

1772

SALEM  
COLLEGE

GRADUATE STUDIES

2007-2009 ACADEMIC CATALOG

WINSTON-SALEM, NORTH CAROLINA

# Graduate Studies Calendar

## 2007-2008

### 2007 Fall Term

August 25	Saturday	New Student Orientation begins
August 27	Monday	Orientation/Advising
August 28	Tuesday	Registration
August 29	Wednesday	Opening Convocation Classes begin (8:00 a.m.)
September 26	Wednesday	Fall Fest Day (classes suspended)
October 12	Friday	Fall Break (begins 5:15 p.m.)
October 17	Wednesday	Classes resume (8:00 a.m.)
November 21	Wednesday	Thanksgiving Recess (begins 8:00 a.m.)
November 26	Monday	Classes resume (8:00 a.m.)
December 11	Tuesday	Last day of classes
December 12	Wednesday	Reading Day
December 13	Thursday	Examinations begin
December 17	Monday	Examinations end (after afternoon examination period)

### 2008 January Term

January 3	Thursday	January Term begins (8:00 a.m.)
January 21	Monday	Martin Luther King, Jr. Day (classes suspended)
January 31	Thursday	January Term ends (after 5:15 p.m.)

### 2008 Spring Term

February 4	Monday	Classes begin (8:00 a.m.)
March 21	Friday	Spring Break (begins 5:15 p.m.)
March 23	Sunday	Easter (students are on Spring Break)
March 31	Monday	Classes resume (8:00 a.m.)
April 25	Friday	Founders Day Celebration
May 14	Wednesday	Last day of classes
May 15	Thursday	Reading Day
May 16	Friday	Examinations begin
May 20	Tuesday	Examinations end (after afternoon examination period)
May 24	Saturday	Commencement

Salem College  
Graduate Education Program  
Graduate Catalog  
2007-2009  
Fall 2007, Volume XVI



*Reach within. Shape the future.*

Winston-Salem, North Carolina

# *Preface*

## *Our Mission...*

Salem College is an independent college committed to the liberal arts and quality professional preparation. Founded by the Moravian Church in 1772 as a school for girls, Salem strives to set its signature upon its students by encouraging them to recognize and strengthen their human faculties and their capacities for service, professional life, and leadership. In light of evidence that such powers flourish when women live and learn within a community dedicated to their education, Salem affirms its commitment to young women in a residential setting. As a result of the historical evolution of its mission, the College educates both men and women in the community through its Continuing Studies Program and Graduate Program in Education.

Salem believes that a liberal education endows students with a fundamental understanding of the human condition, of our cultural and spiritual heritage, and of our pluralistic and technological society. The College provides a rigorous academic program which fosters clarity of thought and expression and enables students to become familiar with the humanities, the natural and social sciences, the fine arts, and to concentrate on a chosen field. Building on its liberal arts foundation, the College offers pre-professional and career programs which prepare students for creative and productive lives after graduation.

Drawing on the Moravian heritage in education, Salem seeks to be a community of scholars. Its faculty is committed to excellence in teaching and advising, continued scholarship, and concern for the intellectual and personal growth of students. Acting as mentors and friends, the faculty provides Salem students with the challenges, individual attention, and encouragement requisite to the development of confident, independent learners. By its commitment to self-government and the honor code, the College preserves a humane community of shared values in which each member is treated with dignity and respect. Salem's size, campus environment, and diverse student body enrich the sense of community.

Located in Historic Old Salem in the city of Winston-Salem, the college seeks to demonstrate the relevance of more than two centuries of liberal education to the demands of contemporary society. Salem provides a special environment where students experience the rewards of rigorous academic work, expand their capacity for creative, analytical, and ethical thought, and prepare for positions of leadership and responsibility in a changing world.

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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 May of 2000.

As early as the 1850's, 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; with continuing accreditation visits scheduled in spring of 2008. Salem College offers teacher education programs at the graduate level in the following areas:

- Elementary Education (K-6) M.A.T.
- Special Education (K-12) M.A.T.
- Birth through Kindergarten (B-K) M.A.T.
- Birth through Kindergarten (B-K) M.Ed.
- Teaching English to Speakers of Other Languages (K-12) M.A.T.
- Secondary (9-12): Biology, Chemistry, English, Social Studies, and Mathematics M.A.T.\*
- Middle Grades (6-9): Language Arts, Mathematics, Social Studies, and Science M.A.T.\*
- Language and Literacy (K-12) M.Ed.

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 post-baccalaureate 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 with a firm foundation in the liberal arts and sciences who seeks professional licensure and a master's degree. M.A.T. programs are designed to meet the INTASC Standards.

### **INTASC Standards**

#### 1. Content Pedagogy

The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

#### 2. Student Development

The teacher understands how children learn and develop, and can provide learning opportunities that support a child's intellectual, social and personal development.

3. **Diverse Learners**  
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
4. **Multiple Instructional Strategies**  
The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.
5. **Motivation and Management**  
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self motivation.
6. **Communication and Technology**  
The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. **Planning**  
The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
8. **Assessment**  
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
9. **Reflective Practice: Professional Growth**  
The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, professionals in learning community) and who actively seeks out opportunities to grow professionally.
10. **School and Community Involvement**  
The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

### **Goals of the Program**

Candidates for licensure at Salem College:

1. understand the nature of learning (constructivism)
2. believe all children can learn (diversity)
3. accept responsibility for creating the conditions of learning for all students
4. model best constructivist practice in teaching, classroom management, assessment, and use of technology

5. reflect upon their teaching, using higher-level cognitive processes
6. develop appropriate professional relationships with all members of the learning community and model ethical behavior.

Candidates for the Advanced Masters Competency licensure will be:

7. informed consumers of educational research.
8. skilled action researchers in their classrooms.
9. effective leaders in their school settings.

### **Conceptual Framework**

Teacher education programs at Salem College are based on a conceptual framework built around the theme of “Learning for All Children.” We seek to help candidates demonstrate two basic dispositions: the belief that all children are learners; and the belief that teachers are responsible for creating the conditions of learning for all students. All licensure candidates at Salem College pursue the following educational goals and outcomes: 1) to understand the nature of learning (constructivism); 2) to believe that all children can learn (diversity); 3) to accept responsibility for creating the conditions of learning for all students; 4) to model the best constructivist practice in teaching, class-room management, assessment, and use of technology; 5) to reflect upon one’s teaching, using higher-level cognitive processes; 6) to demonstrate and promote professionalism in one’s work.

### **Accreditation**

Salem College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS; 1866 Southern Lane, Decatur, Georgia 30033-40971 Tele. #: 404-679-4501) to award the bachelor’s degree and the master’s degree. Teacher education programs are accredited by the North Carolina State Board of Education. The teacher education program at Salem College is accredited by the National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Avenue NW, Suite 500, Washington, DC 20036; phone (202) 466-7496. This accreditation covers the institution’s initial teacher preparation and advanced educator preparation programs.

### **Equal Opportunity Policy**

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.



# *Admissions Information*

## **Application**

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

Office of Graduate Studies  
Fine Arts Center 301  
Salem College  
Winston-Salem, NC 27108-0548  
(336) 721-2658

Application materials are also available at [www.salem.edu](http://www.salem.edu). 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 nonrefundable application fee of \$30 must be included with the application.

## **Admission**

Requirements for admission to the M.Ed. program include:

1. submission of an official transcript from a regionally accredited college or university showing possession of a baccalaureate degree;
2. submission of official test scores from the Graduate Record Examination (GRE);
3. submission of a complete application, including two reference letters/forms, an essay, a signed honor code, the Theoretical Orientation to Reading Profile and a CPL form;
4. submission of a copy of the candidate's teaching license;
5. interview with the Director of Teacher Education and acceptance by the Graduate Education Council.

The following scale combining G.P.A. and GRE scores will be employed to determine the admissions status of the applicants:

G.P.A.	GRE (Verbal)
3.2    3 Points	560    3 Points
2.85   2 Points	460    2 Points
2.5    1 Point	360    1 Point

If an applicant receives three points, he/she will be unconditionally admitted; two points, provisionally admitted; less than two points, not admitted to the graduate degree program. Students must have a GRE verbal score of at least 360 for admission.

If a student does not meet the unconditional admission standards, provisional admission may be granted until the student has taken 3 courses at Salem College. If the student receives a grade point average of 3.3 or above on these first three courses, she/he will be unconditionally admitted.

Admission to the M.A.T. programs occurs in two phases. Phase I of the program is a licensure phase; requirements include the following:

1. submission of an official transcript from a regionally accredited college or university showing possession of a baccalaureate degree;
2. submission of a complete application, including two reference letters/forms, an essay, a signed honor code, the Theoretical Orientation to Reading Profile and a CPL form;
3. a 2.5 undergraduate GPA or passing scores of the PRAXIS I Pre-Professional Skills Test;
4. interview with the Director of Teacher Education and acceptance by the Graduate Education Council.

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, she/he will be unconditionally admitted.

Upon successful completion of the licensure phase, students may be admitted to graduate candidacy, or Phase II. For admission to

Phase II, the graduate (Salem) GPA and scores on the Graduate Record Exam will be employed.

