aid Committee. The award is non-renewable.

The Anna Maria Samuals Scholarship is a half-tuition scholarship awarded to a minority student who enters the Master of Arts in Teaching Program in either Elementary Education, Learning Disabilities, or Birth-Kindergarten. 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 extra-curricular activities, and dem-

Financial Information

Tuition and Fees

Refunds

Financial Aid

onstrated potential for teaching. The scholarship will be renewed until completion of the degree or eligibility for financial aid ends, whichever is reached first. The recipient must maintain a 3.0 cumulative grade point average. This scholarship is not necessarily awarded every year.

The Z. Smith Reynolds Fellowship is a half-tuition scholarship awarded annually to five students, who have been accepted into the graduate program in Early Education and Leadership. To be eligible for consideration, the applicant must have demonstrated scholarship and leadership potential. Preference will be given to those applicants with experience teaching young children and working with families, and leadership experience in early childhood/early intervention programs and services. The student must be accepted into the MAT program in Early Education and Leadership to be eligible for consideration of this award. An application, which is available in the Salem College Education Department, is required.

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 8.25% or at the original interest rate for those who borrowed prior to October 1, 1992. The variable rate for 1994-95 is 7.43% 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 \$8,500 per 12-month period. Teacher licensure 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. Graduate students may borrow up to an additional \$10,000 annually under the unsubsidized Stafford program on a credit-worthy basis. Teacher licensure students may borrow up to \$5,000 under the unsubsidized Stafford.

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 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

Transfer Credits

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.

Grading

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.

Dropping a Course

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.

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

If a student receives one (1) F or more than 2 C's, he or she will be dropped from the graduate program and/or licensure program.

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.

Thirty-three (33) hours will be required for the M.Ed. program, 44 hours for the M.A.T. in elementary education, 47 hours for the M.A.T. in learning disabilities, and 49 hours for the M.A.T. in early education & leadership. A full-time graduate course load will be nine (9) hours (three 3-hour courses) per term.

The M.A.T. programs in elementary education and learning disabilities can usually be completed in eighteen months if a student begins in May and takes courses on a full-time basis. The M.A.T. program in Early Education and Leadership will take students a minimum of two years to complete; however, licensure only in birth-kindergarten is possible in eighteen months. Students may elect to take any program on either a part-time or full-time basis.

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

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.

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 all required licensure courses. Students are advised not to work or take courses during student teaching.

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

Retention

Academic Advising

Academic Load

Auditing

Appeals

Student Teaching

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.

Comprehensive Examinations

Both M.A.T. and M.Ed. students are required to successfully complete oral and written 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 six (6) 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.

Degree Audit

All graduate students are required to make an appointment with their respective adviser six months before they expect to complete all licensure and degree requirements for a degree audit. At that time the adviser will explain all the necessary steps that must be taken to meet both degree and licensure requirements and review the student's progress to date.

Graduation Requirements

To be eligible for graduation, the student must:

1. Complete a degree audit.
2. Complete all course requirements, including:
 - a. Successful completion of the practicum for M.A.T. candidates and recommendation for licensure which requires successful completion of Core Battery III (Test of Professional Knowledge) and the appropriate Specialty Area exam of the National Teachers Examination. Test scores must be received by Salem College before the degree will be granted.
 - b. Successful completion of the practicum with a grade of B or higher for M. Ed. candidates, and successful completion of the Specialty Area Test in Reading (10300) 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, December, 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.

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.

Students are expected to attend classes regularly and promptly. The individual faculty member has the right to establish attendance regulations for his or her classes and the responsibility to inform students of these regulations at the beginning of each term.

If you have ever been convicted of a felony or crime other than a minor traffic violation, you should contact the Licensure Division of the North Carolina State Department of Public Instruction in Raleigh regarding your eligibility for a teaching license in this state.

Transcripts and Records

Absence Policy

Criminal Records

Academic Programs

Master of Arts in Teaching

M.A.T. Degree Requirements

The master of arts in teaching (M.A.T.) degree is offered in elementary education, learning disabilities, and early education and leadership (birth-kindergarten). The student completing this degree qualifies for licensure in either elementary education (K-6), specific learning disabilities (K-12), or birth-kindergarten (0-5). The program is planned for students who have never been licensed, as well as those teachers wishing to add new teaching areas to their areas of expertise.

A total of 44 hours is required in elementary education and 47 hours in learning disabilities. The program in early education and leadership requires 49 semester hours.

All students in M.A.T. programs must take Education 404, Research in Education.

