

Salem College

Federal Report – Teacher Education, 2003-2004

This institution is in compliance with Title II legislation in filing this report.

I. Overview of the Institution

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 (now Salem Academy), Salem College 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. Salem is described as the oldest women's college in the nation by founding date, and the 13th oldest college overall. 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.

As early as the 1850s, Salem Academy was recognized as providing preparation for the teaching profession. When formalized licensure practices were initiated in North Carolina, Salem College adapted its curriculum to meet the requirements of the state. The teacher education program of the College has been accredited by the state of North Carolina since 1964. Undergraduates major in an academic discipline and complete licensure programs for teaching; graduate students earn initial or advanced licensure in teaching. As a liberal arts college, Salem promotes an understanding of liberal studies for all student to provide the prospective teacher with a firm content base, intellectual independence, creative and critical thinking abilities, and the knowledge and skills to solve problems in a rapidly changing and increasingly global world.

II. Special Characteristics

Salem is a multi-age campus for women located in a beautiful, restored historic village. Undergraduate students major in a content discipline and complete an extensive licensure program that includes significant field experience in professional development school settings. Post-baccalaureate students enroll for licensure, and graduate students may earn both initial and advanced licensure; licensure programs are open to women and men. Programs are offered in elementary education, special education, birth to kindergarten, second languages (French and Spanish), secondary education (biology, chemistry, English, mathematics, and social studies), English as a second language, music, and reading. Lateral entry teachers are served in a specially planned program that offers all classes in the evening hours. Most classes are taught by fulltime professors, all of whom have extensive classroom experience, who devote their time to providing high quality instruction. The Master of Arts in Teaching (MAT) programs attract well-prepared professionals from a variety of occupations who seek to change careers and enter teaching. The M.Ed. program serves practicing teachers and guides them toward achieving National Board career status. All students participate in supervised field experiences prior to being recommended for licensure.

At Salem, prospective teachers receive a solid foundation in promoting literacy development across the curriculum. The constructivist philosophy guides Salem's program, and the faculty emphasize integrated, meaning-centered instruction as they seek to promote the cognitive development of each prospective teacher. External funds provide support for action research projects, collaborative activities within professional development schools, and continuing professional development for faculty.

Supplemental Descriptive Information to Provide a Richer Picture of the Efforts to Provide High Quality Teacher Education

Students in teacher education at Salem College become part of a learning community that encompasses students, faculty, school partners, and P-12 students. Students attend small classes and receive careful and consistent mentoring throughout their licensure programs. Expectations are high, and classes are rigorous, but students receive the support they need to grow professionally and personally. Salem's program completers are very successful on all external measures of success, and they report a high level of satisfaction with the preparation they receive. Area employers eagerly seek Salem graduates, and most students are hired immediately upon program completion.

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Number of students enrolled in teacher education programs: 224

Number of regular and alternative students in programs of supervised student teaching: 60

Total number of full-time faculty in professional education who supervise student teachers: 6

Total number of part-time faculty, employed full-time by the IHE, who supervise student teachers: 2

Total number of part-time faculty, not otherwise employed by the IHE, who supervise student teachers: 2

Total number of supervising faculty for the teacher preparation program: 10

The student to teacher faculty ratio was 10:6 for the academic year.

The average number of hours per week required of student participation in supervised student teaching in these programs was: 40 hours

The total number of weeks of supervised student teaching required is: 12

The total number of hours required is: minimum of 400 hours

This teacher preparation program is currently approved by the state of NC.

This teacher preparation program is not a low-performing program.

Person responsible for filing this report: Dr. Robin Loflin Smith, Dean of Graduate Studies

Specialty area tests:

Overall pass rate for Salem students: 100%

Overall pass rate for all NC institutions: 93%

Salem pass rate for licensure candidates in elementary education: 100%

Salem pass rate for licensure candidates in special education: 100%

Salem pass rate for Master's degree candidates: 100%