# Graduate Advising Sheet

## Master of Arts in Teaching Birth through Kindergarten (B-K)

### Birth through Kindergarten (B-K)

#### Phase I (33 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 461</td>
<td>Foundations of Early Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 400</td>
<td>Foundations of Reading Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 440</td>
<td>Language and Literacy Development</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 402</td>
<td>Special Education: Students with Special Needs*</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 467</td>
<td>Assessment of Young Children*</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 469</td>
<td>Methods: Infants and Toddlers*</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 471</td>
<td>Methods: Preschool and Kindergarten*</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 444</td>
<td>Educational Technology</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 474</td>
<td>Administration for Early Education and Intervention</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 449</td>
<td>Supervised Practicum in Teaching BK</td>
<td>6</td>
</tr>
</tbody>
</table>

- passing score on student teaching/technology portfolio***

- Standard Professional I licensure

#### Phase II - GRE REQUIRED

<table>
<thead>
<tr>
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<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>EDUC 450</td>
<td>Application and Development of Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 473</td>
<td>Collaboration and Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 464</td>
<td>Working with Families</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 480</td>
<td>Professional Development Seminar (product required)</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 482</td>
<td>Seminar in Professional Development (product required)</td>
<td>2</td>
</tr>
</tbody>
</table>

- comprehensive exams***  

- 46 hours

- Master’s degree

*Field experience required

***Program checkpoints; students must receive satisfactory evaluations to continue in teacher education.

BK candidates who wish to be “highly qualified” for employment under the No Child Left Behind legislation will have the option of taking a Praxis II test for kindergarten, beginning spring 2006.
SALEM COLLEGE

Graduate student advising sheet
Master of Arts in Teaching English to Speakers of Other Languages (K-12 ESL)

**ESL K-12**
Phase I (36 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 451</td>
<td>Educational Psychology for Constructivist Classrooms* (3)</td>
</tr>
<tr>
<td>EDUC 444</td>
<td>Educational Technology (3)</td>
</tr>
<tr>
<td>EDUC 400</td>
<td>Foundations of Reading Instruction (3)</td>
</tr>
<tr>
<td>EDUC 408</td>
<td>Assessment and Evaluation of Reading Performance* (3)</td>
</tr>
<tr>
<td>EDUC 402</td>
<td>Special Education: Students with Special Needs* (3)</td>
</tr>
<tr>
<td>EDUC 446</td>
<td>Process Writing and Children’s Literature (3)</td>
</tr>
<tr>
<td>EDUC 419</td>
<td>Structure of Language* (3)</td>
</tr>
<tr>
<td>EDUC 417</td>
<td>Linguistics (3)</td>
</tr>
<tr>
<td>EDUC 447</td>
<td>ESL Methods I* (3)</td>
</tr>
<tr>
<td>EDUC 448</td>
<td>ESL Methods II with field experience* (3)</td>
</tr>
<tr>
<td>EDUC 449</td>
<td>Supervised Practicum in Teaching ESL (6)***</td>
</tr>
</tbody>
</table>

___ passing score on student teaching/technology portfolio***

Standard Professional I licensure

Phase II – GRE REQUIRED

___ admitted to phase II – graduate candidacy***

(10 hours)

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>EDUC 450</td>
<td>Application and Development of Educational Research (3)</td>
</tr>
<tr>
<td>EDUC 410</td>
<td>Historical, Theoretical, Philosophical Foundations of Education (3)</td>
</tr>
<tr>
<td>EDUC 460</td>
<td>Special Topics in diversity issues (2)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
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</tr>
</thead>
<tbody>
<tr>
<td>EDUC 480</td>
<td>Professional Development Seminar (product required) (2) OR</td>
</tr>
<tr>
<td>EDUC 482</td>
<td>Seminar in Teaching (product required) (2)</td>
</tr>
</tbody>
</table>

___ comprehensive exams***

46 hours
Master’s degree

*Field experience required
***Program checkpoints; students must receive satisfactory evaluations to continue in teacher education.
### General Curriculum (K-12)

#### Phase I (36 hours)

- EDUC 451 Educational Psychology for Constructivist Classrooms* (3)
- EDUC 444 Educational Technology (3)
- EDUC 400 Foundations of Reading Instruction (3)
- EDUC 408 Assessment and Evaluation of Reading Performance* (3)
- EDUC 416 Curriculum, Methods, & Assessment in Mathematics* (3)
- EDUC 446 Process Writing and Children’s Literature (3)
- EDUC 411 Foundations of Special Education* (3)
- EDUC 420 Characteristics & Instructional Strategies for Students w LD* (3)
- EDUC 425 Characteristics & Instructional Strategies for Students w BED* (3)
- EDUC 427 Characteristics & Instruct’l Strat. for Students w M/M MD* (3)
- EDUC 449 Supervised Practicum in Teaching LD*** (6)

