

Samuel W. and Marilyn C. Seidel

# Seidel School of Education

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## Majors & Minors

### Bachelor of Science

- Early Childhood Education
- Early Childhood/Elementary Education Double Major
- Elementary Education
- Physical Education

### Minors

- Athletic Coaching
- Creative Arts
- Middle School Science Education
- Outdoor Education Leadership
- Social Justice Studies
- Social Studies

### Master of Arts in Teaching

### Master of Education

in Curriculum and Instruction

### Post-Baccalaureate Certificate in Higher Education

### Master of Education

in Educational Leadership

### Post-Master Certificate of Advanced Study in Educational Leadership

### Post-Master Certificate of Successful Completion in Educational Leadership

### Master of Education

Reading Specialist

### Post-Master Certificate in Literacy Educator

### Doctorate of Education

- Contemporary Curriculum Theory and Instruction: Literacy

### Master of Science

Mathematics Education

## Certification Tracks

### Bachelor of Arts 7-12

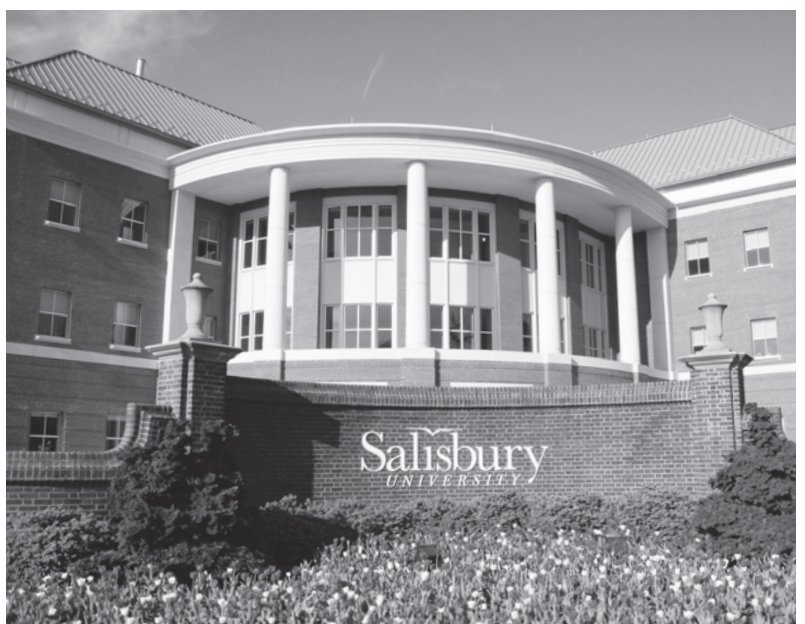
- English
- History

### Bachelor of Science 7-12

- Biology
- Chemistry
- Earth Science
- Mathematics
- Physics

### Bachelor of Arts P-12

- French
- Music
- ESOL
- Spanish



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## School Information

Programs in the Seidel School of Education date from the University's beginnings as a school for the professional preparation of teachers. The missions of the school's departments and centers are derived from the University Mission, which commits the institution to providing students with a foundational integrated curriculum in the humanities, social and natural sciences, and mathematics; and to preparing them to work confidently and effectively in their chosen careers. The primary objectives of the school, therefore, are to provide initial and continuing education that ensures professionally competent teachers and school administrators who will become cooperative, innovative leaders dedicated to community service and excellence. The Seidel School is also committed to collaborating with local school districts and community agencies to serve students, clients and consumers.

The Seidel School of Education was endowed by Samuel and Marilyn Seidel in March 1997. A longtime Salisbury businessman and civic leader, Sam Seidel started his career as a teacher and went on to establish the largest privately owned insurance operation in Maryland. Marilyn Seidel, class of '54, worked locally in nursing. The Seidels' three children are also graduates of Salisbury University. In addition to the school endowment, the Seidels have provided numerous scholarships for SU students.

All of the school's programs interface with the community in special and unique ways and rely on community institutions, agencies and settings for the field components. The integration of theory and practice takes place in field sites generously provided by the University's surrounding community.

Requirements to education programs may change due to accreditation demands. Information about program changes may be verified with the education advisors.

The education faculty is committed to preparing classroom teachers. The programs are designed with the following goals:

1. Provide for the individualization of instruction of prospective teachers during their professional training.
2. Encourage the emergence of a personal teaching style on the part of each teacher in training.
3. Gather evidence that prospective teachers can bring about desired learning in students before they assume full responsibility for a classroom.
4. Assist prospective teachers in developing as reflective persons who, when confronted with a teaching problem, care-

fully identify the problem, take steps to accurately and systematically assess the problem, generate alternative solutions to the problem and choose an appropriate resolution on the basis of its desirable implications and consequences.

5. Help prospective teachers develop self-confidence and competence as effective learners and teachers.
6. Emphasize the importance of increasing interaction and collaboration among teachers, new and experienced, in resolving educational problems.
7. Prepare prospective teachers who are responsible agents of educational change.

The Master of Arts in Teaching is cooperative with the University of Maryland Eastern Shore. The institutions' cooperative Master of Arts in Teaching was implemented in summer 1996.

Scholarships and awards available in the school include the following:

Marchan R. Ball Award in History and  
Social Science Education  
Dr. Ernest Leighton Bond Classroom Library Award  
Clinton Bradway Jr. Scholarship  
Thomas and Jeanne P. Bulliet Scholarship  
Carey-Simmons Education Scholarship  
Caruthers Memorial Fund Scholarship  
Audrey Christopher Scholars in Education  
Class of 1943 Scholarship  
Class of 1958 Scholarship  
Delta Kappa Gamma Beta Chapter Award  
Penelope Jarman Memorial Scholarship  
Carolyn Cramer Korn Scholarship  
Charles K. Long Scholarship  
Anne H. Matthews Memorial Award  
David L. and Carol M. Pearl Scholarship  
Pearl Family Inspirational Scholarship  
E. Pauline Riall Achievement Award  
Mary Ann Reinhold-Praley Maryland Teachers  
Scholarship  
Dr. and Mrs. Robert Scherr Endowment Fund  
Hattie M. Strong Scholarship  
Toth Scholarship for Math Education  
Dr. S. Goldsborough and Catharine A. Tyler Scholarship  
Wood-Miller Scholarship  
Dick '50 & Betty Calcott '53 Wooten Scholarship  
Worcester County Teachers Association Scholarship

### ► Accreditation

All teacher education and school personnel programs are accredited by the National Council for Accreditation of Teacher Education and are approved by the Maryland State Department of Education.