G.P.A.		GRE (Verbal)	
3.2	3 Points	560	3 Points
2.85	2 Points	460	2 Points
2.5	1 Point	360	1 Point

If an applicant receives four points, he/she will be unconditionally admitted. A minimum score of 360 on the verbal section of the GRE is required for admission. Students with less than four points are ineligible for admission to the Graduate program (Phase II).

Students who do not meet the requirements for admission to the graduate program may complete the teacher licensure phase. However, completion of the licensure phase, even with an acceptable grade point average, does not qualify one for admission to the graduate degree program. Taking courses as a special student does not automatically qualify the student to enter the graduate degree program.

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

All students who plan to complete licensure and/or graduate programs must be admitted prior to the end of their fourth course.

### **Specific Requirements - Masters of Arts in Teaching (M.A.T.)**

The M.A.T. degree is offered in Elementary Education, Special Education, Teaching English to Speakers of Other Languages, Birth through Kindergarten, Middle Grades\*, and Secondary Grades\*. The candidate completing this degree

also qualifies for graduate licensure. The M.A.T. program is also appropriate for teachers who are currently licensed, but not in one of these areas. A preschool add-on is available for teachers who hold valid licenses in elementary education, special education, or home economics. Add-on licenses in teaching English to Speakers of Other Languages and Reading are available for licensed teachers\*.

\*pending final NCDPI approval

### **Specific Requirements - Masters of Education (M.Ed.)**

The Masters of Education degree in Language and Literacy and Birth-Kindergarten Education are offered to current practitioners who seek to increase their professional knowledge and skills. Teachers who meet the requirements for these degree options will be recommended for a K-12 reading or Birth-Kindergarten license at the graduate level. This program will provide the practitioner with the opportunity to develop excellence in teaching, leadership, and research.

### **Additional Admissions Information**

A licensed teacher who seeks 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 programs and the appropriate professional coursework and practicum experience for entrance to the M.Ed. programs. Candidates may be required to make up undergraduate deficiencies.

### **Notification of Admission**

Students who intend to apply to a program should do so prior to the completion of their fourth course at Salem. 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 Teacher Education.

### **Admission Status: Unconditional Admission**

An applicant who meets all admission requirements will be admitted unconditionally. Any appeal of admission decisions will be decided by the Graduate Education 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 seeking special student status should submit to the Director of Teacher Education an official transcript showing completion of a baccalaureate degree and a completed application. Students may retain special student status for no more than four courses. Students taking courses required by the Regional Alternative Licensure Center may register as “special students” for up to four classes.

**New Student Orientation**

An orientation will be held for new students prior to the beginning of the fall and spring terms. See registration forms and/or graduate calendar for specific information.

# *Financial Information*

## **Tuition and Fees**

The tuition charge for the M.A.T. and M.Ed. degrees is listed on registration forms. Forms are available in the Graduate Studies office, FAC 301. Tuition is determined by credit hours attempted. Other fees include:

Application Fee	30.00
Transcript Fee	5.00 each after the first transcript
Audit Fee	440.00
Returned Check Fee	25.00
Graduation Fee	50.00
Parking	40.00

## **Refunds**

Students enrolled in graduate courses may receive a full refund, minus a \$35 administrative fee, if they drop courses 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 licensure program to obtain financial aid. Financial aid is provided to students depending on the analysis of the Free Application for Financial Aid (FAFSA). The FAFSA can be completed online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). For more information, call the financial aid office at 336-721- 2808.

## **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 Davis Education Fund is an award of \$500 to be given yearly, beginning in Spring of 2007, at Honors Convocation. Mr. and Mrs. Lee Davis (Mary Ann Campbell Davis c<sup>74</sup>) established this fund as their campaign gift to support a candidate in the Education Master of Arts in Teaching (MAT) program, with preference for a student continuing directly from the licensure program at Salem College.

## **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 fixed annually for new borrowers with a cap of 8.25% or at the original interest for those who borrowed prior to October 1, 1992. Interest begins to accrue at the time repayment begins. Graduate students may borrow a maximum of \$8,500 per academic year. Teacher licensure and second bachelor's degree students may receive up to \$5,500 per academic year. 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 \$12,000 annually under the unsubsidized Stafford program on a credit-worthy and as needed basis. Teacher licensure candidates may borrow up to \$5,000 under the unsubsidized Stafford loan program. However, maximum eligibility for borrowing is limited by Salem's cost of attendance budget.

Federal Perkins loans are federally funded, low interest loans that are 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. 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. Students must be enrolled at least one-half time.

Financial aid awards are made for no more than the academic year and must be renewed each year the student is enrolled in the College. Renewal of financial aid will depend upon maintenance of satisfactory academic progress and continued financial need by the student. Satisfactory academic progress is specified in the Salem College Graduate Catalog in the section titled "Retention."

In addition, each term all post-baccalaureate students must successfully complete sixty-seven percent of the courses in which they are enrolled at the end of the drop/add period before subsequent disbursements of loan proceeds can be made. 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**

Up to 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 Teacher Education. 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, discussions, 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, death in the immediate family, or for extenuating circumstances as determined by the Director of Teacher Education. Incompletes must be cleared before additional courses can be taken, and students may not have more than two incompletes at one time. Students must clear incompletes within a calendar year of the time they are issued. Extensions beyond these deadlines will be awarded only for extreme extenuating circumstances and must be approved in advance by the Graduate Education Council.

Quality points for letter grades are issued as follows:

A	4.00	C+	2.33
A-	3.67	C	2.00
B+	3.33	C-	1.67
B	3.00	F	0.00
B-	2.67		

## **Student Grievances**

All student grievances regarding academic matters are welcomed on a professional basis by the faculty. Students will voice a specific complaint to the

professor involved in the complaint. After speaking with the professor, the student may consult the Director of Teacher Education.

If the matter is not resolved by the Director of Teacher Education, the student may then refer the matter to the Graduate Education Council. If the student's grievance is regarding a final grade in a course, the student must initiate the grievance process by no later than midterm of the regular term immediately following the term in which the grade was received (by mid-October for spring or summer final grades and by mid-March for fall or January final grades). The exact deadline will be the same as the announced deadline for incompletes each fall and spring.

### **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

### **Checkpoints**

Checkpoints have been established at various points during the program. At some checkpoints, candidates' progress will be evaluated with input from school-based cooperating teachers and administrators. Checkpoints are typically established at admission, completion of key courses, admission to practicum, application for licensure, and at the completion of comprehensive exams.

### **Retention**

If a candidate earns one (1) F or more than 2 C's in graduate courses, regardless of his/her status (degree, licensure only, or special student), he/she will not be allowed to continue to enroll in graduate courses. Graduate students must have a 3.0 cumulative grade point average on all graduate courses at Salem College to be admitted to a program, to be allowed to enter student teaching, and to be recommended for licensure. Undergraduate students who intend to pursue graduate degree programs at Salem College must earn a B or better on cross-listed courses.

### **Academic Advising**

The candidate will have an initial interview with the Director of Teacher Education prior to admission; at this meeting, the course of study will be established. Upon enrollment, the candidate will be assigned an adviser from among the graduate faculty. Any exceptions to established course requirements must be approved by the Director of Teacher Education.



## **Academic Load**

Thirty-four (34) hours will be required for the M.Ed. programs; forty-six (46) hours for the M.A.T. in elementary education, birth through kindergarten, and TESOL; forty-seven (47) hours for the M.A.T. in special education; forty-five (45) for the M.A.T. in middle grades or secondary.

The M.A.T. programs are offered in two phases. Phase I is completed for initial licensure. Phase II (graduate candidacy) leads to the graduate license and the masters Degree. Phase II is designed to be completed during the candidate's induction or initial licensure period. 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 Education 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 Teacher Education.

## **Student Teaching**

All candidates for licensure in the M.A.T. program will complete a full term of student teaching experience in the Winston-Salem/Forsyth County Schools or another area school system. The graduate student has the option to student teach in either the fall or spring term; however, student teachers must have completed or be currently enrolled in all required licensure courses. Candidates may take no more than one additional course during the student teaching semester. Candidates are advised not to work or take courses during student teaching. Candidates may apply to student teach in the summer program when it is available.

Graduate students must apply to student teach by the published deadline during the term which precedes the term in which they will student teach. All candidates must be admitted at least one semester prior to the student teaching semester.

Each student teacher will be evaluated on Salem's Exit Criteria Instrument. This will be a cooperative evaluation completed by the cooperating teacher, the Salem supervisor, and the candidate. All candidates prepare an extensive student teaching/technology portfolio to document their progress toward meeting program objectives and to demonstrate the program dispositions: the belief that all children are learners, and that teachers are responsible for creating the conditions of learning for all students. Successful student teaching experiences require the approval and certifying signature of school officials.

## **Comprehensive Examinations**

M.A.T. and M.Ed. candidates are required to successfully complete the comprehensive examination at the culmination of graduate study. All courses must be completed before taking the comprehensive exams. Application to take the examinations must be made by the published deadline (see Graduate Calendar).

Examinations will be scheduled once in each of the spring, summer, and fall terms. Any three professors from the Education Department may serve as the Comprehensive Examination Board, and candidates are not told in advance which faculty members will serve. Guiding questions are included in the Teacher Education Handbook.