Courses

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 Practicum
Education 428	Seminar
Education 430	Educational Technology
Education 444	
Humanities 400 and 402	

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
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
Humanities 400 and 402	

Additional courses for the M.A.T. in Early Education and Leadership

Education 460	Foundations of Early Childhood Education
Education 462	Early Child Development
Education 402	The Exceptional Child
Sociology 464	Working with Families of Young Children
Education 403	Applied Behavior Analysis
Education 440	Language Acquisition
Education 466	Assessment and Methods: Infants and Toddlers
Education 468	Assessment and Methods: Ages 3-Kindergarten
Education 470	Environments for Young Children
Education 428	Student Teaching
Education 472	Advanced Skills in Communication
Education 474	Collaboration and Teaming
Education 476	Professional Development and Issues
Education 478	Leadership and Administration
Education 480	Graduate Internship in Leadership

Please see either the Director of Teacher Education or the Coordinator of the Early Education and Leadership program for course scheduling information.

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
Education 440	Summer

The following courses are offered every other year as noted.

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

Academic Programs

Master of Education

The master of education (M.Ed.) in language and literacy is a program designed for teachers who already hold licensure. 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 licensure 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

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

Courses



Graduate Program

Scheduling and

Licensure

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

Candidates for licensure will be asked if they have ever committed a felony or serious crime. If the answer is yes, they will be asked to submit additional information to the State Department of Public Instruction.

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.
- 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. This course should be taken early in the student's program of studies. Baker. Summer, Spring.
- ED 402 **The Exceptional Child** (3 hrs). An introduction to all areas of exceptionality including early childhood exceptionalities. Study of inclusion and mainstreaming practices. 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. Miller. Summer.
- 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. Pepper. Fall.
- 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. Smith. Spring.
- ED 412 **Human Development** (3 hrs). Psychological development from conception through adulthood, with emphasis on cognitive, social, and biological factors. Ersoff. 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. Pepper. Summer.

- ED 416 **Methods of Teaching Writing and Mathematics** (3 hrs). Content, methods, and materials for teaching writing and mathematics. Includes field experiences. Strongly suggested prerequisite, Education 400. 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. Smith. 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). Pass/Fail. Clinical experience in the Winston-Salem/Forsyth County Schools. All methods courses should be completed prior to student teaching. Staff. Fall, Spring, Summer.
- ED 430 **Seminar** (2 hrs). Pass/Fail. 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 434 **Reading in the Content Areas** (3 hrs.) Prerequisite: Ed 400 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. Fall.
- 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, Communication, and Emerging Literacy** (3 hrs.) A study of the development of language and thought in children. Emphasis on language acquisition, communication disorders, and emerging literacy. Miller. Summer.
- ED 442 **Reading Practicum** (3 hrs.) Application of theory and research to the student's classroom. Baker. Fall.
- 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. Fall
- 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.
- ED 460 **Foundations of Early Intervention and Early Childhood Education** (2 hrs) This course will trace the history of early childhood education and early childhood special education in America. Covers the evolution of legislation, policy, and practices in early education from both national and international perspectives. Includes field experiences. Miller. Fall.

- ED 462 **Early Child Development: Birth Through Eight Years** (3 hrs.) Examines, with a multidisciplinary perspective, the growth and development of very young children. Students will observe, record, and analyze motor, social, emotional and intellectual development of typical and atypical children using developmental theories. Includes field experiences. Miller. Fall.
- ED 466 **Assessment and Methods: Infants and Toddlers** (4 hrs.) Planning, implementing and evaluating curriculum experiences which are developmentally appropriate for the infant and toddler. Emphasis will be placed on both typical and atypical development and the importance of the family. Includes field experiences. Miller. Fall.
- ED 468 **Assessment and Methods: Preschool Through Kindergarten** (4 hrs.) Application of the major cognitive, language, affective, social and physical development theories to assessment, curriculum planning, and implementation for young children with diverse learning needs. Emphasis will be on services delivered in settings serving young children with typical and atypical needs. Current literature on best practices will guide the content. Includes field experiences. Miller. Spring.
- ED 470 **Creating and Evaluating Learning Environments For Young Children, Birth Through Kindergarten** (2 hrs.) The design, adaptation, and operation of developmentally appropriate learning environments from the leadership perspective. Includes field experiences. Miller. Spring
- ED 472 **Advanced Skills In Communication, Negotiation, and Conflict Resolution** (2 hrs.) The study of the literature on effective interpersonal communication and interaction processes within educational settings. Emphasis will be on the application of collaborative processes for the team leader, administrator, and consultant in early education. Skills for working with parents and professionals will be developed. Includes field experiences. Miller. January.
- ED 474 **Collaboration and Teaming In Early Intervention and Education** (3 hrs.) Course provides content and practice in team functioning and development. Literature and texts will support practice and development of skills in interdisciplinary/transdisciplinary teaming and collaboration. Content will include interagency collaboration and working in collaborative partnerships with families. Includes field experiences. Miller. Spring
- ED 476 **Professional Development and Current Issues In Early Education** (3 hrs.) This course will provide an opportunity for discourse and debate of issues and trends in early education. Students will study current research articles and literature to analyze and discuss practices and concerns in the field. Professionals from related disciplines will engage in topical discussions on concerns and issues around interdisciplinary collaboration, and advocacy. Includes field experiences. Miller. Fall.