### ► Honorary and Professional Organizations

Kappa Delta Pi (honor society in education)  
Health and Physical Education Majors' Club (HIPE)  
Student National Education Association

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## Conceptual Framework: Competent, Caring, Committed

As a professional learning community, our charge is to serve our candidates and our local school partners. This mission is grounded in shared professional dispositions and in a tradition of caring that can be traced to the University's origins as a normal school founded in 1925. There are four interdependent themes in this tradition that provide the foundation for our current practices and future growth:

- **Informed and reflective pedagogy:** We believe in teachers and decision-makers. Through careful preparation and a thorough grounding in research and best practices, we support candidates and collaborative partners who are disposed to question and reflect continuously in pursuit of sound educational judgments.
- **Enhanced student learning:** We celebrate human diversity and we are passionately committed to the belief that skilled and caring educators enhance learning and achievement when they recognize, appreciate and build upon the individual strengths and differences of every learner.
- **Scholarship:** We are committed to academic excellence, ongoing scholarly inquiry and integrity in our own work, in the efforts of our candidates, and by extension, in the primary mission of student learning in local schools.
- **Collaboration:** We believe that the integrated mission of preparing teachers, advancing the knowledge base, supporting teachers' professional development and improving student achievement in P-12 schools can best be accomplished through carefully coordinated partnerships that include all stakeholders in the greater educational community.

# Departments

## DOCTORAL STUDIES IN LITERACY

Graduate: Doctor of Education - Contemporary Curriculum Theory and Instruction: Literacy

### Chair

Professor Judith K. Franzak, Ph.D.; University of New Mexico

### Professor

Laurie Andes, Ed.D.; University of Maryland College Park

### Associate Professors

Maida Finch, Ph.D.; Vanderbilt University

Koomi J. Kim, Ph.D.; University of Arizona

### Assistant Professor

Thea Williamson, Ph.D.; University of Texas at Austin

### Visiting Assistant Professor

D. Jake Follmer, Ph.D.; Pennsylvania State University

The Ed.D. in Contemporary Curriculum Theory and Instruction Program with a concentration in literacy offers a comprehensive and evolving knowledge of literacy from a variety of perspectives. Doctoral students will develop the knowledge and skills to become instructional leaders who can identify, contextualize and propose solutions for problems of practice.

## EARLY AND ELEMENTARY EDUCATION

**Majors: Early Childhood Education, Early Childhood/Elementary Education Double Major, Elementary Education**

**Minors: Creative Arts, Middle School Science Education, Social Justice Studies**

### Chair

Associate Professor Chin-Hsiu Chen, Ph.D.; University of Victoria, British Columbia

### Professor

Claudia R. Burgess, Ph.D.; University of Illinois at Urbana

### Associate Professors

Shanetia P. Clark, Ph.D.; Pennsylvania State University

Cathrene Connery, Ph.D.; University of New Mexico

Patricia K. Dean, Ph.D.; Pennsylvania State University

Althea Pennerman, Ph.D.; University of South Alabama

Diallo D. Sessoms, Ph.D.; University of Virginia

Brandy J. Terrill, Ed.D.; University of Delaware

### Assistant Professors

Jeni R. Davis, Ph.D.; University of Missouri

Vincent Genareo, Ph.D.; University of North Dakota

Katina Kearney-Edwards, Ph.D.; George Mason University

Konstantine Kryiacopoulos, Ph.D.; University of Washington

Amber Meyer, Ph.D.; Michigan State University

### Clinical Professor

Elaine M. O'Neal, Ed.D.; Wilmington University

The department offers programs leading to the Bachelor of Science in early childhood education, elementary education and a double major in early childhood and elementary education.

## EDUCATION LEADERSHIP AND GRADUATE STUDIES

**Graduate: Post-Baccalaureate Certificate in Higher Education, M.Ed. Curriculum and Instruction, M.Ed. Educational Leadership, M.Ed. Reading Specialist, Post-Master Certificate of Advanced Study in Educational Leadership, Post-Master Certificate in Literacy Educator, Post-Master Certificate of Successful Completion in Educational Leadership**

**Minor: Outdoor Education Leadership**

### Chair

Associate Professor Douglas M. DeWitt, Ph.D.; Claremont Graduate University

### Associate Professors

Diana M. Wagner, Ed.D.; University of Delaware

Joyce Wienczek, Ph.D.; University of Maryland College Park

### Assistant Professors

Jon Andes, Ed.D.; University of Maryland College Park

Brian Flores, Ph.D.; University of South Florida

Gina Shelley, Ph.D., University of Utah

### Lecturer

Christina B. Harper, M.A.T.; Salisbury University

### Professor of Practice

James Fox, Ph.D.; University of Maryland Eastern Shore

The department offers nationally recognized graduate programs. The Master of Education in Curriculum and Instruction Program is tailored to in-service teachers and adult education professionals wishing to enhance their pedagogical skills. The department also offers advanced certification programs for educational leadership and reading specialist.

Prospective students who are interested in the M.Ed. for professional goals that require the Master of Education but are not planning a career in pre-K-12 schools should apply for the M.Ed. in Curriculum and Instruction: Post-Secondary Track.

## SECONDARY AND PHYSICAL EDUCATION

**Undergraduate: Physical Education, Secondary K-12 Certifications**

**Graduate: M.A.T Secondary/K-12 Certifications**

**Minors: Athletic Coaching, Social Studies**

### Chair

Associate Professor Gwen P. Beegle, Ph.D.; University of Kansas

### Professors

Randall E. Groth, Ph.D.; Illinois State University

Starlin D. Weaver, Ph.D.; Virginia Polytechnic Institute and State University

### Associate Professors

Dean M. Ravizza, Ph.D.; Virginia Polytechnic Institute and State University

Ron R. Siers Jr., Ph.D.; University of Maryland Eastern Shore

### Assistant Professors

Yoojin Choi, Ed.D.; West Virginia University

David Phillips, Ph.D.; University of Utah

Alexander Pope, Ph.D.; Columbia University

Erin Stutelberg, Ph.D.; University of Minnesota

The department offers graduate education programs and undergraduate programs leading to secondary education certification in a number of liberal arts and science disciplines including biology, chemistry, earth science, English, French, history, mathematics, music, physics and Spanish.

The Master of Arts in Teaching program, leading to certification in P-12 and secondary education, is designed for career changers who possess a baccalaureate degree in an academic content area. Programs in biology, chemistry, earth science, English, French, history, mathematics, physics and Spanish are available.

# Undergraduate Majors

## EARLY CHILDHOOD EDUCATION

**Department of Early and Elementary Education**

Candidates who successfully complete the early childhood education major are eligible to apply for Maryland State Department of Education certification in early childhood education, grades PreK-3.

### Transfer Program for A.A.T. Candidates

Candidates who earn an Associate of Arts in Teaching (A.A.T.) in early childhood education from a Maryland community college are qualified for entry into the Professional Teacher Education Program. Admission to the Professional Teacher Education Program (PTEP) is granted based on the completion of your A.A.T. Candidates who earn an A.A.T. in early childhood education who change their major to elementary education will have additional credits to complete. Please read the information below to determine your degree status.