The oral examination will take place prior to written examinations. Each professor in attendance will score the candidate's responses according to the rubric established for this purpose. Candidates who earn a score of 9 or better will have passed the comprehensive exams and will not be required to sit for written exams. Candidates who complete the oral exams with a total score of 6, 7, or 8 (with no less than two points per topic area) must sit for the written exams within the following three days. Candidates who sit for written exams respond to three questions, and they must earn a score of 9 on their written responses in order to pass the comprehensive exams. Written exams will be scheduled for 3 1/2 hours, with one break. Candidates who earn topic area score(s) of less than two or do not pass the written exams will be required to retake the oral examinations no earlier than the next comprehensive exam period.

Candidates who do not pass the comprehensive exam(s) may take the exams once more at the regularly scheduled time. It is the candidate's responsibility to reapply for admission to comprehensive exams. All oral exams are audio taped.

Candidates who earn a score of 11 or 12 on the oral comprehensive exam will "Pass with Distinction."

## **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 (grade of A or B) for M.A.T. candidates and recommendation for licensure, which requires successful completion of the appropriate Praxis II Specialty Area exam(s) and the portfolio. Test scores must be received by Salem College before the degree will be granted. Praxis tests are required for candidates in elementary education and special education.
  - b. Successful completion of the practicum with a grade of B or higher for M.Ed. candidates. Birth through Kindergarten M.Ed. candidates may be required to pass a Praxis II test, depending upon NCDPI regulations in place at the time of degree completion, to be designated as "Highly Qualified" for teaching kindergarten.

3. Satisfactorily complete the comprehensive examinations.
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.

### **Transcripts and Records**

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 \$5.00 each.

### **Access to Student Educational Handbooks**

Salem College complies with the Family Educational Rights and Privacy Act of 1974 (FERPA) as amended. This act protects the privacy of educational records, establishes the rights of students to inspect and review their educational records, and provides guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with the Family Educational Rights and Privacy Act Office concerning alleged failures by the institution to comply with the Act.

Under this act, Salem College is permitted to release directory information (the student's name, home and residence hall address, home and residence hall telephone listings, email address, date and place of birth, major, participation in officially recognized extracurricular activities, photos, dates of attendance, degree, awards, and most recent previous educational institution attended). However, it is Salem College's policy not to release lists of student names and addresses or telephone numbers to outside parties with the exception of state and federal agencies or as required by law. Any student who wishes to place a further privacy holding on any of the above directory information must notify the Registrar in writing.

Questions concerning the Family Educational Rights and Privacy Act may be referred to the Office of the Registrar.

### **Absence Policy**

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 classes are cancelled due to inclement weather, notice will be posted on the campus website - [www.salem.edu](http://www.salem.edu). Instructors may send class emails via the campus webmail if classes are cancelled.

**Criminal Records**

Prospective students who have ever been convicted of a felony or crime other than a minor traffic violation should notify the Director of Teacher Education or contact the Licensure Division of the North Carolina State Department of Public Instruction in Raleigh regarding eligibility for a teaching license in this state. Students may be asked to provide a criminal background check.

## *Academic Programs*

The Masters of Arts in Teaching (M.A.T.) degree is offered in elementary education, general curriculum special education, Teaching English to Speakers of Other Languages (K-12), early education and leadership (birth-kindergarten), middle grades and secondary grades. The student completing this degree qualifies for licensure in Phase I of the program. The program is planned for students who have never been licensed, as well as those teachers who wish to add new teaching areas to their areas of expertise. Students may earn advanced licensure upon completion of Phase II. Candidates who complete all licensure requirements are “Highly Qualified” to teach. The Master of Education (M.Ed.) program is offered in two areas: Language and Literacy and Birth-Kindergarten. The concentration in Language and Literacy leads to K-12 licensure in reading. The concentration in Birth-Kindergarten prepares individuals to serve young children with and without disabilities and their families.

### **Curriculum Requirements**

The M.Ed. programs require 34 hours of graduate work; the M.A.T. in elementary education, TESOL, and birth through kindergarten require 46 credit hours; the M.A.T. in special education requires 47 credit hours; and the M.A.T. programs in middle grades and secondary grades require 45 credit hours. All M.A.T. candidates must prepare a student teaching/technology portfolio and achieve a passing score according to the rubric established for scoring the portfolios. Candidates for licensure must earn a “B” or better in the supervised practicum to be eligible for licensure. Candidates who complete all licensure requirements are “Highly Qualified” to teach.

### **Program Schedules**

The M.A.T program may be completed on a full or part time basis. Phase I (licensure) may be completed in 18 months - 2 years; Phase II (induction) may be completed during the candidate’s first year(s) as a classroom teacher. The M.Ed. programs may be completed on a part time schedule in two to three years.

### **Courses**

#### **Courses for the M.A.T in Elementary Education (K-6):**

##### Phase I

- Educ 400 Foundations of Reading Instruction
- Educ 402 Special Education: Students with Special Needs
- Educ 403 Managing an Effective Learning Environment
- Educ 405 Integrating the Fine and Practical Arts
- Educ 408 Assessment and Evaluation of Reading Performance
- Educ 416 Curriculum, Methods, & Assessment in Mathematics

- Educ 418 Curriculum, Methods, & Assessment in Science, Health & Social Studies
- Educ 423 Early Field Experience
- Educ 444 Educational Technology
- Educ 446 Process Writing and Children's Literature
- Educ 449 Supervised Practicum in Teaching
- Educ 451 Educational Psychology for Constructivist Classrooms

Passing scores on PRAXIS II specialty area exams

Passing Score on student teaching/technology portfolio

Admission to phase II; GRE required

- Educ 450 Application and Development of Educational Research
- Educ 464 Working with Families
- Educ 485 ESL Strategies for Classroom Teachers
- Educ 486 Classroom Assessment

Comprehensive exams

**Courses for the M.A.T. in general curriculum special education and learning disabilities (K-12):**

Phase I

- Educ 400 Foundations of Reading Instruction
- Educ 408 Assessment and Evaluation of Reading Performance
- Educ 411 Foundations of Special Education
- Educ 416 Curriculum, Methods, & Assessment in Mathematics
- Educ 420 Characteristics and Instructional Strategies for Students with Learning Disabilities
- Educ 425 Characteristics and Instructional Strategies for Students with Behavioral/Emotional Disabilities
- Educ 427 Characteristics and Instructional Strategies for Students with Mild-to-Moderate Mental Disabilities
- Educ 444 Educational Technology
- Educ 446 Process Writing Instruction and Children's Literature
- Educ 449 Supervised Practicum in Teaching in LD
- Educ 451 Educational Psychology for Constructivist Classrooms

Passing scores on PRAXIS II specialty area exams

Passing score on student teaching/technology portfolio

Admission to Phase II; GRE required

Educ 450 Application and Development of Educational Research

Educ 458 Advanced Studies in LD

Educ 459 Instructional Design in LD

Educ 480 Seminar in National Boards

OR

Educ 485 ESL Strategies for Classroom Teachers

OR

Educ 486 Classroom Assessment

Comprehensive exams

Courses for the **M.A.T. in Early Education and Leadership  
(Birth-Kindergarten):**

Phase I

Educ 400 Foundations of Reading Instruction

Educ 402 Special Education: Students with Special Needs

Educ 440 Language and Literacy Development

Educ 444 Educational Technology

Educ 449 Supervised Practicum in Teaching BK

Educ 461 Foundations of Early Education

Educ 467 Assessment of Young Children

Educ 469 Methods: Infants and Toddlers

Educ 471 Methods: Preschool and Kindergarten

Educ 474 Administration for Early Education and Intervention

Passing scores on student teaching/technology portfolio.

(PRAXIS II in development)

Admission to phase II; GRE required

Educ 450 Application and Development of Educational Research

Educ 464 Working with Families

Educ 473 Collaboration and Leadership

Educ 485 ESL Strategies for Classroom Teachers

Educ 480 Seminar in National Boards

OR

Educ 486 Classroom Assessment

OR

Educ 460 Special Topics in Diversity Issues

Comprehensive exams

Courses for **M.A.T. in Teaching English to Speakers of Other Languages (K-12 in ESL)**

Phase I

- Educ 400 Foundations of Reading Instruction
- Educ 402 Special Education: Students with Special Needs
- Educ 408 Assessment and Evaluation of Reading Performance
- Educ 417 Linguistics
- Educ 419 Structure of Language
- Educ 444 Educational Technology
- Educ 446 Process Writing and Children's Literature
- Educ 447 ESL Methods I
- Educ 448 ESL Methods II with field experience
- Educ 449 Supervised Practicum
- Educ 451 Educational Psychology for Constructivist Classrooms

Passing score on student teaching/technology portfolio

Admission to Phase II; GRE required

- Educ 450 Application and Development of Educational Research
- Educ 464 Working with Families

OR

- Educ 473 Collaboration and Leadership
- Educ 460 Special Topics in diversity issues

2 Additional Hours:

- Educ 480 Seminar in National Boards

OR

- Educ 486 Classroom Assessment

Comprehensive exams

Courses for the **M.A.T. in Middle Grades (6-9)**

(undergraduate major or the equivalent in the content area that matches licensure required)

