

## **Policies and Procedures Graduate Teacher Education Programs**

### **Programs Offered**

The Master of Arts in Teaching (MAT) degree is offered in elementary education (K-6), special education (K-12), teaching English to speakers of other languages (TESOL K-12), and birth through kindergarten (BK). Students enter Phase I for initial licensure and Phase II for advanced licensure. The MAT program is appropriate for teachers who hold current licensure in another area. A preschool add-on is available for teachers who hold valid licenses in elementary education, special education, or home economics.

The Master of Education (M.Ed.) degree is offered to current practitioners who intend to remain in the classroom and who seek to increase their professional knowledge and skills. Teachers who meet the requirements for this degree will be recommended for a K-12 license in reading at the graduate level.

Both programs meet the requirements for the Masters Advanced Competency licensure in North Carolina.

### **Admission – MAT in Elementary Education, Special Education, Birth through Kindergarten, TESOL**

Admission to the Master of Arts in Teaching programs occurs in two phases; Phase I is for initial licensure. Candidates must meet these requirements:

1. official transcript from a regionally accredited college or university showing possession of a baccalaureate degree
2. a complete application, including two reference letters/forms
3. a 2.5 undergraduate GPA **or** passing scores on the Praxis I Pre-Professional Skills Test
4. an interview with the Dean of Graduate Studies and acceptance by the Graduate Education Council

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

Upon successful completion of the licensure phase, candidates may be admitted to graduate candidacy, or Phase II. Admission to Phase II is determined by scores on the verbal section of the GRE and the Salem graduate GPA from Phase I.

<u><b>GPA</b></u>		<u><b>GRE – verbal section</b></u>	
3.2	3 points	560	3 points
2.85	2 points	460	2 points
2.5	1 point	360	1 point

With four points, an applicant is 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 Phase II of the Graduate program.

Completion of the licensure phase does not guarantee a student admission to Phase II. Appeals 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. The College retains the right to inspect undergraduate transcripts for the appropriate

breadth of liberal arts courses for entrance to the MAT program and the appropriate professional course work and practicum experience for entrance to the M.Ed. program. Students may be required to make up undergraduate deficiencies.

Successful completion of programs, appropriate performance in field experiences, and passing scores on the Praxis examinations fulfill requirements for licensure in North Carolina. Competence in verbal and written communication is monitored throughout the program. Checkpoints are established for assessing candidates' progress throughout the program; these include 1) admission to teacher education; 2) early field experience; 3) admission to practicum; 4) completion of practicum. Students will be required to meet established criteria in order to continue in the program.

**Field experiences/internship for entry certification at the advanced level**

Students seeking entry licensure at the advanced level (Master of Arts in Teaching – Birth through Kindergarten, Special Education, English as a Second Language, Elementary Education) – participate in significant field experiences in most of the courses in their programs.

**Supervised practicum**

Students seeking entry licensure at the advanced level complete a full term supervised practicum, EDUC 449. Unless an MAT student is already employed as a lateral entry teacher, she/he is assigned to work fulltime for one term with a master teacher. All students, both in traditional student teaching placements and in lateral entry positions, participate in seminars and complete student teaching portfolios. Formative and summative assessments are conducted with all students. MAT students employed as lateral entry teachers complete self-assessments and their mentor teachers and/or principals are asked to participate in the mid-term and summative assessments. College supervisors visit all students regularly and communicate through email. Occasionally, an MAT candidate may need more than one semester in the supervised practicum to demonstrate all competencies.

**Admission – M.Ed. Program in Language and Literacy**

Graduate students entering the M.Ed. program in Language and Literacy must meet these requirements:

1. an official transcript from a regionally accredited college or university showing possession of a baccalaureate degree
2. official test scores from the Graduate Record Examination (GRE) – verbal section
3. a complete application, including two reference letters/forms
4. a copy of the candidate's teaching license
5. an interview with the Dean of Graduate Studies and acceptance by the Graduate Education Council

The following scale combining GPA and GRE scores is employed to determine the admissions status of the applicants:

	<u>GPA</u>		<u>GRE – verbal section</u>	
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. Provisionally admitted students must receive a GPA of 3.3 or above on the first three courses in the graduate program.

## **Academic Policies for Graduate Studies**

### **Grading**

The following scale is used:

**A** Distinction as demonstrated by excellence in effort and quality of work that extends well beyond the minimal requirements on 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 that shows an adequate integration of topics via tests, papers, discussions, etc.; average writing skills.

**C** Quality not up to the standards of graduate work as demonstrated by below average performance in fulfilling assigned requirements; shows minimal effort in understanding topic as substantiated through tests, papers, discussions, etc.; below average writing skills.

**F** Failure to fulfill course requirements.

**I** Incompletes may be granted by the faculty for medical reasons or death in the immediate family or for extenuating circumstances as determined by the Director of Graduate Studies. A grade of "I" must be removed within one calendar year. Individual cases pleading unusual or extenuating circumstances will be decided at the discretion of the Director of Graduate Studies. Appeals may be heard by the Graduate Education Council.