Salisbury University Professional Teacher Education Program admission requirements for A.A.T. candidates include:

1. Verify all A.A.T. requirements have been met and your degree is conferred by providing your most recent official transcript to the Office of Admissions. Submit a copy of the A.A.T. transcript to the Department of Early and Elementary Education.
2. Complete Praxis Core with passing scores and submit an official score report to the Department of Early and Elementary Education.
3. Submit a Professional Teacher Education Program A.A.T. application to the Department of Early and Elementary Education by the established deadline. The online application must be submitted by prior to the semester preceding enrollment in professional education courses.
4. Take ELED 202 (Technology in Education) the first semester of the program instead of ELED 305 (Learning and Assessment for Diverse Classrooms).

### Pre-professional Requirements

1. Complete a minimum of 49 hours in the early childhood education program with an overall GPA 2.50 or higher (including transfer courses). Any courses older than seven years are subject to review for acceptance toward fulfilling degree requirements.
2. Earn a GPA of 2.75 or higher with grades of C or better for the following required pre-professional program courses.

		Credits
BIOL 101	Fundamentals of Biology .....	4
CHEM/		
PHYS 101	Physical Science .....	4
ECED 251	Collaboration and Cooperation in Early Childhood Community .....	3
ELED 201	Introduction to Teaching .....	1
ELED 202	Technology in Education .....	4
ENGL 103	Composition and Research .....	4
ENGL XXX	Gen. Ed. IB English/Literature Course .....	4
GEOG 104	Earth and Space Science .....	4
HIST XXX	Gen. Ed. IIA (HIST 101, 102 or 103) .....	4
HIST XXX	Gen. Ed. IIB History Course (above 103) .....	4

MATH 130	Fundamental Concepts I .....	3
MATH 150	Data and Probability Connections .....	3
MATH 230	Fundamental Concepts II .....	3
PSYC 320	Psychology of Infancy and Childhood .....	4
XXXX XXX	Gen Ed. IIB Social Science course .....	3/4

(Select from: anthropology, conflict analysis and dispute resolution, economics or finance, human geography, political science, sociology)

- Complete Praxis Core or the Maryland State Department of Education equivalent with passing scores and submit an official score report to Salisbury University. Scores must be submitted prior to preregistration during the semester preceding enrollment in professional education courses. Information regarding Praxis Core and Praxis II requirements may be found at [www.ets.org](http://www.ets.org).
- Exhibit appropriate professional program candidate dispositions. Professional dispositions are the values, commitments and professional ethics that influence behaviors toward students, families, colleagues and communities and affect student learning, motivation and development as well as the educator's own professional growth.
- Submit a Professional Teacher Education Program application to the education advisor by the established deadline set by Department of Early and Elementary Education. The online application must be submitted by preregistration in the semester preceding enrollment in professional education courses.

## Professional Program Requirements

### ► Admission to Clinical Practice

- Submit a Clinical Practice application to the education advisor by the established deadline set by Department of Early and Elementary Education. The online application must be submitted by preregistration in the semester preceding enrollment in internship courses.
- Complete at least 95 credits toward the degree with grades of C or better, including transfer courses.
- Complete and maintain a professional education course GPA of 2.75 with no grade below C (professional education courses may be repeated only once):

Credits

<b>BLOCK A</b>		
ECED 352	Integrated Reading and Language Arts Birth-4 .....	4
ELED 305	Learning and Assessment for Diverse Classrooms .....	4
ELED 317	Integrating Aesthetic Experiences into Teaching and Learning .....	4
ELED 397	Diversity and the Self .....	1

<b>BLOCK B</b>		
ECED 356	Play and Creativity in Early Childhood Education .....	4
ELED 302	Integrated Reading and Language Arts Grades K-3 .....	4
ELED 320	Teaching Diverse Learners.....	4
ELED 350	Literature for Children.....	4
ELED 398	Diversity and the Family .....	1

<b>BLOCK C</b>		
ECED 451	Teaching Mathematics in Early Childhood Classrooms .....	4
ECED 452	Teaching Science in Early Childhood Classrooms.....	4
ECED 453	Teaching Social Studies in Early Childhood Classrooms .....	4
ELED 410	Literacy Assessment and Intervention .....	4
ELED 499	Diversity and the Community .....	1

### ► Clinical Practice Requirements

- Complete the following professional education courses with grades of Pass in the Clinical Practice and C or better in the seminar (internship courses may be repeated only once):

<b>BLOCK D</b>		
ECED 455	Early Childhood Education Clinical Practice I .....	5
ECED 456	Early Childhood Education Clinical Practice II .....	5
ELED 411	Clinical Practice Seminar .....	4

- Complete a 100-day clinical experience in an assigned Professional Development School (PDS) field placement. Follow the school district and the University calendars to complete requirements.
- Requirements to education programs may change due to accreditation requirements. Information about program changes can be verified with the assigned academic advisor.

### ► Graduation Requirements

- Complete Praxis II with Maryland State Department of Education passing scores and submit an official score report to Salisbury University. Passing scores must be submitted prior to graduation. Information regarding Praxis II requirements may be found at [www.ets.org](http://www.ets.org).
- Complete a minimum of 120 credits.

### Checklist

For a major checklist visit [www.salisbury.edu/checklists](http://www.salisbury.edu/checklists).

## EARLY CHILDHOOD/ELEMENTARY DOUBLE MAJOR

Department of Early and Elementary Education

Candidates who successfully complete the elementary/early childhood education major are eligible to apply for Maryland State Department of Education certification in early childhood education, grades PreK-3 and elementary education, grades 1-6.

### Transfer Program for A.A.T. Candidates

Candidates who earn an Associate of Arts in Teaching (A.A.T.) in early childhood education or elementary education from a Maryland community college are qualified for entry into the Professional Teacher Education Program. Admission to the Professional Teacher Education Program (PTEP) is granted based on the completion of your A.A.T. Please read the information below to determine your degree status.

Salisbury University Professional Teacher Education Program admission requirements for A.A.T. candidates include:

- Verify all A.A.T. requirements have been met and your degree is conferred by providing your most recent official transcript to the Office of Admissions. Submit a copy of the A.A.T. transcript to the Department of Early and Elementary Education.
- Complete Praxis Core with passing scores and submit an official score report to Salisbury University.
- Submit a Professional Teacher Education Program A.A.T. application to the Department of Early and Elementary Education by the established deadline. The online application must be submitted by prior to the semester preceding enrollment in professional education courses.
- Take ELED 202 (Technology in Education) the first semester of the program instead of ELED 305 (Learning and Assessment for Diverse Classrooms).