Phase I

- Educ 402 Special Education: Students with Special Needs
- Educ 403 Managing an Effective Learning Environment
- Educ 413 Curriculum and Instruction in the Middle Grades
- Educ 423 Early Field Experience
- Educ 434 Language and Literacy Across the Curriculum



- Educ 444 Educational Technology
- Educ 446 Process Writing and Children's Literature
- Educ 449 Supervised Practicum in Teaching
- Educ 451 Educational Psychology for Constructivist Classrooms
- Educ 464 Working with Families
- Educ ### Methods course to match concentration area

Passing score on student teaching/technology portfolio

Admitted to phase II: GRE required

Educ 450 Application and Development of Educational Research

Educ 473 Collaboration and Leadership

Hum 400 or 402 Interdisciplinary Studies I or II

2 Additional Hours:

Educ 485 ESL Strategies for Classroom Teachers

OR

Educ 486 Classroom Assessment

OR

Educ 480 Seminar in National Boards

Comprehensive exams

\*pending final NCDPI approval

### Courses for the **M.A.T. in Secondary Grades (9-12)**

(undergraduate major or the equivalent in the content area that matches licensure required)

Phase I

Educ 402 Special Education: Students with Special Needs

Educ 403 Managing an Effective Learning Environment

Educ 423 Early Field Experience

Educ 434 Language and Literacy Across the Curriculum

Educ 444 Educational Technology

Educ 446 Process Writing and Children's Literature

Educ 449 Supervised Practicum in Teaching

Educ 451 Educational Psychology for Constructivist Classrooms

Educ 464 Working with Families

Educ ### Methods course to match concentration area

Passing score on student teaching/technology portfolio

Admitted to phase II: GRE required

Educ 450 Application and Development of Educational Research

Educ 473 Collaboration and Leadership

Hum 400 Interdisciplinary Studies I

Hum 402 Interdisciplinary Studies II

Educ 485 ESL Strategies for Classroom Teachers

OR

Educ 486 Classroom Assessment

OR

Educ 480 Seminar in National Boards

Comprehensive exams

\*pending final NCDPI approval

### Courses for the **M.Ed. Language and Literacy (K-12 Reading)**

Educ 400 Foundations of Reading Instruction

Educ 408 Assessment and Evaluation of Reading Performance

Educ 434 Literacy and Learning Across the Curriculum for Middle and High School Students

Educ 436 Literature for Children and Adolescents

Educ 438 Teaching Process Writing

Educ 440 Language and Literacy Development

Educ 442 Supervised Practicum in Literacy

Educ 450 Application and Development of Educational Research

Educ 464 Working with Families

Educ 473 Collaboration and Leadership

Educ 480 Seminar in National Boards

Educ 486 Classroom Assessment

OR

Educ 485 ESL Strategies for Classroom Teachers

Comprehensive exams

Passing score on Practicum Portfolio

### Courses for the **M.Ed. in Birth-Kindergarten**

Educ 421 Low-Incidence Disabilities

Educ 433 Global Perspectives in Childhood Development

Educ 453 Advanced Early Childhood Curriculum

Educ 454 Research in Special Populations

- Educ 445 Assistive Technology
- Educ 464 Working with Families
- Educ 450 Application and Development of Educational Research
- Educ 455 Program Evaluation
- Educ 473 Collaboration and Leadership
- Educ 456 Supervised Practicum in B-K
- Educ 485 ESL Strategies for Classroom Teachers
- Educ 486 Classroom Assessment

OR

- 480 Seminar in National Boards

Comprehensive exams

Passing score on Practicum Portfolio

## *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, with additional sections sometimes offered during the day.

The Salem College academic year is compromised 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, and classes meet once each week; January Term takes place in the month of January, and classes meet two or three times each week; spring term is from the beginning of February to mid-May, and classes meet once each week; the first summer school session is scheduled from late May through June; and the second summer school session is held early July through early August. Summer classes typically meet twice each week in the evenings.

### **Graduate Course Descriptions**

**EDUC 400: Foundations of Reading Instruction (3 hrs.)** An examination of the social, cognitive, and linguistic foundations of literacy development. Critical reading of professional literature to articulate and support a philosophy of literacy development which emphasizes the interrelatedness of the language arts for English proficient and potentially English proficient students. Demonstrations of varied instructional and management strategies to develop print-rich classroom environments and to teach and support children's efficient use of the syntactic, semantic, graphophonemic, and pragmatic cue systems and understanding of story. North Carolina Standard Course of Study, national standards in reading instruction. EDUC 400 is a prerequisite for EDUC 408. Case studies, research, field experience required.

**EDUC 402: Special Education: Students with Special Needs (3 hrs.)** Major legislation regarding exceptional learners, philosophy of inclusion. Various categories of students with special needs. How students differ in their approaches to learning; modifying instruction for diverse learners. Creating learning communities that respect individual differences. Case studies, research, field experience required.

**EDUC 403: Managing an Effective Learning Environment (2 hrs.)** Study of the theories, models, major contributors, and critical issues in classroom management. Students will reflect upon, analyze, and evaluate their own experiences, strengths, beliefs, and needs in designing effective learning environments. Case studies, research, field experience required.

**EDUC 405: Integrating the Fine and Practical Arts in the Elementary Curriculum (2 hrs.)** Overview of the fundamentals of art, dance, music, and physical education, with emphasis on developmentally appropriate instruction. Theory, practice, and

strategies to support the integration of the arts in the North Carolina Standard Course of Study. Lesson/unit planning, reflective journals, field experience required.

**EDUC 408: Assessment and Evaluation of Reading Performance** (3 hrs.) Procedures to assess a reader's definition of reading, attitudes, interests, use of cue systems, reading strategies, and understanding of text. Evaluation of data to select, apply, and modify instructional strategies. Use of assessment strategies for ongoing, systematic evaluation, diagnosis, and instruction. Recording summaries of assessment data on graphic profiles and in written reports to communicate with parents, students, and other educators. Strategies for NC End of Grade tests. EDUC 400 is a prerequisite for EDUC 408. Research, student analysis, field experience required.

**EDUC 411: Foundations of Special Education** (3 hrs.) Historical and philosophical overview of the education of learners with disabilities, including knowledge of how cultural, socioeconomic, and family dynamics of exceptional students affect educational planning and delivery. Considerable emphasis to impact of IDEA, court cases, other relevant legislation; strategies for collaboration among families, school personnel, community agencies to accommodate students' needs. Field experiences required.

**EDUC 413: Curriculum and Instruction in the Middle Grades** (3 hrs.) Concepts, theories, research related to young adolescent development. Curricular practices and instructional and collaborative strategies appropriate for middle grades. Field experience, case studies required.

**EDUC 416: Curriculum, Methods, and Assessment in Mathematics** (3 hrs.) Constructivist instructional strategies, use of developmentally appropriate materials for facilitating children's understanding of mathematical concepts. Strands in North Carolina Standard Course of Study, national standards. Integration across the curriculum, strategies to address diverse learners, use of calculators and computers. On-going assessment methods. Strategies for NC End of Grade tests. Case studies, field experience required.

**EDUC 417: Introduction to Linguistics** (3 hrs.) An introduction to the systematic study of language with special emphasis on first-and-second-language acquisition. Topics include phonology, morphology, semantics, syntax, sociolinguistics, theories and schools of linguistics.

**EDUC 418: Curriculum, Methods, and Assessment in Science and Social Studies** (3 hrs.) Overview of theories of learning, applications, and strategies in science and social studies. Cooperative learning, integration across the curriculum, brain-compatible instruction, technology as a learning tool. National standards, North Carolina Standard Course of Study, inquiry, learning cycle lesson plans, six-step lesson plans. Diversity among learners, including ethnic and gender-appropriate instruction. Strategies for standardized tests in content areas. Case studies, lesson/unit planning, field experience required.

**EDUC 419: Structure of Language** (3 hrs.) An analysis of the English language as a system and how individuals make use of that system. Techniques for describing language and theories about language will provide a basis for the study of the structure and history of English.

**EDUC 420: Characteristics and Instructional Strategies for Students with Learning Disabilities** (3 hrs.) Study of the legal, historical and medical foundations that contributed to the field of learning disabilities with an emphasis on assessment, instructional strategies and delivery systems. A study of current trends, instructional strategies and IEP development will also be discussed. A detailed study of the inclusive or co-teaching service delivery model will be included in this class. Field experiences required.

**EDUC 425: Characteristics and Instructional Strategies for Students with BED** (3 hrs.) Study of historical perspectives, characteristics, assessment methods and research-based instructional strategies for teaching BED students. A focus on highly structured classroom design and management along with curriculum based, functional assessment to guide instruction. Crisis management techniques, screening and evaluation procedures and IEP development will also be emphasized in the class. Field experiences required.

**EDUC 427: Characteristics and Instructional Strategies for Students with Mild/Moderate Mental Disabilities** (3 hrs.) Study of historical perspectives, characteristics, assessment methods and research based instructional strategies for teaching mildly mentally disabled students. This class will emphasize accommodations, assistive technology, and functional academic areas of the standard course of study. Appropriate occupational preparation programs and independent living will also be discussed. Field experiences required.

**EDUC 423: Early Field Experience** (2 hrs.) Collaborative work in professional development school setting toward the development of the dispositions, knowledge, and performance expectations of the INTASC standards. Reflection on observations and practice in classrooms with diverse learners. Successful completion required prior to student teaching. Reflective journal, lesson planning, field experience required.