### **Auditing**

A student is allowed to audit a course where appropriate with permission of the instructor and payment of a fee. A written application stating the student's reasons for auditing is required.

### **Dropping a Course**

Students may drop courses 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 WP or a WF depending upon her/his grade at the time the course is dropped.
- 3) **With an automatic F** - after the eighth week of the term unless excused from the penalty by the Graduate Education Council.

**Students must formally drop courses through the Registrar's office.** A student who registers for class has, in effect, committed to a legal contract. If she/he fails to attend the class but does not drop, she/he will receive an automatic F and be unable to continue in the program.

### **Special Student Status**

Special students may be those who have baccalaureate degrees from accredited institutions and wish to enroll in courses for graduate credit. If the student later enrolls, the credit may be applied to the degree if the grade is a B or higher. However, taking courses as a Special Student, even with an acceptable grade point average, does not qualify the student to enter the graduate degree program.

### **Retention**

A student who earns one (1) F or more than two (2) C's in graduate courses, regardless of her/his status (degree, licensure only, or special student), excludes him/herself from continuing in graduate courses at Salem College. Graduate students must have a 3.0 cumulative grade point

average on all graduate courses at Salem College to be allowed to enter student teaching and to be recommended for licensure.

### **Transfer Credits**

No more than six (6) graduate credit hours may be transferred from another accredited institution. Acceptance of transfer credit is subject to the approval of the Director of Graduate Studies. Transferred courses must have a grade of B or better. No transfer credit will be allowed for correspondence courses.

### **Curriculum Requirements**

The MAT programs require 46 hours for elementary education, TESOL, and birth through kindergarten; 47 hours are required for special education. The M.Ed. program in Language and Literacy requires 34 hours. All MAT students must prepare student teaching/technology portfolios and achieve passing scores on the rubric established for scoring the portfolios. Graduate students are not eligible for graduation until they are eligible for licensure; students must pass all Praxis II specialty area tests, comprehensive exams, and culminating products to be eligible for graduation.

### **Program Schedules**

The MAT program may be completed on a full or part-time basis. Phase I (licensure) may be completed in 18 months – two years; Phase II (induction) may be completed during the candidate's first years as a classroom teacher. The M.Ed. program is designed to be completed by teachers currently licensed and teaching, and it may be completed on a part-time basis over two or three years.

### **Honor Policy**

In keeping with the long standing honor tradition of Salem College, all students who take graduate courses are bound by the Honor Code which states: (1) Every student shall be honor bound to refrain from cheating; (2) Every student shall be honor bound to refrain from stealing; (3) Every student shall be honor bound to refrain from lying. Plagiarism is an honor code offense.

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 Dean of Graduate Studies. If the accused does not, the student has the right to report the violation to the Dean of Graduate Studies.

The Graduate Honor Code Committee is made up of the Dean of Graduate Studies, a graduate faculty member, one graduate student currently enrolled, and the Chair of the Undergraduate Honor Council. When a student is accused of an honor violation, she/he 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 her/his behalf; and to have an advisor who is either a graduate student or a graduate faculty member support his/her defense at a hearing of the Graduate Honor Code Committee.

Infractions are reported to the Dean of Graduate Studies. If upon hearing the evidence, the Dean of Graduate Studies believes that action is warranted, she will call a meeting of the Graduate Honor Code Committee. The Graduate Honor Code Committee will hear the testimony of the accuser and the accused, allow for cross examination by accuser and accused, and hear testimony of witnesses for the accuser and the accused. Members of the Committee may ask questions at any point during the hearing.

A student may appeal the decision of the Graduate Honor Code Committee to the President of Salem College within 24 hours of notification of the decision. The administration of the College reserves the right to make a final decision in the event of a violation of the Honor Code.

### **Written Work**

Students are expected to prepare all written work in accordance with the principles of the Honor Code. Any deviation from these principles in the preparation of papers or projects will be considered a very serious violation of the honor tradition. Students should read all information about plagiarism in the Graduate Catalog and consult their professors if they have questions.

### **Style Manual**

The manual of style adopted by the Salem College Graduate Studies Program is the *Publication Manual of the American Psychological Association*. All papers are to be written in accordance with the APA manual. Students should purchase a copy of the latest edition of the manual.

### **Degree Audit**

All graduate students should make appointments with their advisers six months before they plan to graduate for a degree audit.

### **Graduation Requirements**

To be eligible for graduation, the student must:

- 1) Apply for graduation by the posted deadline (see graduate calendar).
- 2) Complete all course requirements, including the student teaching portfolio (MAT students), the supervised practicum (449 for MAT students, 442 for M.Ed. students), and the culminating products for graduate students (EDUC 480, 482).
- 3) Achieve passing scores on the comprehensive examination, which is taken after all classes have been completed. Comprehensive exams are scheduled once in each of the spring, fall, and summer sessions. One opportunity to retake the exams is given.
- 4) Earn an overall grade point average of 3.0 or above.
- 5) Successfully complete the specialty area tests of the Praxis series.

