

Graduate Program Scheduling and Courses

Classes in 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 comprised of fall term, January term, spring term, and two five-week summer school sessions. Graduate degree courses will be offered in all of these terms. Generally, fall term runs from late August 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, grapho-phonemic, 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 410: Historical, Theoretical, and Philosophical Foundations of Education (3 hrs.) Overview of historical and primary philosophical bases for educational practice. Influence of psychological theories including behaviorism and constructivism. Students will reflect upon, analyze, and evaluate their teaching in light of philosophical and theoretical stances and research describing best practice. Social justice and nurturing positive learning environments for all students. Exploring the role one's cultural background, biases, values, and personal experiences play in teaching. Reflective journals, case studies, research 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, socio-economic, 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 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 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 426: Independent Study (3 hrs.) Instructor permission required.

EDUC 431: Teaching Methods - English – (3hrs.) 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 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. candidates.

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 (3-6 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 (3 hrs.) Etiology, issues in LD. 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. Prerequisite for EDUC 469, 471. EDUC 467 and 469 or 471 should be taken consecutively within one academic year. Exceptions by permission only. 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. EDUC 4657 is a prerequisite for EDUC 469. EDUC 467 and EDUC 469 or 471 should be taken consecutively within one academic year. Exceptions by permission only. 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. EDUC 467 and 469 or 471 must be taken consecutively within

one academic year. Exceptions by permission only. Includes research, case studies, field experiences.

EDUC 472: Skills in Communication and Collaboration (3 hrs.) Practice and development of skills in multidisciplinary/transdisciplinary teaming and collaboration. Effective verbal, nonverbal, and written communication in diverse settings. Working effectively with diverse students, families, and other educators. 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.

EDUC 482: Seminar in Teaching (2 hrs.) Professional inquiry in teaching through reading, dialogue, and action research. Students will select an instructional challenge in their classrooms for analysis, systematic inquiry, application, documentation, and evaluation of research-based strategies for instructional improvement. Findings to be disseminated. Construction of case study, research, field experience required. Phase II course.

HUMA 400 or 402: Interdisciplinary Studies I or II (3 hrs.)

Interdisciplinary courses team-taught by content faculty in the summer sessions. These courses are designed to help licensure candidates make meaningful connections across the curriculum as they learn new content and pursue independent projects related to their teaching responsibilities.