**EDUC 426: Independent Study** (1-3 hrs.)

**EDUC 431: Teaching Methods - English** (3 hrs.) Curriculum, methods, and assessment for teaching English in middle and secondary grades.

**EDUC 434: Literacy and Learning Across the Curriculum for Middle and High School Students** (3 hrs.) Use of current educational research in literacy and adolescent development to make instructional and programmatic decisions for literacy development in all content areas. Understanding and application of the language and literacy learning process, how and when to apply instructional learning strategies to teach process and content. Creating instructional tasks that respond to commonalities and differences among learners. Strategies for NC End of Course tests, reflective writing, case studies, lesson/unit planning, field experience required.

**EDUC 436: Literature for Children and Adolescents** (3 hrs.) Characteristics of genres of children's literature. Criteria for evaluating quality writing in each genre. Multicultural and international children's literature. Variation in media and style in picture-story books. Appropriate responses (aesthetic and efferent) to literature. Critical examination of videotapes of authors and illustrators discussing their craft and children's literature web sites. Lesson/unit planning.

**EDUC 438: Teaching Process Writing** (3 hrs.) Examination of process writing models, stages for encouraging writers to select, draft, revise, share, edit, and publish topics within a variety of genre. Strategies, use of children's literature for establishing criteria of good writing demonstrated and evaluated. Writers' workshop, effective use of authentic reasons for writing, time, mini lessons, teacher conferences, collaborative student revisions and editing groups. Strategies for teaching phonics, spelling, and grammar in content. Strategies for preparing for NC writing tests. Web sites for supporting young writers and publishing their texts. Lesson/unit planning, research required.

**EDUC 439: Teaching Methods - Science** (3 hrs.) - Curriculum, methods, and assessment for teaching science in middle and secondary grades.

**EDUC 440: Language and Literacy Development** (3 hrs.) Theoretical constructs of language communication, and literacy development will be studied. Methods to support or provide interventions for language acquisition, communication, and emergent literacy. Importance of language in other developmental and academic areas. Research, case studies, field experience required.

**EDUC 441: Teaching Methods - Math** (3 hrs.) Curriculum, methods, and assessment for teaching math in middle and secondary grades.

**EDUC 442: Supervised Practicum in Literacy Development** (3 hrs.) Application of theory and research in candidate's classroom. Research, reflective writing, field experience required. For M.Ed. Language and Literacy.

**EDUC 443: Teaching Methods - Social Studies** (3 hrs.) Curriculum, methods, and assessment for teaching social studies in middle and secondary grades.

**EDUC 444: Educational Technology** (3 hrs.) Advanced competency skills in use of computers, other technological innovations in instruction. Evaluation and developmentally appropriate use of commercial products, web sites. Integration of technology across the North Carolina Standard Course of Study.

**EDUC 446: Process Writing and Children's Literature** (3 hrs.) Process writing and stages for encouraging students to write within a variety of genre. Writer's workshop, strategies for teaching phonics, spelling, and grammar in context. Evaluation of quality writing and illustration. Meaningful responses to literature. Strategies for NC writing tests. Lesson/unit planning required.

**EDUC 447: ESL Methods I** (3 hrs.) Theoretical assumptions influencing first and subsequent language acquisition. Analysis of home and school cultures as related to language. Cross-cultural communications; issues related to gender, class, and

ethnicity in sociolinguistics. Strategies for collaboration among school, family, and community; advocacy for ESL students and programs. Field experience required.

**EDUC 448: ESL Methods II** (3 hrs.) Trends, theories, methodologies, materials, assessment in teaching English to speakers of other languages. Curriculum development and delivery; intervention strategies in teaching the NCSCS. Organization of ESL programs. Extensive field experience required.

**EDUC 449: Supervised Practicum in Elementary Education, LD, or BK** (6 hrs.) Full term clinical experience in local public school classroom(s). All methods courses must be completed prior to admission to student teaching. Action research project required. Application and permission required. May be repeated with permission.

**EDUC 450: Application and Development of Educational Research** (3 hrs.) Critical reading and application of educational research. Skills for collecting and using quality data for diagnosis, planning, decision-making, and evaluation in teaching. Use of research to improve student learning. Research, case studies, field experience required. Phase II course.

**EDUC 451: Educational Psychology for Constructivist Classrooms** (3 hrs.) Cognitive, physical, social, and emotional development. Brain research in learning. Providing learning opportunities to support positive learning environments, quality social interaction, active engagement in learning, and self-motivation. Case studies, research, field experience required.

**EDUC 458: Advanced Studies in Learning Disabilities Etiology, issues in LD.** (3 hrs.) Current brain research in special education. Motivation, positive learning environments, conditions of learning. Impact of cultural, linguistic diversity and family dynamics. Detailed study of service delivery models, developmental issues in reading, writing, and mathematics. Field experiences required.

**EDUC 459: Instructional Design in Learning Disabilities** (3 hrs.) Modifications of curriculum for students with learning disabilities. Evaluation and use of research-based learning strategies; diagnostic-prescriptive procedures, and learning strategies. Impact of cultural, linguistic diversity and family dynamics. IEP development and monitoring using formal and informal assessment instruments. Field experiences required.

**EDUC 460: Special Topics in Education** (1-3 hrs.) Guided investigation of current topics in education. Instructor permission required.

**EDUC 461: Foundations of Early Education** (3 hrs.) Early education examined from multiple perspectives. History and philosophy of early education, including legislation, policy, and appropriate practices. Theories of development. Observing, documenting, and recording development of children birth through kindergarten, including those with atypical development. Role of family. Research, case studies, field experiences required.

**EDUC 464: Working with Families** (3 hrs.) Provides an exploration and application of family systems theory in educational and early intervention environments.



Strategies for collaborating with families of children with individual differences will be discussed. Family centered perspectives will be addressed. Particular attention will be paid to issues of cultural, ethnic, linguistic, and socioeconomic diversity and to strategies for fostering family literacy.

**EDUC 467: Assessment of Young Children: Birth through Kindergarten** (3 hrs.) Assessment through screening, diagnostic, programmatic, and program evaluation of children who have typical; atypical development. Importance of the family. Includes research, case studies, field experiences.

**EDUC 469: Methods: Infants and Toddlers** (3 hrs.) Application of major developmental theories to activity and intervention planning for infants and toddlers with diverse abilities. Role of parents in providing stimulating experiences and opportunities. Inclusive child care, current literature on recommended practices. Includes research, case studies, field experiences.

**EDUC 471: Methods: Preschool and Kindergarten** (3 hrs.) Application of major developmental theories to curriculum development and implementation for preschool and kindergarten. Adaptations of curricula, embedding of individual goals and objectives, modifications of learning environments to meet the needs of children who have delays or disabilities. Inclusive education. Includes research, case studies, field experiences.

**EDUC 473: Collaboration and Leadership** (3 hrs.) Focuses on the development of leadership skills in a collaborative context. Explores mentoring, supervision, staff development, and resource gathering. Models of collaborating and consulting with families and professionals will be discussed.

**EDUC 474: Administration in Early Education and Intervention Programs** (3 hrs.) Information and skills needed by administrators of early education and intervention programs. Rules/regulations, budgeting/finance, program development. Administrative issues involved in hiring, staff development, working with parents and volunteers, health and safety, and program evaluation. Includes 30 hours field experience in an administrative setting.

**EDUC 480: Professional Development Seminar** (2 hrs.) Students will select and plan a collaborative leadership/mentorship project designed to address an educational problem or issue at the classroom, school, school system, or community level. Review of professional literature, writing and implementation of professional development plan. Research, field experience required. Phase II course.

**HUMA 400 or 402: Interdisciplinary Studies I or II** (3 hrs.) Drawing on our strengths as a liberal arts institution, we will plan interdisciplinary courses that will be team-taught by content faculty in the summer sessions. These courses will help middle school licensure candidates make meaningful connections across the curriculum as they learn new content and pursue independent projects related to their teaching responsibilities. Since these courses will be offered during Phase II of the program, all candidates will be in their own classrooms, so they will be able to select topics for independent projects that will enrich their knowledge base in their content areas.

# *Graduate Student Information*

## **Parking**

Parking is permitted in the lot immediately in front of the Fine Arts Center. Commuter parking stickers may be purchased from the Public Safety Office at a cost of \$40 per academic year.

## **Bookstore**

The Salem College Bookstore is located on Salem Square. The bookstore is open extended hours in the first few days of each term to facilitate graduate students in purchasing textbooks. Gramley Library, located just south of Salem Square, houses the Curriculum Materials Center. Library and bookstore hours are typically posted on the website: [www.salem.edu](http://www.salem.edu)

## **Computers**

Three computer labs are available to students on a 24 hour basis, except holidays, after signing the Computer Lab Use Agreement and activating a Salem email account. Getting an email account provides students with a login and password required to use lab computers. Email accounts are generated for new students upon registration. All graduate students must use their Salem email accounts for communication with instructors and with the graduate office. The Salem Information System (SIS) must be accessed for checking schedules and grades. Students must follow all guidelines for responsible and ethical use of the shared computing resources of Salem Academy and College. See the Salem College website for specific guidelines.