- passing scores on Praxis II specialty area exams 0353, 0542
- passing score on student teaching/technology portfolio***

36 hours

### Phase II (11 hours) –GRE REQUIRED

- admitted to phase II – graduate candidacy***

- EDUC 450 Application and Development of Educational Research (3)
- EDUC 458 Advanced Studies in LD* (3)
- EDUC 459 Instructional Design in LD* (3)
- EDUC 480 Professional Development Seminar (product required) (2) OR
- EDUC 482 Seminar in Teaching (product required) (2)

- comprehensive exams***

47 hours

Master’s degree in learning disabilities

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*Field experience required
***Program checkpoints; students must receive satisfactory evaluations to continue in teacher education.
### SALEM COLLEGE

**Graduate student advising sheet**

*Master of Arts in Teaching Elementary Education (K-6)*

#### Elementary Education K-6

**Phase I (36 hours)**

<table>
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<tr>
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<tr>
<td>EDUC 416</td>
<td>Curriculum, Methods, &amp; Assessment in Mathematics*</td>
<td>(3)</td>
</tr>
<tr>
<td>EDUC 418</td>
<td>Curriculum, Methods, &amp; Assessment in Science, Soc. Studies*</td>
<td>(3)</td>
</tr>
<tr>
<td>EDUC 402</td>
<td>Special Education: Students with Special Needs*</td>
<td>(3)</td>
</tr>
<tr>
<td>EDUC 405</td>
<td>Integrating the Fine and Practical Arts</td>
<td>(2)</td>
</tr>
<tr>
<td>EDUC 446</td>
<td>Process Writing and Children’s Literature</td>
<td>(3)</td>
</tr>
<tr>
<td>EDUC 403</td>
<td>Managing an Effective Learning Environment</td>
<td>(2)</td>
</tr>
<tr>
<td>EDUC 423</td>
<td>Early Field Experience</td>
<td>(2)</td>
</tr>
<tr>
<td>EDUC 449</td>
<td>Supervised Practicum in Teaching***</td>
<td>(6)</td>
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</tbody>
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- passing scores on Praxis II specialty area exams 0011, 0012
- passing score on student teaching/technology portfolio***

**Standard Professional I licensure**

#### Phase II – GRE REQUIRED

- admitted to phase II – graduate candidacy***

**10 hours**

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</tr>
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<td>EDUC 482</td>
<td>Seminar in Teaching (product required)</td>
<td>(2)</td>
</tr>
</tbody>
</table>

- comprehensive exams***

**46 hours**

**Master’s degree**

*Field experience required*

***Program checkpoints; students must receive satisfactory evaluations to continue in teacher education.*
SALEM COLLEGE

Graduate student advising sheet
Master of Education in Language and Literacy

**K-12 Language and Literacy**

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<thead>
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<td>Assessment and Evaluation of Reading Performance*</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 438</td>
<td>Teaching Process Writing*</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 436</td>
<td>Literature for Children and Adolescents*</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 440</td>
<td>Language and Literacy Development</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 450</td>
<td>Application and Development of Educational Research*</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 464</td>
<td>Working with Families*</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 473</td>
<td>Collaboration and Leadership*</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 434</td>
<td>Literacy and Learning Across the Curriculum for Middle and High School Students</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 442</td>
<td>Supervised Practicum in Literacy*</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 480</td>
<td>Professional Development Seminar (culminating product)</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 482</td>
<td>Seminar in Teaching (culminating product)</td>
<td>2</td>
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</table>