## Pre-professional Requirements

1. Complete a minimum of 49 hours in the early childhood /elementary education program with an overall GPA 2.50 or higher (including transfer courses). Any courses older than seven years are subject to review for acceptance toward fulfilling degree requirements.
2. Earn a GPA of 2.75 or higher with grades of C or better for the following required pre-professional program courses.

	Credits
BIOL 101 Fundamentals of Biology .....	4
CHEM/	
PHYS 101 Physical Science .....	4
ECED 251 Collaboration and Cooperation in Early Childhood Community .....	3
ELED 201 Introduction to Teaching .....	1
ELED 202 Technology in Education .....	4
ENGL 103 Composition and Research .....	4
ENGL XXX Gen. Ed. IB English/Literature Course .....	4
GEOG 104 Earth and Space Science .....	4
HIST XXX Gen. Ed. IIA (HIST 101, 102 or 103) .....	4
HIST XXX Gen. Ed. IIB History Course (above 103) .....	4
MATH 130 Fundamental Concepts I .....	3
MATH 150 Data and Probability Connections .....	3
MATH 230 Fundamental Concepts II .....	3
PSYC 320 Psychology of Infancy and Childhood .....	4
XXXX XXX Gen Ed. IIIB Social Science Course .....	3/4

(Select from: anthropology, conflict analysis and dispute resolution, economics or finance, human geography, political science, sociology)

3. Submit passing scores as for the Praxis Core or (Maryland State Department of Education equivalent) and provide an official score report to Salisbury University. Scores must be submitted prior to preregistration in the semester preceding enrollment in professional education courses. More information regarding Maryland State Department of Education Praxis Core and Praxis II requirements may be found at [www.ets.org](http://www.ets.org).
4. Exhibit appropriate professional program candidate dispositions. Professional dispositions are the values, commitments and professional ethics that influence behaviors toward students, families, colleagues and communities and affect student learning, motivation and development as well as the educator's own professional growth.
5. Submit a Professional Teacher Education Program application to the education advisor by the established deadline set by Department of Early and Elementary Education. The online application must be submitted by preregistration in the semester preceding enrollment in professional education courses.

## Professional Program Requirements

### ► Admission to Clinical Practice

Prior to Clinical Practice, elementary/early childhood education majors must do the following:

1. Complete an application for formal admission to the Clinical Practice by the deadline set by the Department of Early and Elementary Education. The online application must be submitted by preregistration in the semester preceding enrollment in internship courses.
2. Complete at least 107 credits toward the degree with grades of C or better, including transfer courses.
3. Complete and maintain a professional education course GPA of 2.75 with no grade below C (professional education courses may be repeated only once):

### Credits

<b>BLOCK A</b>	
ECED 352 Integrated Reading and Language Arts Birth-4 .....	4
ELED 305 Learning and Assessment for Diverse Classrooms .....	4
ELED 317 Integrating Aesthetic Experiences into Teaching and Learning .....	4
ELED 397 Diversity and the Self .....	1

<b>BLOCK B</b>	
ELED 302 Integrated Reading and Language Arts Grades K-3 ..	4
ELED 320 Teaching Diverse Learners.....	4
ELED 340 Building Classroom Community .....	4
ELED 350 Literature for Children.....	4
ELED 398 Diversity and the Family .....	1

<b>BLOCK C</b>	
ECED 356 Play and Creativity in Early Childhood Education .....	4
ECED 366 Integrating Early Childhood Curriculum .....	4
ELED 330 Integrated Reading and Language Arts Grades 3-6 ..	4
ELED 499 Diversity and the Community .....	1

<b>BLOCK D</b>	
ELED 403 Teaching Science in Elementary Classrooms .....	4
ELED 405 Teaching Social Studies in Elementary Classrooms ..	4
ELED 406 Teaching Mathematics in Elementary Classrooms ..	4
ELED 410 Literacy Assessment and Intervention .....	4

### ► Clinical Practice Requirements

1. Complete the following professional education courses with grades of Pass in the Clinical Practice and C or better in the seminar (internship courses may be repeated only once).

### Credits

<b>BLOCK E</b>	
ECED 455 Early Childhood Education Clinical Practice I .....	5
ELED 411 Clinical Practice Seminar .....	4
ELED 422 Elementary Education Clinical Practice II .....	5
ELED 423 Double Education Major Clinical Practice .....	2

2. Complete a 115-day clinical experience in an assigned Professional Development School (PDS) field placement. Follow the school district and the University calendars to complete requirements.
3. Requirements to education programs may change due to accreditation requirements. Information about program changes can be verified with the assigned academic advisor.

### ► Graduation Requirements

1. Complete Praxis II with Maryland State Department of Education passing scores and submit an official score report to Salisbury University. Passing scores must be submitted prior to graduation. Information regarding Praxis II requirements may be found at [www.ets.org](http://www.ets.org).
2. Complete a minimum of 120 credits.

## Checklist

For a major checklist visit [www.salisbury.edu/checklists](http://www.salisbury.edu/checklists).

## ELEMENTARY EDUCATION

Department of Early and Elementary Education

Dr. Claudia Burgess, Program Director  
410-548-5794

Candidates who successfully complete the elementary education major are eligible to apply for Maryland State Department of Education certification in grades 1-6.

### Transfer Program for A.A.T. Candidates

Candidates who earn an A.A.T. in elementary education from a Maryland community college are qualified for entry into the Professional Teacher Education Program. Admission to the Professional Teacher Education Program (PTEP) is granted based on the completion of your A.A.T. Candidates who earn an A.A.T. in elementary education who change their major to Early Childhood Education will have additional credits to complete. Please read the information below to determine your degree status.

Salisbury University Professional Teacher Education Program admission requirements for A.A.T. candidates include:

1. Verify all A.A.T. requirements have been met and your degree is conferred by providing your most recent official transcript to the Office of Admissions. Submit a copy of the A.A.T. transcript to the Department of Early and Elementary Education.
2. Complete Praxis Core with passing scores and submit an official score report to Salisbury University.
3. Submit a Professional Teacher Education Program A.A.T. application to the Department of Early and Elementary Education by the established deadline. The online application must be submitted by prior to the semester preceding enrollment in professional education courses.
4. Take ELED 202 (Technology in Education) the first semester of the program instead of ELED 305 (Learning and Assessment for Diverse Classrooms).

### Pre-professional Requirements

1. Complete a minimum of 46 hours in the elementary education program with an overall GPA 2.50 or higher (including transfer courses). Any courses older than seven years are subject to review for acceptance toward fulfilling degree requirements.
2. Earn a GPA of 2.75 or higher with grades of C or better for the following required pre-professional program courses.