Three labs are available. The Fine Art Center lab is located in room 327 of the Fine Art Center. The Learning Center lab is located in the History Wing of Main Hall behind the Business Office. The other lab is located in Room 304 of the Rondthaler Science Building. The Learning Center and Science Building labs have laser printers. The first 600 pages printed are free, then students are charged .05 per page and billed at the end of the year or upon withdrawal. Summer session students have 150 pages of free printing.

Wireless access is provided at many locations on campus. Check the Technology web page under Academics at [www.salem.edu](http://www.salem.edu) for more details and the latest campus technology information.

**Photo Identification:** Photo ID's are made in the Public Safety Office at no charge to registered students. Hours for ID's are posted by Public Safety. Identification cards are required to check out library materials or to use the pool.

## **Changes in Address/Phone**

Graduate students must notify the Graduate Studies Office of changes in name, address, telephone, or employment.

## **Salem Email**

All graduate students are issued a Salem email account. Students are expected to use these accounts to communicate with faculty. Most announcements are distributed via the Salem email system, and grades are posted online by the Registrar and must be accessed through Salem webmail.

## **Services for Students with Disabilities**

In accordance with the Americans with Disabilities Act (ADA), Salem College seeks to provide reasonable accommodations for individuals with documented disabilities. A student with a learning disability should seek assistance through the Office of the Dean of Undergraduate Studies. When the student presents the appropriate documentation, the Office of the Dean of Undergraduate Studies will work with the student to make reasonable accommodations within the confines of the College's program. In the past such accommodation has included referral for tutoring and extended time limits on tests.

Appropriate documentation must include testing results and recommendations from a licensed professional in the field of the student's particular disability. The report must be no older than three years or have been prepared during the student's undergraduate career, and must include the current status of the disability. The documentation should relate how the student's disability affects him/her in the post-secondary setting. It is the responsibility of the student to contact the Dean of Undergraduate Studies early in the academic year for assistance.

Because Salem is an historic institution, not all facilities are easily accessible to the mobility-impaired. Food service is accessible. Limited classroom facilities are available. All administrative and library services can be provided. Interested applicants should discuss their individual needs with the Director of Teacher Education so that adequate preparations can be made to facilitate attendance.

## **Child Care**

A list of Salem students interested in babysitting is available from the Alumnae Office after mid-September each fall. Call 917-5318 for information.

## ***Social Behavior Policies***

It is the responsibility of each student to know the regulations and policies of the College. Failure to abide by the stated regulations and policies may result in disciplinary action. Penalties may range from fines, loss of privileges, restriction, probation, suspension, up to and including expulsion depending on the circumstances. The College regulations are operative while the College is in session and the student is enrolled for the sessions.

## **Conduct**

Salem students are expected to behave in a way which is not harmful to self or others and is respectful of self and others. The College reserves the right to request, at any time, the withdrawal of a student who does not maintain the required standards of scholarship, whose presence tends to lower the standard of conduct of the student body, or who, in the judgment of the College physician, could not remain without danger to her own health or the health of others. The College reserves the right to discipline, suspend, or expel a student for conduct not in accord with the spirit of Salem College. The Salem College community has established quiet hours as 7:00 p.m. - 10:00 p.m. and 10:30 p.m. - 8:00 a.m. Sunday night through Thursdays and 1:00 a.m. - 10 a.m. on Saturday night, with no quiet hours on Friday night. The exam committee posts quiet hours during exam periods.

Misuse of alcohol will not be tolerated. No one may possess or consume alcohol under the age of 21; aid and abet a minor; or illegally possess, use, or sell drugs. Cases involving illegal possession, use, or sale of drugs are subject to criminal prosecution as well as being heard administratively. While the College is in session, any student involved in drugs on campus will be subject to a penalty up to and including expulsion. In addition, any student involved in drugs on campus whose conduct becomes a public matter or jeopardizes the reputation of Salem College will also be subject to a penalty up to and including expulsion. Hazing is against the North Carolina state law which defines hazing as to annoy any persons by playing abusive or ridiculous tricks upon him/her; to frighten, scold, bet or harass him/her; or to subject him/her to personal indignity. At Salem, actions by any group or individual, either spontaneous or planned, which are considered hazing are those that interfere with academic work; create emotional, physical or mental stress; demean, harass, or ridicule; or threaten the health and safety of persons or property.

## **Weapons Policy**

Possession of weapons, concealed or otherwise (firearms, knives, dangerous chemicals or other weapons) or intentional possession of a dangerous article or substance as a potential weapon in the residence halls, apartments, classrooms, laboratories, or elsewhere on campus is prohibited and may result in suspension or expulsion from the College, as well as prosecution under North Carolina State Law.

## **Human Immunodeficiency Virus (HIV)**

The human immunodeficiency virus (HIV), also known as AIDS virus, is an infectious agent now known to be associated with clinical diseases involving the immune system. Salem College recognizes that, although HIV is transferable, medical research and experience establish that the virus is not easily transmitted or

contracted. Therefore, based on current medical evidence as well as recommendations from the American Council on Education and the American College Health Association, the College will not automatically exclude students who may become infected with HIV from enrollment or restrict their access to services and facilities. Similarly, employees of the institution who may become infected with HIV will not be automatically excluded from employment or restricted in their access to services or facilities. In such cases, medically based judgments will be made to determine whether restrictions or exclusions are necessary for the welfare of the individual or others of the College community.

Persons who know or have reasonable basis for believing that they are infected are expected to seek expert advice about their health circumstances and are obligated ethically and legally to conduct themselves responsibly in accordance with such knowledge for the protection of others. Persons who know that they are infected will be expected to share that information with the Director of Student Health Services so that the institution can respond to their health and educational needs. Clinical records of persons suspected or diagnosed as infected with HIV will be confidential information. Institutional and public health officials will be informed of the existence of such cases on a need to know basis and as required by law. Infected persons refusing to comply with the treatment recommendations of the medical staff of the Health Service will be referred to the Administrative Council, without the president of the College in attendance, which may recommend termination of enrollment or employment.

### **Visitors**

The campus of Salem College is private property. The facilities of Salem College exist for the benefit and use of its students, faculty, staff and guests. Accordingly, Salem has the right to require individuals who do not have permission to be on campus to leave the campus, and, if necessary, and appropriate for the best interest of the institution and its students, faculty, and staff, to charge such individuals with trespassing. On occasion, individuals have been charged with trespassing. The Salem community or certain members of that community may from time to time be informed about the trespassing incidents when that is considered necessary or appropriate. All members of the Salem community are required to cooperate with and adhere to our policy on trespassing. Accordingly, members of the community area required to inform the Public Safety Office promptly should they learn of individuals on campus who have been required to leave or charged with trespassing. Community members should act responsibly in such cases. No community member should engage in any dispute or argument with such individuals or try to force them to leave; rather, community members should contact the Public Safety Office immediately. Likewise, no member of the Salem community should offer any assistance to an individual who has been required to leave the property owned or controlled by the Academy or College or charged with trespassing. Accordingly, conduct by any community member contrary to this policy will not be tolerated by the Salem administration and will be subject to administrative review and action.

## **Sexual Harassment**

Salem College reaffirms its belief that the quest for knowledge can only flourish in an atmosphere free from sexual harassment and will continually take steps for the prevention of such behavior. Conduct in violation of this policy may result in disciplinary action, up to and including termination of employment.

### **Definition of Sexual Harassment**

Sexual Harassment is defined as unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:

- submission is made by an express or implied term or condition of employment or status in a class, program, or activity;
- submission to or rejection of the behavior is used to make an employment or educational decision (such as hiring, promotion, or grading a course);
- the conduct has the purpose or could be reasonably judged to have the effect of interfering with a person's work or educational performance.
- The conduct has the purpose or could be reasonably judged to have the effect of creating an intimidating, hostile, or offensive environment for work or learning.

### **Examples of Sexual Harassment**

Example of behavior that may be deemed as sexual harassment include:

- Physical assault
- direct or implied threats that submission to sexual advances will be a condition of employment, work status, promotion, or grades
- direct propositions of a sexual nature
- a pattern of unnecessary, sexually explicit statements, questions, jokes, or anecdotes not related to classroom material
- unwelcome touching, patting, hugging, or brushing against a person's body
- remarks of a sexual nature about a person's clothing, body, sexual activity, or previous sexual experience

### **Consensual Relationships**

Salem College deems unethical romantic or sexual relationships between students and faculty members or supervisors and employees when a substantial power differential exists between the individuals.

- A. Romantic or sexual relationships between students and faculty members in such a circumstance are wrong because the faculty member has professional responsibility (such as grading and/or advising) for the student. While such relationships may appear to be consensual, the

voluntary consent of the student is in doubt as a result of the power imbalance in such relationships.

- B. Formal supervisor/employee relationships of a romantic nature are wrong in such a circumstance because the supervisor has professional responsibility (job preferment, promotion, etc.) for the employee. The same may be said of employee relationships (e.g., a departmental chairperson and a faculty member in that department) of a romantic or sexual nature. While such relationships may appear to be consensual, the voluntary consent of the employee is in doubt as a result of the power imbalance in such relationships.