**comprehensive exam**

*Field experience required

34 hours
Master’s degree
GOALS FOR TEACHER EDUCATION AT SALEM COLLEGE
With indicators – knowledge (K) and skills (S)
Candidates for licensure at Salem College: (with reference to INTASC Standards; Core Standards for the Teaching Profession, NC Professional Teaching Standards Commission – CSTP; and Core Propositions from the National Board for Professional Teaching Standards – NBPTS)
1. understand the nature of learning (constructivism) INTASC I, II, III, IV, VII; CSTP II, III; NCPTS I, II
   • connect learning to students’ current and previous experiences (K)
   • utilize students’ experiences as a foundation for learning (K)
   • plan experiences for students to explore and learn about new places, people, things, and ideas to construct knowledge (K)
   • plan for integrated, relevant, cohesive instruction (K)
   • use assessment information to ensure continuous development in various domains of development – intellectual, physical, social (K)
   • use errors and approximations to inform instruction (K)
   • allocate large blocks of instructional time to engage learners (K)
2. believe all children are learners (diversity) (D) INTASC I, II, III, IV, V, VI, IX; CSTP II, III, V, VI; NBPTS II, III, IV
   • plan instruction that supports a range of intellectual ability (K)
   • plan instruction that supports students of diverse language background (K)
   • plan instruction that supports varied achievement levels (K)
   • plan instruction that accommodates varied learning styles (K)
   • plan instruction that accommodates developmental differences (K)
   • plan instruction that incorporates the social, physical, and intellectual development of students (K)
   • communicate awareness of and value for diverse cultures and the implications for instructional practice (K)
   • create learning environments that foster student ownership of their learning (S)
   • create learning environments that foster or provide for student choices (K)
2. accept responsibility for creating the conditions of learning for all students (D) INTASC I, II, III, IV, VII, VIII, IX, X; CSTP I, II, III, V, VI; NBPTS II, III, IV
   • create learning environments that support students’ intellectual, personal, social development (K)
   • use cooperative learning (S)
   • utilize multiple resources to enhance learning (S)
   • create physical environments that support positive social interaction (K)
   • create physical environments that support active engagement in learning (K)
   • create physical environments that support self-motivation (K)
   • establishes and maintains rapport with students (K)
4. model best constructivist practice in teaching, classroom management, assessment, and use of technology INTASC I, II, III, IV, VII, VIII,; CSTP
   • use developmentally appropriate methods of instruction (K)
   • use literature to enhance learning (K)
   • use technology to enhance learning (K)
   • integrate subject matter in learning activities (K)
   • prepare materials appropriately (S)
   • facilitate smooth transitions between activities (S)
   • have developmentally appropriate expectations of students’ behavior (K)
   • have consistent expectations of students’ behavior (K)
   • follow through on consequences (K)
   • integrate technology appropriately for instruction (K)
   • use technology to enhance professional productivity (S)
   • ensure equal and regular access to media and technology resources (K)
   • use appropriate formats for planning (S)
• use the North Carolina Standard Course of Study and local curriculum guides for planning (S)
• demonstrate accurate and sufficient content knowledge in instruction (K)
• use informal assessment strategies: anecdotal records, individual conferencing, student reflections, portfolio construction (K)
• use formal assessment strategies: tests, performances, products (K)
• use approximations and errors to inform instruction (K)
• use systems to document children’s individual differences and progress (S)

5. reflect upon her/his teaching, using higher-level cognitive processes
   INTASC I, II, III, IV, V, VIII, IX, X; CSTP V; NBPTS IV
   • regularly evaluate the effects of her/his choices, actions on others in the learning community (K)
   • seek opportunities for professional growth (K)
   • alter instruction based on reflections and thoughtful analysis (K)
   • synthesize and evaluate information from multiple sources to make informed instructional decisions (K)

6. develop appropriate professional relationships with all members of the learning community and model ethical behavior
   INTASC VI, IX, X; CSTP IV; NBPTS V
   • develop and use regular system of communication with parents (S)
   • demonstrate effective verbal communication (S)
   • demonstrate effective nonverbal communication (S)
   • draw upon parental and surrounding community resources (K)
   • foster positive relationships with licensed and classified school personnel to support learning (K)
   • foster positive relationships with students’ families to support learning (K)
   • foster positive relationships with the immediate community to support learning (K)

In addition to these, candidates for the Masters Advanced Competency licensure will be:

7. informed consumers of educational research CSTP V; NBPTS II, IV
   • critically evaluate research published in professional journals (S)
   • describe qualitative and quantitative research methods (S)
   • critique analysis procedures (K)
   • describe the limitations of educational research (K)

8. skilled action researchers in her/his classroom CSTP II, V; NBPTS I, II, III, IV
   • construct action research based on informed reflection about her/his professional practice (K)
   • develop action research design that is congruent with the topic or question (S)
   • collect, analyze, and interpret valid and reliable data in complex educational environments (S)
   • interpret results of action research and apply findings to inform her/his professional practice (K)

9. effective leaders in her/his school settings CSTP IV; NBPTS V
   • collaborate with other professionals on instructional policy, curriculum development, and/or staff development (S)
   • know, obtain, employ specialized school and community resources that can be engaged for her/his students’ benefit (S)
   • are informed about policy issues; initiate, assist in implementing improvement initiatives (K)
   • mentor novice and/or student teachers, or other less experienced faculty (S)
   • foster positive relationships among her/his students’ home, school, and community (K)

We believe

All children are learners.