	Credits
BIOL 101 Fundamentals of Biology .....	4
CHEM/	
PHYS 101 Physical Science .....	4
ELED 201 Introduction to Teaching .....	1
ELED 202 Technology in Education .....	4
ENGL 103 Composition and Research .....	4
ENGL XXX Gen. Ed. IB English/Literature Course .....	4
GEOG 104 Earth and Space Science .....	4
HIST XXX Gen. Ed. IIA (HIST 101, 102 or 103) .....	4
HIST XXX Gen. Ed. IIB History Course (above 103) .....	4
MATH 130 Fundamental Concepts I .....	3
MATH 150 Data and Probability Connections .....	3
MATH 230 Fundamental Concepts II .....	3
PSYC 320 Psychology of Infancy and Childhood .....	4
XXXX XXX Gen Ed. IIB Social Science Course .....	3/4
(Select from: anthropology, conflict analysis and dispute resolution, economics or finance, human geography, political science, sociology)	

3. Submit passing scores for the Praxis Core or Maryland State Department of Education equivalent and provide an official score report to Salisbury University. Scores must be submitted prior to preregistration in the semester preceding enrollment in professional education courses. More information regarding Maryland State Department of Education Praxis Core and Praxis II requirements may be found at [www.ets.org](http://www.ets.org).
4. Exhibit appropriate professional program candidate dispositions. Professional dispositions are the values, commitments and professional ethics that influence behaviors toward students, families, colleagues and communities and affect student learning, motivation and development as well as the educator's own professional growth.
5. Submit a Professional Teacher Education Program application to the education advisor by the established deadline set by the Department of Early and Elementary Education. The online application must be submitted by preregistration in the semester preceding enrollment in professional education courses.

### Professional Program Requirements

#### ► Admission to Clinical Practice

Prior to Clinical Practice, elementary education majors must do the following:

1. Complete an application for formal admission to the Clinical Practice by the deadline set by the Department of Early and Elementary Education. The online application must be submitted by preregistration in the semester preceding enrollment in internship courses.
2. Complete at least 93 credits toward the degree with grades of C or better, including transfer courses.
3. Complete and maintain a professional education course GPA of 2.75 with no grade below C (professional education courses may be repeated only once):

	Credits
<b>BLOCK A</b>	
ELED 302 Integrated Reading and Language Arts Grades K-3 ..4	
ELED 305 Learning and Assessment for Diverse Classrooms .....	4
ELED 317 Integrating Aesthetic Experiences into Teaching and Learning .....	4
ELED 397 Diversity and the Self .....	1
<b>BLOCK B</b>	
ELED 320 Teaching Diverse Learners.....	4
ELED 330 Integrated Reading and Language Arts Grades 3-6 ..4	
ELED 340 Building Classroom Community .....	4
ELED 350 Literature for Children.....	4
ELED 398 Diversity and the Family .....	1
<b>BLOCK C</b>	
ELED 403 Teaching Science in Elementary Classrooms .....	4
ELED 405 Teaching Social Studies in Elementary Classrooms ..4	
ELED 406 Teaching Mathematics in Elementary Classrooms ..4	
ELED 410 Literacy Assessment and Intervention .....	4
ELED 499 Diversity and the Community .....	1

#### ► Clinical Practice Requirements

1. Complete the following professional education courses with grades of Pass in the Clinical Practice and C or better in the seminar (internship courses may be repeated only once).

	Credits
<b>BLOCK D</b>	
ELED 411 Clinical Practice Seminar .....	4
ELED 421 Elementary Education Clinical Practice I .....	5
ELED 422 Elementary Education Clinical Practice II .....	5



2. Complete a 100-day clinical experience in an assigned Professional Development School (PDS) field placement. Follow the school district and the University calendars to complete requirements.
3. Requirements to education programs may change due to accreditation requirements. Information about program changes can be verified with the assigned academic advisor.

### ► Graduation Requirements

1. Complete Praxis II with Maryland State Department of Education passing scores and submit an official score report to Salisbury University. Passing scores must be submitted prior to graduation. Information regarding Praxis II requirements may be found at [www.ets.org](http://www.ets.org).
2. Complete a minimum of 120 credits.

## Checklist

For a major checklist visit [www.salisbury.edu/checklists](http://www.salisbury.edu/checklists).

## PHYSICAL EDUCATION

Department of Secondary and Physical Education

**Dr. Yoojin Choi, Program Director**  
410-543-6177

The Bachelor of Science in physical education teacher education is a professional preparation program that prepares physical education teachers for K-12 teaching. This teacher preparation program provides students with the pedagogical and content knowledge necessary to teach in the public and private sector. The physical education major is an accredited program through the Society of Health and Physical Education and the National Council for Accreditation of Teacher Education (NCATE). This program includes a General Education experience, a theoretical core of foundation courses, and a professional semester practicum experience in the fall of the senior year followed by a professional semester, half in an elementary school and the other half in a middle or high school. Physical education majors are exempt from the General Education requirement of FTWL 106: Lifelong Fitness and Wellness by earning a minimum grade of C in PHED 175.

Candidates who successfully complete the physical education major are eligible to apply for Maryland State Department of Education certification in physical education, grades K-12.

### Pre-professional Requirements

1. Complete a minimum of 56 hours in the physical education program with an overall GPA of 2.50 or higher (including transfer courses that apply to the major). Any courses older than seven years are subject to review for acceptance toward fulfilling degree requirements.
2. Earn a GPA of 2.75 or higher with grades of C or better for required pre-professional program courses (including transfer courses that apply to the major):

	Credits
BIOL 205 Fundamentals of Human Anatomy and Physiology	4
EDFN 210 Schools in a Diverse Society	3
ENGL 103 Composition and Research	4
PHED 135* Foundations of Physical Education	3

PHED 175* Introduction to Wellness and Fitness	4
PHED 245* Movement Activities	3
PHED 260* Teaching Team Sports and Concepts and Tactics I	3
PHED 263* Teaching Team Sports and Concepts and Tactics II	3
PHED 275* Management and Instructional Strategies in Physical Education	4
PHED 352* Motor Learning	3
PSYC 101 General Psychology	4
SCED 300 Development, Learning and Assessment	3

\* Pre-professional physical education courses may be repeated only once.

3. Complete a minimum of 30 observation hours in approved field experience placement.
4. Show satisfactory results on Praxis Core, SAT or ACT examinations as defined by the Maryland State Department of Education (see advisor regarding passing scores). Scores must be submitted prior to preregistration during the semester preceding enrollment in professional education courses. Information regarding Praxis Core and Praxis II requirements may be found at [www.ets.org](http://www.ets.org).
5. Submit evidence of CPR certification.
6. Exhibit appropriate professional program candidate dispositions. Professional dispositions are the values, commitments and professional ethics that influence behaviors toward students, families, colleagues and communities and affect student learning, motivation and development as well as the educator's own professional growth. See [www.salisbury.edu/pds/Field\\_Exp\\_Tools/candidate\\_tools.html](http://www.salisbury.edu/pds/Field_Exp_Tools/candidate_tools.html) for more information.
7. Submit a Professional Teacher Education Program online application to the physical education advisor by the established deadline set by the office of the Department of Secondary and Physical Education. The application must be submitted by preregistration in the semester preceding enrollment in professional education courses.