Salem College deems unwise romantic or sexual relationships among members of the Salem Community even though a power differential may not exist.

- A. Student/faculty romantic or sexual relationships in such a circumstance may lead to difficulties because a situation could arise in which the faculty member comes to have professional responsibility for the student, and a power differential is thereby created. At that point the relationship would be unethical.
- B. Any faculty member in a relationship where no power differential exists should nevertheless realize the end of such relationship could be followed by a charge of sexual harassment. In such a case it could be exceedingly difficult to prove immunity on grounds of mutual consent.
- C. Employee/student romantic or sexual relationships may lead to the same problems as described above.

### **Operating Procedures**

The College has considered the rights and concerns of both the complainant and the accused in the following special procedures for redress of incidents of sexual harassment:

#### Grievance Board

- A. The President of Salem College will appoint a standing grievance board to receive complaints of sexual harassment from students, faculty, and staff members. The Board will emphasize mediation and conciliation, and will rely on discreet inquiry, persuasion, confidentiality, and trust in dealing with complaints brought for its consideration. When the Board cannot resolve a complaint to the satisfaction of those concerned, it will, in an advisory capacity, refer the matter with recommendations to the President of the College. All members of the Salem community are expected to cooperate fully with the Board.
- B. The Board will be composed of seven members: three faculty members, the Dean of the College, the Dean of Students, two staff members, and three faculty alternates (two faculty members and one staff member). Members of the Board will serve three-year terms and no more than two terms consecutively. Initial appointments will be made to the Board for

one, two, or three year terms to assure a regular rotation of the Board membership each year. The President's appointments will be guided by consideration of continuity, experience, and sensitivity to the concerns of students, faculty, and staff. Recommendations for Board membership may be made by any member of the Salem community; in addition, the President will solicit recommendations from appropriate representative groups. After the initial appointments, the President will seek the advice of the existing Board and appropriate representative groups on new appointments.

- C. The President will appoint a chairperson of the Board. This member will act as convener of the Board and will facilitate administrative operations and equitably assign Board members responsibilities for Board activity.

### **General Operating Procedure for Students, Faculty, and Staff Members**

- A. Any student, faculty member, or staff member may ask questions about procedures, seek advice, or lodge a complaint to any member of the Board, either orally or in writing. No one will be penalized for inquiring about or reporting incidents of sexual harassment. A complainant should be assured that confidentiality will be maintained to the fullest extent possible; however, no promise of inaction or anonymity can be made once a complaint has been lodged. The chairman of the Grievance Board must be informed in writing of any formal complaints made to the Board members within five days after the complaint has been received. The individual will be encouraged to make a written complaint; if she/he declines, consultation and advice from a Board member is still available.
- B. Malicious gossip or unsubstantiated hearsay about individuals with regard to sexual harassment may irreparably affect the standing of any member of the Salem community. False statements will be considered as a violation of this policy. In the event that the Board observes a pattern of complaints against the same individual over a period of time, it shall notify the President and the individual involved and may conduct an investigation.
- C. The Board will be generally available to consult with the Salem community on the issue of sexual harassment, and will be responsible for helping to educate the College about issues related to sexual harassment.
- D. The Board will refer matters that do not fall under its purview to the President or appropriate officer of the college for action.

### **Sexual Assault**

The Salem College community will not tolerate sexual assault. The College has personnel who can assist survivors of assault through counseling, referral, and advisement of rights. Survivors make all decisions regarding criminal charges. If a sex offense occurs on campus, students are advised to:



1. Contact the Student Health Service or local emergency room. Students are strongly encouraged to seek medical assistance within 72 hours of the incident for their own protection. If a victim decides to press charges, medical information is essential.
2. Contact Public Safety. For the safety of themselves and the community, victims are encouraged to seek medical assistance within 72 hours of the incident for their own protection. If a victim decides to press charges, medical information is essential.
3. Contact the Counseling Office and/or Dean of Students Office. Both offices can provide students with a variety of resources that are available to assist students who have been assaulted. These include the counseling center, Chaplain's office, student health center, Family Services Sexual Assault Response (722-4427) in addition to numerous counselors and therapists in the Winston-Salem community.

The Department of Public Safety, in collaboration with the Office of the Dean of Students, makes sexual assault programming available to residence halls and groups. Residence life staff training, orientation programs, and focus series are representative of the College's efforts to educate the campus community.

If the alleged assailant in a sexual assault is a Salem student, a complaint may be filed through the college judicial system, whether or not legal charges are pressed. In cases, however, where a concurrent criminal prosecution is occurring, the College's overriding concern is to protect the criminal case. During an on-campus disciplinary case, the victim may choose to be accompanied through the judicial process by another Salem student, faculty, or staff member. If the alleged assailant is found guilty, sanctions may include loss of housing, suspension, or expulsion. Both parties shall be informed of the outcome of any disciplinary proceeding where there is an alleged sexual assault.

Sexual assault allegedly committed by a student from another campus can be referred by the Dean of Students to that student's campus for judicial action upon request of assaulted student.

### **Honor Tradition**

In keeping with the long-standing honor tradition of Salem College, all students who take graduate courses are bound by the Honor Code. The Honor Tradition is a vital and unifying aspect of the Salem College community that encourages each member to ethical and responsible living. The Honor Code is observed by the entire community and stands on the principle of mutual respect. Every member of the community assumes full responsibility for her/his actions in all phases of life at Salem. 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 Teacher Education. If the accused does not, the student has the right to report the violation to the Director of Teacher

Education. If the Director of Teacher Education finds that a possible infraction has occurred, she will refer the matter to the Graduate Honor Code Committee.

The Graduate Honor Code Committee is made up of the Director of Teacher Education, 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.

The Graduate Honor Code Committee will hear the testimony of the accuser and the accused; allow for cross examination by accuser and the accused; and hear testimony of witnesses for the accuser and the 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. The Committee may issue one of the following:

- Warning - This sanction is given when a student is responsible for a violation that does not warrant severe action. When a student acknowledges responsibility or is found responsible by the Committee, a warning is put on the student's judicial record in the Director of Teacher Education's office until graduation. The Committee advises the student to learn from this experience as she/he reflects on the importance of the Honor Tradition to the Salem College community.
- Direction to Repeat a Course - When a student is found guilty of violating the Honor Code in her/his work in a course, the Committee may require the student to repeat the course with a grade of No Credit for the first attempt.
- Suspension - When the student is found guilty of a violation of an extremely serious nature, she/he may be suspended.

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.

All graduate students who choose to be part of the Salem Community are expected to affirm their willingness to observe the Honor Tradition by signing the Honor Code, which reads as follows:

Salem College is a community of honor. I will show respect for my community by behaving with honesty, integrity, and civility. As a responsibility to my honor community:

- I. I will show respect for my classmates and faculty by maintaining honesty in my academic work and refraining from cheating.
- II. I will show respect for my community and peers by maintaining integrity

and honesty in my daily life and refraining from stealing and lying.

- III. I will show respect for faculty, staff, and members of the administration by maintaining civility and refraining from disruptive and abusive language and behavior.

I will acknowledge responsibility and accept the consequences of my actions. In choosing Salem College, I pledge to uphold the principles of the Honor Code and will cherish and guard its tradition.

### **Registration Policy**

Registration begins on the dates designated on the graduate calendar. Graduate students are responsible for following the policies governing registration; students sign the registration agreement as part of the application process, and it reads as follows:

I understand that I may add or drop a course any time from the opening of registration to the end of the Registrar's Office business day on the last day of the drop/add period for a term (which for fall and spring terms is a two-week period as stated in the Term Schedules, and for the January term and summer terms is a shorter period of time as stated in those Term Schedules. I also understand that if I drop a class (or classes) after the last day of the drop/add period, I will owe for the class (or classes).

If I have applied for financial aid for the term, I understand that I must inform the financial aid office if I decrease or increase the number of courses I have initially declared that I would be taking during the term.

I further understand that I am financially responsible for the payment of my tuition costs due to Salem College. If payment obligation is not fulfilled by the time I have been informed that it is finally due, I agree to pay all costs of collection, including attorney fees.

If I do not attend class and I do not drop the class (by completing a drop card, available in the Graduate Education Office), I understand that I will owe the full tuition for the class. Also, I understand that my name remains on the class roll, and if I stop attending without dropping, I will earn an "F" for the class. (A complete explanation of the drop/add and refund policies is in the Teacher Education Handbook.)

### **Human Subjects Review**

Graduate students completing research projects with human subjects should consult the appropriate faculty member. Faculty members may require students to prepare a written proposal for review by the Graduate Education Council. Students will submit the following information to the GEC for consideration:

1. What is the purpose of the study? This should be a specific statement including the kind of measurements to be made of the subjects, the type of analysis, and potential relevance of the results. Indicate:

- a. number of subjects required
  - b. subjects
  - c. time required per subject in the study
  - d. the manner in which subjects will be recruited for the study
  - e. how “informed consent” is obtained from the subject
  - f. how anonymity is maintained
  - g. how this will be an educational experience for the subjects involved
2. If a questionnaire is to be administered, a cover letter that conveys a brief description of the study and the nature of the items contained in the questionnaire should be included. The letter should emphasize the voluntary nature of participation and assure anonymity and confidentiality of results. Finally, it must instruct students of their right to withdraw from the study at any time.