- ED 478 **Leadership and Administration For Inclusive Early Education** (3 hrs.) The study of leadership in the field of early education for infants, preschoolers and primary age children. Content and practice in the development, supervision, and evaluation of programs in early education. Includes field experiences. Miller. Fall
- ED 480 **Internship in Early Education Leadership** (3 hrs.) Study of roles and functions of personnel in leadership or administrative positions in early education agencies. Students will sign up for the internship upon completion of required courses. Under the direct supervision of a program faculty member, the student will spend 30-40 hours per week during the semester in supervised practice of specified competencies. Internship projects and responsibilities will be individualized according to needs assessed by the supervising faculty member and the student. Competencies to be assessed include those for a master teacher and those for the supervisory or administrative roles. Assignments will be made according to mutually established goals for each student. Miller. Spring
- SOC 464 **Working With Families Of Young Children** (3 hrs.) The purpose of this course is to provide information and skills in communicating with families as partners in educational planning for very young children. Students will apply skills with families of infants, toddlers, preschoolers, and kindergarten children having typical and atypical educational needs in the family practicum. Includes field experiences. Boudreaux. Spring.

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 College Bookstore is located on Salem Square.

The bookstore is open from 9:30 a.m. to 6:00 p.m., Monday through Thursday, 9:30 a.m. to 5:00 p.m., Friday and Saturday, and from 1:00 p.m. to 5:00 p.m. on Sunday.

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 in the History Wing of Main Hall. A Macintosh Performa microcomputer lab is on the first floor of the Science Building. A DOS 486 lab is on the third floor of the Science Building. Word processing, spreadsheet, drawing, and specialty software are available in both the DOS and Macintosh labs. Internet access is also available in the Macintosh lab. In the History Wing of Main Hall is a lab that supports both Macintosh and DOS platforms. Specialty applications, such as language lab software and CAD applications are located here. There are also microcomputers in the library for use with the automated card catalog. All computers are available to all students on a 24-hour, daily basis.

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.

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. Pat Miller (FAC 319)	721-2774
Dr. Janet Zehr (MH 112)	721-2721
Dr. Robin Smith (FAC 318)	917-5494
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.

Cheryl A. Boudreaux (1993)

Associate Professor of Sociology
B.A. University of California, San Diego, M.A. Boston College,
Ph.D. Brandeis University