### Additional Requirements

1. Complete the following courses with grades of C or better. Courses that are completed prior to admission to the Professional Teacher Education Program will be used in the calculation of the admission GPA.

	Credits
EXSC 333 Kinesiology	4
EXSC 344 Exercise Physiology	4
PHED 351 Psychosocial Aspects of Physical Education	3
SCED 318* Computers in Education	3
or	
SCED 319* Technology in Education	1
SCED 424*#Teaching Reading in the Content Area II	3
or	
HLTH 461*# School Health and Reading Methods II	4
(Prerequisites: HLTH 325 and/or HLTH 360)	

\* Requires admission to the Professional Teacher Education Program.

# Must be taken concurrently with PHED 410 AND PHED 420.

### Professional Education Requirements - Methods

#### ► Admission to Internship

1. Submit an internship application to the physical education advisor by the established deadline set by the office of the Regional Professional Development Schools. The online application must be submitted by preregistration in the semester preceding enrollment in internship courses.
2. Complete at least 90 credits toward the degree with grades of C or better, including transfer courses.

3. Provide evidence of MAHPERD professional membership.
4. Complete professional education (methods) courses with a GPA of 2.75 with no grade below C (professional education courses may be repeated only once):

	Credits
PHED 350 Assessment in Physical Education.....	3
PHED 375 Contemporary Curriculum and Analysis of Teaching in Physical Education .....	3
PHED 400 Adapted Physical Education.....	4

## Internship Requirements

### Internship I

PHED 410* Elementary School Physical Education .....	4
PHED 420* Secondary School Physical Education.....	4

\* Must be taken concurrently with SCED 424 or HLTH 461.

### Internship II

PHED 470 Internship II in Elementary Physical Education .....	6
PHED 471 Internship II in Secondary Physical Education.....	6
PHED 481 Seminar in Physical Education.....	3 (C or better)

1. Complete a 100-day clinical experience in an assigned Professional Development School (PDS) field placement. Follow the school district and the University calendars to complete requirements.
2. Requirements to professional programs may change due to changes in accreditation requirements. Information about program changes may be verified with the assigned academic advisor.

## Graduation Requirements

1. To graduate and become certified in Maryland, teacher candidates must take the appropriate Praxis II exams for their disciplines. Students must complete the Praxis II for physical education with a passing score as determined by Maryland State Department of Education and submit an official score report to the Salisbury University. See an education advisor for more information on the appropriate tests and the passing scores.
2. Earn an overall GPA of 2.50.
3. Earn a professional program GPA of 2.75 with no professional program course grade below C.
4. Complete a minimum of 120 credits.

### ▶ Checklist

For a major checklist visit [www.salisbury.edu/checklists](http://www.salisbury.edu/checklists).

## SECONDARY TEACHING LICENSURE

K-12 certification programs in ESOL, music and physical education are offered by the English, Music, and Health and Sport Sciences departments.

### Transfer Program for A.A.T. Students

Students who earn an Associate of Arts in Teaching (A.A.T.) in chemistry, English, mathematics, physics or Spanish from a Maryland community college are qualified for entry into the Professional Teacher Education Program. Check with your education advisor for information regarding additional program completion requirements.

## Teacher Certification

### ▶ Pre-professional Requirements

1. Complete the following pre-professional requirements with grades of C or better. See major for specific content requirements.

	Credits
EDFN 210 School in a Diverse Society .....	3
ENGL 103 Composition and Research .....	4
SCED 300 Development, Learning and Assessment.....	3

2. Show satisfactory results on Praxis Core, SAT or ACT examinations as defined by the Maryland State Department of Education. See education advisor regarding passing scores.

### ▶ Professional Program

In order to enroll in professional education program courses, students must meet the following requirements:

1. Complete an application for formal admission to the professional program. Obtain written approval of the application from both content and education advisors.
2. Complete a minimum of 56 college credits with a minimum of 2.50 GPA, including transfer credits.
3. Have a cumulative minimum GPA of 2.75 in the major, including transfer credits.
4. Complete all pre-professional requirements.
5. Complete four courses in the major field.
6. Exhibit appropriate professional program candidate dispositions. Professional dispositions are the values, commitments and professional ethics that influence behaviors toward students, families, colleagues and communities and affect student learning, motivation and development as well as the educator's own professional growth. See [www.salisbury.edu/pds/Field\\_Exp\\_Tools/candidate\\_tools.html](http://www.salisbury.edu/pds/Field_Exp_Tools/candidate_tools.html) for more information.

### ▶ Methods Requirements

1. To be eligible for internship, all students enrolled in a secondary or K-12 program must complete the appropriate methods courses for the content major and the following courses in education with grades of C or better:

	Credits
SCED 318* Computers in Education.....	3
or	
SCED 319* Technology in Education .....	1
SCED 367 Inclusive Instruction for Secondary Teachers.....	3
SCED 434 Classroom Management .....	3
SCED 3XX CONTENT AREA and Reading Methods in the Middle and High School Part I .....	4
SCED 4XX CONTENT AREA and Reading Methods in the Middle and High School Part II .....	4

\* Mathematics majors take SCED 320, Technology in Mathematics Education, instead of SCED 318 or 319. Music majors take MUED 319, Technology in Music Education.

2. The Maryland State Board of Education mandates all secondary/K-12 pre-and in-service teachers have six hours coursework in reading. Secondary education majors who complete the secondary education program will have satisfied the six hours course work in reading by program integration. Physical education K-12 majors will satisfy the course work by completing one methods course integrating reading outcomes and taking Teaching Reading in the Content Areas Part II (SCED 424).

### ► Internship and Seminar

Student interns will be assigned to a Professional Development School (PDS) for their internship experience. This internship will consist of a minimum of 100 days. In order to meet the 100-day requirement, interns are required to follow the calendar of the school district in which the PDS is located. Interns are responsible for their own transportation to the PDS site.

Candidates must meet the following requirements for internship:

1. Complete an application for formal admission to the internship.
2. Complete a minimum of 90 credits including methods and at least eight courses of the academic major (secondary and K-12 programs).
3. Have an overall grade point average of at least 2.50 including transfer credit.
4. Have a minimum grade point average of at least 2.75 in the academic major courses, including transfer credits, as defined by each academic department.
5. Have a minimum average of 2.75 in professional education courses with no grade below C. Students may repeat education courses only once.
6. Exhibit appropriate professional program candidate dispositions. Professional dispositions are the values, commitments and professional ethics that influence behaviors toward students, families, colleagues and communities and affect student learning, motivation and development as well as the educator's own professional growth. See [www.salisbury.edu/pds/Field\\_Exp\\_Tools/candidate\\_tools.html](http://www.salisbury.edu/pds/Field_Exp_Tools/candidate_tools.html) for more information.