Teachers are responsible for creating the conditions of learning for ALL students.
Salem College

Goals for all candidates for licensure at Salem College:

1. understand the nature of learning (constructivism)
2. believe all children are learners (diversity) (D)
3. accept responsibility for creating the conditions of learning for all students (D)
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, including parents, and model ethical behavior.

All candidates for the Advanced Masters Competency licensure at Salem College will be:

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

Specific Objectives for MAT, Elementary Education

At a high level of competence, the student will:

1. Use multiple and unbiased teaching strategies, instructional materials and assessment procedures.
2. Foster an inclusive, inviting, well-managed and safe environment in which all students grow cognitively, socially, and emotionally as individuals and as a community of learners.
3. Demonstrate knowledge of technology operations/concepts and the ability to plan and design effective learning environments and experiences enhanced by technology.
4. Demonstrate a broad knowledge and understanding of the major concepts related to English language arts, literacy, mathematics, science, social studies, healthful living, and the arts.
5. Demonstrate knowledge of human growth and development with advanced knowledge of the appropriate levels of intellectual, physical, social, and emotional development of students in grades K-6.
6. Create partnerships with families focused on helping parents support their students’ cognitive, social, emotional, and physical growth.
7. Use the NCSCS and varied resources to plan, implement, and evaluate assessment-driven instruction for a variety of learners, including students with exceptionalities.
8. Demonstrate understanding of and appreciation for students from a wide variety of socio-economic and cultural backgrounds.
9. Describe the operation of the public schools, including the roles and responsibilities of the many persons engaged in the educational process.
10. Continue cognitive and affective development.

We believe

All children are learners; and teachers are responsible for creating the conditions of learning for all students.
Specific Objectives for MAT, Special Education

At a high level of competence, the student will:
1. Possess knowledge appropriate to the field of special education (e.g., etiology, history, characteristics, litigation, legislation, service delivery, models, human rights, etc.
2. Interact humanely with learners who have disabilities.
3. Manage the teaching/learning environment so that learners with disabilities work efficiently.
4. Produce a positive and observable change in the performance of learners with disabilities over time, over increasingly complex tasks, and in increasingly less restrictive placements.
5. Value diversity and exhibit respect for children and families.
6. Recognize the need to continue professional growth and development.
7. Advocate for learners, families, and the profession.
8. Work cooperatively with other specialists in team settings on behalf of all learners.
9. Continue cognitive and affective development.

Specific Objectives for MAT, Birth through Kindergarten

At a high level of competence, the student will:
1. Make data-based decisions in meeting the individual needs of infants, preschoolers, and kindergarten children in fully inclusive early education settings.
2. Work with families in ways that will strengthen families and help families support the young child.
3. Design and implement a developmentally appropriate program and environment for infants, preschoolers, and kindergarten children who have typical and atypical needs.
4. Value diversity and exhibit respect for children and families.
5. Recognize the need to continue her/his professional own professional growth and development.
6. Assume leadership positions in the field of early education and advocate for children, families, and the profession.
7. Work cooperatively with other specialists in team settings on behalf of all learners.

Specific Objectives for Preschool Add-On

At a high level of competence, the student will:
1. Make data-based decisions in meeting the individual needs preschoolers, and kindergarten children in fully inclusive early education settings.
2. Work with families in ways that will strengthen families and help families support the young child.
3. Design and implement a developmentally appropriate program and environment for infants, preschoolers, and kindergarten children who have typical and atypical needs.
4. Value diversity and exhibit respect for children and families.
5. Recognize the need to continue her/his professional own professional growth and development.
6. Assume leadership positions in the field of early education and advocate for children, families, and the profession.
7. Work cooperatively with other specialists in team settings on behalf of all learners.
Specific Objectives for M. Ed, Language and Literacy

At a high level of competence, the student will:
1. Demonstrate understanding of the socio-psycholinguistic foundations of reading and the implications of this theoretical orientation for reading instruction.
2. Model instruction which demonstrates that learning to read and write are interrelated processes that develop in concert with oral language.
3. Model instruction which demonstrates how the reading and writing processes may be taught within a thematically organized curriculum.
4. Assist the school in selecting quality literature and other relevant instructional media that will support the students’ literacy development in the different subject areas.
5. Assess students’ reading behavior through the use of appropriate observational records.
6. Administer, interpret, and evaluate norm and criterion-referenced reading tests.
7. Assess and instruct students experiencing reading difficulties.
8. Assist the school in assessing, planning, and implementing the school literacy program.
9. Assist the school in interpreting the school literacy program to parents and the public.
10. Recognize the need to continue cognitive and affective development.