### **Documentation for Writing Assignments:**

The following statements as to documentation of papers were adopted by the faculty in October of 1961 and affirmed in 1990: It is customary in all your writing to acknowledge all ideas and phraseology which you have not thought of yourself. There are various specialized ways of making such acknowledgements, but in general two principles should be kept in mind: (1) that you must state the source from which you get an idea or expression; and (2) that you must indicate what it was (idea, fact, technical term, or phrase) that you got from this source.

The method of stating where your source for a statement is located varies with the kind of writing you are doing. In a formal paper, you will use the elaborate methods of citation detailed in your term paper guide; in a less formal paper, you will often simply mention the name of the author in the statement. In a text when you are referring to a matter of fact you learned from your textbook or from class, you will assume that it is common knowledge and needs no specific citation. Matters of opinion or distinctive phrases, however, require some mention of the name of the person who uttered them.

Showing what you got from a source, once you have cited it, is done by making the following distinction in your writing; an idea, a fact, or an opinion, stated entirely in your own words, needs no further acknowledgement beyond citation of the source. Any quotation (including technical terms which might not be recognized by your reader), however, must be included in quotation marks; or if the quoted matter is long, it may be single spaced and indented. You must quote exactly, showing omissions by the use of three spaced periods and insertions by the use of square brackets. (For an example, consult the APA Style Manual, fifth edition.)

In order to show that you understand your subject beyond what is implied by the ability to copy someone else’s words and in order to make what you cite serve your purposes rather than those of the original author, you will normally

paraphrase material written by someone other than yourself. Remember that when you paraphrase you must use the words that come naturally to you rather than those suggested by your source. Even short phrases of two or three distinctive words - and long ones regardless of their degree of distinctiveness - that come from your source must be set in quotation marks.

Failure to make acknowledgement by these forms gives a false impression to your reader. The reader may think some idea, perception, or elegance of phrasing is your own when it really is not. It is your responsibility to go out of your way to play fair with your reader in giving credit where it is due by means of scrupulous acknowledgement of sources. If you have any doubt as to the correct way to treat a source, ask your instructor what to do. **Failure to document papers properly is plagiarism and an honor code offense.**

**The manual of style adopted by Salem's Graduate Education Program is the Publication Manual of the American Psychological Association, 5th ed.**

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Coordinator, Middle and Secondary Grades	
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Ms. Mary Ann Davis, Instructor of Education . . . . .	721-2774
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Coordinator, Elementary Education	
Mrs. Heather Robbins, Instructor of Education . . . . .	721-2610
Coordinator, Birth through Kindergarten	
Mrs. Angie Vitale, Instructor of Education. . . . .	721-2867
Coordinator, Special Education	
(on leave, 2007-2008)	
Mr. David Wells, Instructor of Music and Music Education. . . . .	721-2673
Coordinator, Music Education	
Salem College General Information . . . . .	721-2600
Gramley Library. . . . .	721-2649
Business Office. . . . .	721-2613
Financial Aid (Lehman Hall) . . . . .	721-2808
Career Center/Placement Office (Lehman Hall). . . . .	721-2807
Public Safety. . . . .	917-5555
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*(\*Date following name indicates year of appointment to Salem College)*

## *Salem College Offices*

**President's Office: Inspector's House**

Dr. Susan Pauley, President of the Academy and College

Ms. Wanda Motsinger, Executive Secretary to the President

**Office of the Dean of the College: Main Hall 721-2617**

Dr. Ann McElaney-Johnson, Vice-President and Dean of the College

Dr. Robin Loffin-Smith, Dean of Undergraduate Studies

Ida Turner Davis, Director for Academic Support

Rosemary Loftus Wheeler, Administrative Assistant to the Dean

Ramona Raines, Staff Associate

**Office of Continuing Studies: Main Hall 721-2669**

Ms. Suzanne Williams, Interim Dean of Continuing Studies

**Office of Graduate Studies and Teacher Education:**

**Fine Arts Center 721-2658**

Dr. Paula R. Grubbs, Director of Teacher Education, FAC 302

Virginia Cooper, Administrative Assistant, FAC 301

**Office of the Registrar: Main Hall 721-2618**

Erin Morin, Registrar

Amelia Penland Fuller, Assistant Registrar, Director of Summer School

Nikki Richardson, Staff

**The Business Office: Main Hall, Old Chapel Annex 721-2613**

Dana Smith, Chief Financial Officer

Peggy Blackburn, Payroll and Benefits Coordinator

Helen McGuire, Bursar

Nikki Brock, Accounts Receivable Manager

**Office of Financial Aid: Lehman Hall 721-2808**

Jerry Donna, Director of Financial Aid

Christy Chestnut, Assistant Director

**Office of Public Safety: Main Hall 917-5555**

**Gramley Library: 721-2649**

Dr. Rose Simon, Director of Libraries

Sarah Rothstein, Reference Librarian

Dr. Donna Rothrock, Fine Arts Center Librarian

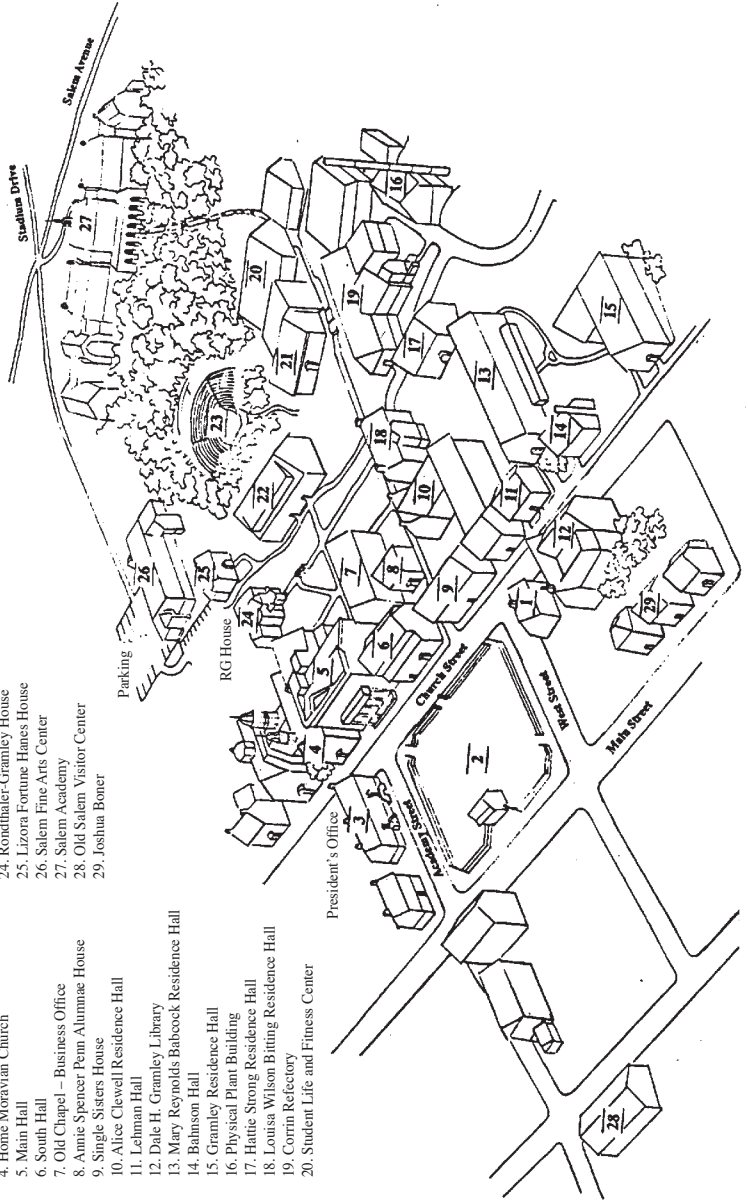


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**SALEM**

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| 2. Salem Square                            | 22. Rondthaler Science Building |
| 3. Inspector's House                       | 23. Mary Dell                   |
| 4. Home Moravian Church                    | 24. Rondthaler-Gramley House    |
| 5. Main Hall                               | 25. Lizora Fortune Hanes House  |
| 6. South Hall                              | 26. Salem Fine Arts Center      |
| 7. Old Chapel - Business Office            | 27. Salem Academy               |
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| 10. Alice Clewell Residence Hall           |                                 |
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## *Moravian Blessing*

Come Lord Jesus, our Guest to be,  
And bless these gifts bestowed by Thee.  
Bless our loved ones everywhere  
And keep them in Thy loving care.

## *Alma Mater*

Strong are thy wall, oh Salem,  
Thy virgin trees stand tall,  
And far athwart the sunlit hills,  
Their stately shadows fall.

Chorus:

Then sing we of Salem ever,  
As proudly her name we bear,  
Long may our praise re-echo.  
Far may our song ring clear.  
Long may our praise re-echo.  
Far may our song ring clear.  
Firm is thy faith, oh Salem,  
they future service sure.  
The beauty of thy heritage,  
Forever shall endure. Chorus

True is our love, oh Salem,  
They name we proudly own.  
The joy of comradeship is here,  
Thy spirit makes us one. Chorus

We believe  
All children are learners.  
Teachers are responsible for creating the conditions of  
learning for all students.