All secondary education majors are required to pass the following:

	<b>Credits</b>
SCED 426 Internship in Middle or High School Education .....	6
SCED 428 Internship in Middle or High School Education .....	6
SCED 433* Reflection and Inquiry in Teaching Practice .....	2
(with a grade of C or better)	

\* Students are required to follow the University calendar with respect to attendance in SCED 433.

### ► Graduation Requirement

State of Maryland passing scores on appropriate Praxis II exams are required for completion of secondary education certification and graduation. French/Spanish secondary students must pass the Maryland Praxis content tests or the ACTFL Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WTP) in French/Spanish. See education advisor regarding appropriate tests and passing scores.

# Graduate Programs

## MASTER OF ARTS IN TEACHING

Department of Secondary and Physical Education

Dr. Starlin Weaver, Program Director

The Master of Arts in Teaching (M.A.T.) is a professional degree cohort program designed to prepare students for initial teacher certification. Candidates in this program must possess an earned baccalaureate degree and appropriate content coursework for certification in one of the following state-approved areas: biology, chemistry, earth science, English, French, history, mathematics, music (vocal and instrumental), physics or Spanish. This NCATE and Maryland State Department of Education-approved program prepares candidates for licensure to teach at the secondary and K-12 levels.

The M.A.T. is a collaborative degree program offered by Salisbury University and the University of Maryland Eastern Shore. Students are admitted by a joint admissions process and take coursework on the campuses of both universities, taught by the faculties of both institutions.

Students apply for admission to either SU or UMES, depending upon which university offers the appropriate Maryland State Department of Education-approved content area program for teacher certification. SU offers approved programs in the areas of biology, chemistry, earth science, English, French, history, mathematics, music (vocal and instrumental), physics and Spanish.

UMES offers approved programs in the areas of agriculture, art, biology, business, chemistry, English, family and consumer sciences, mathematics, social studies and technology education.

### Admission to Program

Admission to the M.A.T. at SU requires the following additional application documents and requirements specified by the department:

- Submit to Salisbury University official transcripts from all colleges and universities attended indicating a baccalaureate degree in an appropriate content area\*.
- Possess an undergraduate grade point average of at least 3.0 in the last half of the undergraduate program, or possess a prior graduate degree.
- Complete Salisbury University application for graduate program admission.
- Complete a Residency/Domicile Information Form (if applying for in-state tuition).
- Submit Maryland State Department of Education approved passing scores for Praxis Core or Maryland State Department of Education equivalent scores (SAT, GRE or ACT).
- Submit three letters of recommendation from individuals who can speak to the following criteria:
  - ability to write at an appropriate skill level for graduate-level work; and
  - level of motivation appropriate to carry the candidate through a rigorous graduate program.

- Undergo a structured interview by appropriate M.A.T. Admissions Committee.

\* **Content Area Deficiencies:** Typically candidates are admitted to the M.A.T. program with no more than one content course deficiency. (See content major checklists on the SU website.) Candidates, once admitted, are expected to meet with their education advisor to develop an approved plan of study for completion of necessary content area coursework deficiencies as well as program coursework. It is essential that each candidate and advisor meet to clarify the specific requirements for program completion. Praxis II Content may be required for admission into the program, see program director for more information. All program and content courses must be completed with grades of C or better before the degree is conferred.

### Program of Study

The following courses are required for the M.A.T.:

#### ► M.A.T. Core: 21 Credits

	Credits
EMAT 501 Development and Learning Applied to Teaching .....	3
EMAT 502 Foundations of Education in a Diverse and Democratic Society .....	3
EMAT 506 The Inclusive Classroom .....	3
EMAT 512 Classroom Management: Theory and Practice .....	3
EMAT 537 Educational Research .....	3
EMAT 538 Technology in Education .....	3
EMAT 539 Instruction and Assessment for Student Learning .....	3

The methods course block is content-area specific. Candidates in physical education, who do not meet the MSDE reading requirement through their methods courses, will be expected to take additional courses.

For English, foreign language, health, history, math or science certification, complete the appropriate content area methods courses:

#### ► Content Area Methods Courses: 6-9 Credits

	Credits
<b>English</b>	
EMAT 526 English and Reading Methods in Secondary Schools Part I .....	3
EMAT 528 English and Reading Methods in Secondary Schools Part II .....	3
EMAT 540 Teaching Language in Middle and High School Classrooms .....	3
<b>Foreign Language</b>	
EMAT 531 Foreign Languages and Reading Methods in Secondary Schools Part I .....	3
EMAT 533 Foreign Languages and Reading Methods in Secondary Schools Part II .....	3
<b>History</b>	
EMAT 530 Social Studies and Reading Methods in Secondary Schools Part I .....	3
EMAT 532 Social Studies and Reading Methods in Secondary Schools Part II .....	3
<b>Math</b>	
EMAT 518 Math and Reading Methods in Secondary Schools Part I .....	3
EMAT 520 Math and Reading Methods in Secondary Schools Part II .....	3
<b>Music</b>	
EMAT 517 Teaching Music and Reading in the Elementary School .....	3
EMAT 519 Teaching Music and Reading in the Secondary School .....	3
<b>Science</b>	
EMAT 527 Science and Reading Methods in Secondary Schools Part I .....	3
EMAT 529 Science and Reading Methods in Secondary Schools Part II .....	3

## Internship

M.A.T. candidates will complete an internship in a Professional Development School under the supervision of a mentor teacher and a University supervisor. This internship will consist of a minimum of 100 days. In order to meet the 100 days requirement, interns are required to follow the calendar of the school district in which the PDS is located. Students will also be required to follow the University calendar with respect attendance at the internship seminar. If an M.A.T. intern is in a paid teaching position in his or her field during the internship semester, assigning a mentor teacher to that intern will be waived if the intern has demonstrated at least two years of successful teaching in that classroom prior to the academic year of the internship. "Successful teaching" will be determined through documented evaluation by a school administrator in a supervisory position that provides him or her sufficient knowledge of the intern's teaching performance, as well as issuance of a contract for a third year in the position. If the M.A.T. intern is not assigned a mentor as per this policy, the mentoring fee will be waived for the intern. All other internship policies will apply to the intern: he or she will attend the M.A.T. seminar course and will enroll in EMAT 507 and 509, with a University supervisor assigned.