Specific Objectives for MAT, TESOL

At a high level of competence, the student will:
1. Demonstrate knowledge of concepts, theories, research and practice related to second language acquisition and literacy development.
2. Use varied resources, including technology, to communicate, teach, plan, and improvement and evaluate instruction effectively for a variety of ESL learners, including exceptional students.
3. Observe English language learners, assess needs, provide language and literacy instruction, and reflect on his/her work.
4. Demonstrate understanding of and appreciation for students from a variety of cultural, national and linguistic backgrounds.
5. Describe the operation of the public school, including the roles and responsibilities of the many persons engaged in the educational process, and the laws that affect ESL instruction.
6. Model oral and written proficiency in English, and serve as excellent English language models as well as advocates for the validity and importance of children’s home languages.
7. Communicate clearly and supportively with students, parents, and colleagues, and serve as effective advocates for the ESL community.
8. Foster literacy development and language acquisition across the curriculum for limited English proficient students.
9. Create and maintain an inviting, well-managed, low-risk learning environment in which all children can learn English.
10. Continue to monitor developments in research, policy, and laws that affect ESL students.
11. Demonstrate ability to use and interpret formal and informal assessments of English language proficiency.
12. Explain the need to, and develop strategies for, collaborating with other members of the education community to enhance cross-cultural awareness and interaction for all students.
LATERAL ENTRY EVENING PROGRAM
FOR PROVISIONAL SECONDARY TEACHERS AND
PROVISIONAL TEACHERS OF SPANISH/FRENCH
WHO ARE EMPLOYED WITHOUT LICENSURE

Salem College offers licensure programs for lateral entry teachers in the following areas: secondary in English, social studies, math, chemistry, biology; and K-12 Spanish and French. Candidates must have earned Bachelors degrees with appropriate majors or the equivalent of the major in the content area. Content deficiencies must be satisfied. Candidates seeking licensure in K-6, Birth through Kindergarten, Teaching English to Speakers of Other Languages, or Special Education should enter Phase I of the MAT programs.

Admission Requirements:
1. an undergraduate GPA of 2.5 or passing scores on the Praxis I and 3.3 on first three courses
2. a completed application form, including two satisfactory recommendation and the essay
3. payment of the application fee ($30)
4. official transcripts
5. signed Honor Code
6. interview with the Director of Teacher Education or the Dean of Graduate Studies

Special Student Status:
Candidates may begin taking classes with Special Student status prior to admission; however, all candidates must be admitted prior to completion of the fourth course. Financial aid may be available to students who are fully admitted.

Schedule:
Classes are offered in five evening sessions throughout the academic year. In the fall and spring terms, classes meet once each week from 5:30 – 8:20 PM. In the January term, classes meet two or three evenings each week. In the two summer sessions, classes typically meet Monday/Wednesday or Tuesday/Thursday evenings at 5:15 PM; some daytime classes are offered during summer sessions.

Required Courses:
EDUC 451 Educational Psychology (3 credit hours; spring and summer terms)
EDUC 444 Educational Technology (3 hrs., fall and summer)
EDUC 410 Historical, Theoretical, Philosophical Foundations of Ed (3 hrs., fall)
EDUC 403 Managing Effective Learning Environments (2 hrs., Jan and summer)
EDUC 402 Special Education: Students with Special Needs (3 hrs., fall and summer)
EDUC XXX One methods class: 431 for English; 439 for science; 441 for math; 443 for social studies; 435 for foreign language (3 hrs., fall)
EDUC 452* Guided Practicum in Teaching (6 hrs., fall or spring; may be in the candidate’s classroom if she/he is employed; portfolio required.)

English, social studies, math, and science candidates:
EDUC 434 Language and Literacy Across the Curriculum for 6-12 (3 hrs., summer)
EDUC 446 Process Writing/Children’s Literature (3 hrs., spring and summer)

Spanish/French candidates:
EDUC 400 Foundations of Reading (3 hrs., fall)
(EDUC 419 Linguistics – may be required; 3 hrs. spring)

Salem will recommend successful candidates for the Standard Professional I licensure.