All degree requirements must be completed within five years of the initial enrollment in the program. Students whose graduate work will extend beyond five years must petition the Graduate Education Council for permission to do so. Degrees are conferred in May, December, and August. The graduation ceremony will be held in May.

### **Governance of Graduate Programs**

The following Governance Policy of the Graduate Education Program was approved by faculty vote on November 7, 1989.

#### ***Graduate Education Council***

The Chair is the Dean of Graduate Studies. Members are the Dean of the College, the Registrar, the Director of Libraries, and all full-time Salem College faculty teaching graduate courses on a yearly basis. Additionally, one faculty member will be elected by the faculty at large to serve for a three-year term. It is the responsibility of the Graduate Education Council to formulate all policies and regulations affecting graduate curricula including admission and completion requirements for the MAT and M.Ed. degrees. In addition, the Graduate Education Council will consider additions and deletions of courses, new specializations within the programs, and any changes in course credit. Changes will be presented to the faculty as a whole for final action. The Graduate Education Council will also serve as an appeals board for graduate students.

### **Student Teaching Policies**

Student teaching is required for licensure in North Carolina as part of the approved program approach. It is required for an initial licensure as well as an add-on license. Salem College requires all licensure candidates to successfully complete supervised practicum experiences prior to recommendation for licensure. Student teaching/supervised practicum policies follow:

- 1) Students usually participate in a one-term student teaching experience supervised by a Salem College faculty member or on-site coordinator. Graduate students or licensure only students may student teach in the fall or the spring.
- 2) If a candidate is already employed and the school is accredited by the Southern Association of Schools and Colleges and uses the North Carolina Standard Course of Study, the candidate may complete a one-term supervised practicum in her/his classroom. With permission from the school system, Salem will supervise the student in her/his own classroom.
- 3) If a candidate is already employed as a Primary Reading Teacher and also seeking elementary licensure, Salem College will try to arrange for the student to stay the full day for one term in the classroom where she/he works as a PRT.
- 4) A one-term supervised practicum is required in each area in which a candidate seeks licensure.
- 5) Student teaching placements are made within the public schools unless a candidate is already employed by a private school. If a candidate *already has public school experience* and is teaching in a school that is accredited by the Southern Association of Schools and Colleges and uses the North Carolina Standard Course of Study, the candidate may complete a one-term supervised practicum in her/his own classroom. With permission from the school administrator, Salem will supervise the student in her/his own classroom.
- 6) Students who are employed outside of public education will need to take a leave of absence to complete the supervised practicum.

### **Candidate Assessment**

Candidate assessment is an important on-going process in the Teacher Education Program. Classroom observation time is required in most courses, and evaluations of candidates are submitted by the participating classroom teachers. During the student teaching experience, more extensive assessment of the candidate is provided by the Salem supervisor and the cooperating teacher, and feedback is provided continually to help the candidate have the most successful experience possible. At the conclusion of student teaching, several evaluation forms are completed:

- The exit criteria – at the completion of student teaching, the cooperating teacher, the student teacher, and the supervisor will collaborate to rate the student teacher using the Salem College Exit Criteria Instrument.
- Cooperating teachers' report – cooperating teachers use the report form to prompt reflective discussion and give feedback with student teachers. Forms are submitted to supervisors.
- Salem College Supervisor Observation Form – supervisors use the form to comment upon the student teachers' work during formal observations. Feedback is shared with student teachers.
- North Carolina Local Education Agency Evaluation of Student Teaching Performance – cooperating teachers and school officials indicate whether or not the student teacher's performance has been successful.
- Cooperating Teachers' Evaluation of Salem's Teacher Education Program – cooperating teachers give feedback on the program in writing.
- Follow-up Questionnaire – the questionnaire is sent to program completers in their second year of teaching or one year after completion of licensure requirements.

### **Unit Assessment Plan**

The unit assessment system provides for program assessment. Yearly assessment involves these measures:

- A review of surveys returned by recent program completers; students are mailed follow-up questionnaires at the end of their first year as teachers.
- A review of Praxis II specialty area test scores
- A review of the supervised practicum experiences from supervisors' perspectives
- A review of the survey data from employers of recent program completers, compiled in the IHE Performance Report by NC Department of Public Instruction
- A review of data collected from cooperating teachers – written survey and notes from group meetings
- A review of portfolio rubrics completed collaboratively with cooperating teachers and college faculty
- A review of comprehensive exam outcomes
- A review of culminating products
- Feedback from Advisory Councils

### **Nancy Hayes Elementary Education Graduate Scholarship**

An award of \$500 is given yearly in memory of Nancy Hayes, a former Salem College student who studied 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 Masters of Arts in Teaching Program in Elementary Education and must have completed a minimum of twelve hours with a GPA of 3.5 or above. The Financial Aid Committee will give the award in January of each year. The award is non-renewable.