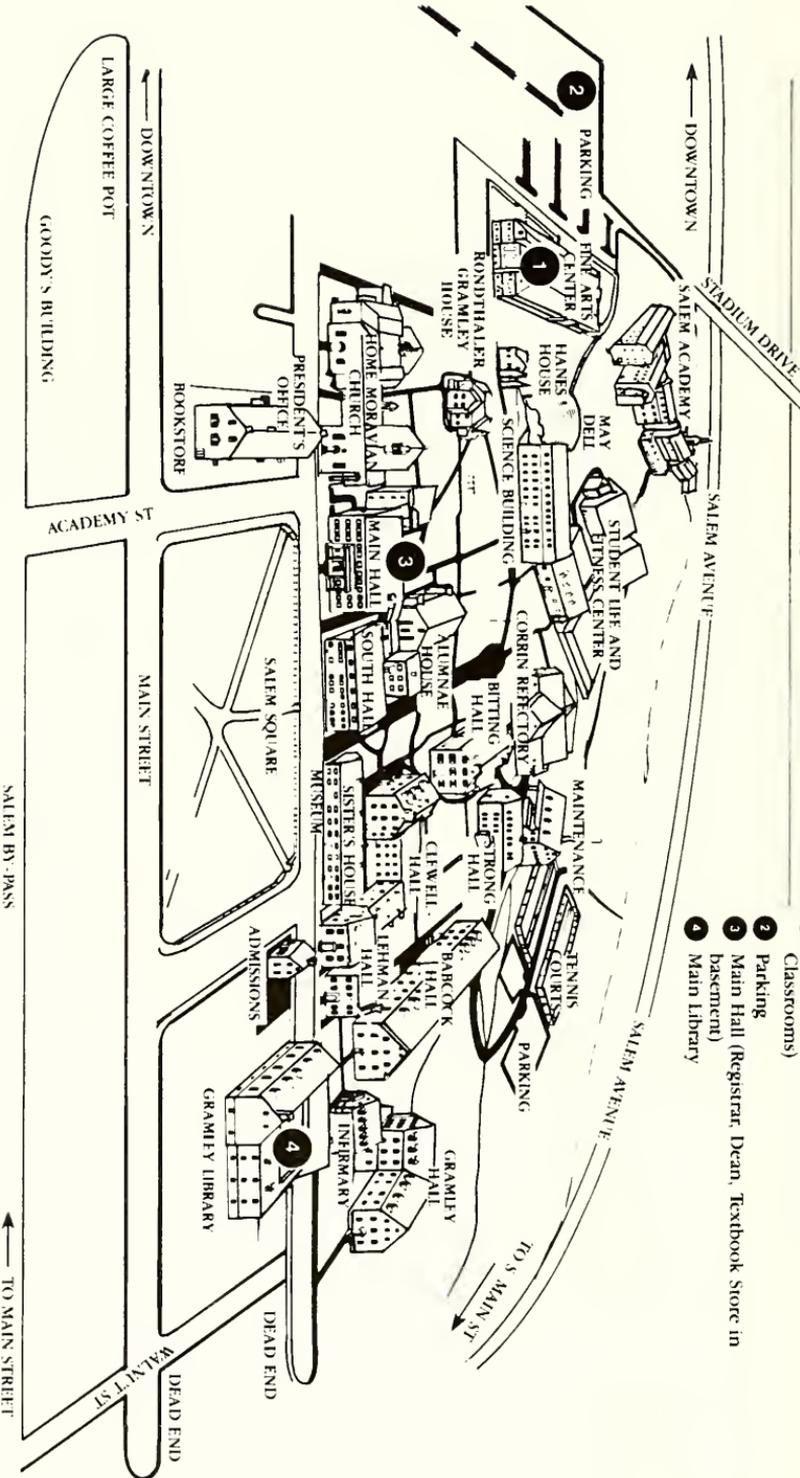
*Date following name indicates year of appointment to Salem College.

- Errol M. Clauss (1963)
Professor of History
B.A., Gettysburg College; M.A., Ph.D., Emory University.
- 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.
- Patricia S. Miller (1994)
Professor of Education
B.A. The Women's College of North Carolina. M.Ed. The University of
North Carolina, Ed. D. Virginia Technological University
- Lucy M. Milner (1992)
Instructor in Education
B.A. Agnes Scott College, M.A. Ed., Wake Forest University
- Pamela Poe Pepper (1994)
Adjunct Assistant Professor of Education
B.A. Salem College
M.Ed. and Ph.D, University of North Carolina at Chapel Hill
- Barbara K. Sheffield (1992)
Assistant Professor of Education
B.S., Miami University; M.S., Florida State University
Ed.D., University of South Carolina.
- Robin Loftin Smith (1994)
Assistant Professor of Education
B.A. University of North Carolina at Greensboro, M.A. Appalachian State
University, Ed. D. University of North Carolina at Greensboro.
- 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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Advising

Checklist

Core Course Required for All Degree Programs

___ 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
___ Humanities 400 and 402

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
___ Humanities 400 and 402

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
___ Education 442 Reading Practicum
___ Humanities 400 and 402

Additional Requirements for the M.A.T. in Early Education and Leadership

___ Education 460	Foundations of Early Childhood Education
___ Education 462	Early Child Development
___ Education 402	The Exceptional Child
___ Sociology 464	Working with Families of Young Children
___ Education 403	Applied Behavior Analysis
___ Education 440	Language Acquisition
___ Education 466	Assessment and Methods: Infants and Toddlers
___ Education 468	Assessment and Methods: Ages 3-Kindergarten
___ Education 470	Environments for Young Children
___ Education 428	Student Teaching
___ Education 472	Advanced Skills in Communication
___ Education 474	Collaboration and Teaming
___ Education 476	Professional Development and Issues
___ Education 478	Leadership and Administration
___ Education 480	Graduate Internship in Leadership