### ► Admission to Internship

Prior to internship, M.A.T candidates must do the following:

1. Complete 27-30 semester hours of graduate credit.
2. Have an overall GPA of 3.0 or higher, with no more than six credit hours below a grade of B in the program.
3. Complete the prerequisite courses required for the program. Candidates may repeat professional courses only once.
4. Exhibit appropriate professional program candidate dispositions.
5. Complete and return a Background Affirmation to Conway Hall p353, Field Experience Office.
6. Complete an application for formal admission to the internship by the deadline set by the department.

NOTE: Candidates will not be admitted to internship if they are on probation.

### ► Internship Requirements

1. Complete the following professional education courses with grades of C or better (internship courses may be repeated only once).

	Credits
EMAT 507 Internship I .....	3
EMAT 509 Internship II.....	3
EMAT 511 Internship Seminar .....	3

2. Complete a 100-day clinical experience in an assigned Professional Development School (PDS) field placement. Follow the school district and the University calendars to complete requirements.
3. Requirements to education programs may change due to accreditation requirements. Information about program changes can be verified with the assigned academic advisor.

## Graduation Requirements

1. Complete 36-39 credits with an overall GPA of 3.0 or higher. At least a grade C must be earned in all professional program courses with no more than six credit hours of C or C+.
2. Complete all prerequisite content: All candidates who lack appropriate content coursework are expected to take the identified courses before their degree is conferred.
3. Complete successfully the M.A.T. program portfolio exam.
4. Pass Praxis II exams or other exams as required by Maryland State Department of Education for certification in the content area.

## Curriculum Guide I

This is an accelerated 16-month program which begins each January. Option 1 M.A.T. candidates take courses and are expected to complete the program as follows: beginning with a full winter session, students continue coursework during a full academic year (including the summer session) and one additional spring semester.

Credits

### Winter Session

EMAT 501 Development and Learning Applied to Teaching .....3

### Spring Semester

EMAT 502 Foundations of Education in a Diverse and Democratic Society .....3  
 EMAT 5XX\* Reading Methods in Secondary Schools Part I .....3  
 EMAT 538 Technology in Education .....3  
 EMAT 539 Instruction and Assessment for Student Learning .....3

### Summer Session

EMAT 537 Educational Research .....3

### Fall Semester

EMAT 506 The Inclusive Classroom .....3  
 EMAT 512 Classroom Management: Theory and Practice .....3  
 EMAT 5XX\* Reading Methods in Secondary Schools Part II .....3  
 EMAT 540 Teaching Language in Middle and High School Classrooms (English certification only) ..3

### Spring Semester

EMAT 507 Internship I .....3  
 EMAT 509 Internship II.....3  
 EMAT 511 Internship Seminar .....3  
 Portfolio Comprehensive Examination

\* Which methods course is taken depends upon the specified content area.

## Curriculum Guide II

This option is designed for applicants who cannot meet the time constraints posed by the Option I accelerated cohort program. Students follow the admission timetable for Option I and take courses with M.A.T. cohort students as appropriate. Students should meet with an advisor to plan the overall course of study.

# MASTER OF EDUCATION CURRICULUM AND INSTRUCTION

Department of Education Leadership  
and Graduate Studies

**Dr. Diana Wagner, Program Director**

410-677-5490 • dmwagner@salisbury.edu

The Master of Education (M.Ed.) is a professional degree designed for candidates seeking advanced preparation in the education professions. The curriculum includes fundamental, theoretical and practical experiences within specific areas of study. The M.Ed. program promotes continuing professional development and life-long learning for teachers and educational leaders. This is consistent with the recognition that capable and caring educators are necessary for students at all ages, ranging from the very young through adulthood. General objectives are as follows:

1. Provide candidates an opportunity for personal and professional growth through graduate study.
2. Provide classroom teachers and educational specialists opportunities to develop and improve competencies in their specific disciplines.
3. Provide educators with opportunities for additional preparation needed for professional development and career advancement.

## ► Application to SU

Candidates who indicate on their initial Application for Graduate Program Admission that they wish to pursue the Master of Education (M.Ed.) will be assigned an advisor in the department and receive M.Ed. application materials. Admission to the M.Ed. program requires completion of the online application; application fee; official transcripts from all colleges and universities attended; resume; if applying for in-state tuition, a Residency/Domicile Information Form; and additional application documents and requirements described here:

## ► Admission to the Program

- A. Submit a written description of the reasons for pursuing graduate study in education and a statement of career goals.
- B. Submit three recommendations in support of the application. Recommendations must be positive and support the ability of the individual to succeed in graduate study. Recommenders must be qualified persons in positions that allow them to judge the applicant's academic potential, deportment and dispositions.
- C. Complete and submit a plan of study approved and signed by the student's assigned advisor.
- D. Possess either an undergraduate cumulative grade point average of 3.0 or a previously completed master's degree from a regionally accredited institution of higher learning.
- E. Possess or be eligible for valid teaching licensure (not applicable to post-secondary applicants).
- F. Academic misconduct is a disqualifying condition. Academic

misconduct is defined by the University and published by the provost in the Academic Misconduct Policy.

Applications are submitted electronically to the Office of Graduate Studies and Research and materials are provided to the program director for admission review. Once reviewed, the program director formally notifies applicants of admission or denial to the program. If a student is denied admission, he or she may not reapply for admission for one year. During that time, he or she may not take M.Ed. graduate courses. Following the review of these materials, the program director formally notifies applicants of admission or denial to the program. If a student is denied admission, he or she may not reapply for admission for one year. During that time, he or she may not take M.Ed. graduate courses.

Although candidates may register for courses as non-degree-seeking students, they are expected to complete the process for full admission into the M.Ed. program, including the development of a program of study, prior to the completion of the first nine credits of graduate coursework. A maximum of nine hours of credit earned at Salisbury University prior to admission to the M.Ed. program may be applicable toward requirements for the degree, provided such credits are appropriate for the degree program.

Questions regarding the applicability of courses taken as a non-degree graduate student will be resolved by the M.Ed. graduate program director.

## ► Provisional Admission

1. Applicants who have a 2.50 to 2.99 cumulative undergraduate grade point average upon completion of the baccalaureate degree may be provisionally admitted to an M.Ed. program under the following circumstances:
  - a. The student has achieved a 3.0 cumulative GPA in the last two years of full-time undergraduate study, or
  - b. The student has completed nine credits of graduate study in a nationally accredited program with grades no lower than a B.
2. Applicants who have less than a 2.50 cumulative undergraduate grade point average upon completion of the baccalaureate degree may be provisionally admitted to an M.Ed. program under the following circumstances:
  - a. The student has completed nine credits of graduate study in a nationally accredited program with grades no lower than a B.

Once provisionally admitted, candidates must complete their first nine consecutive credit hours of graduate study at Salisbury University with no grade below B. Upon successful completion of nine credit hours, candidates are eligible for full admission to the M.Ed. program. Candidates who have not met the provisional admission requirement of achieving nine credit hours with grades of B or above are not eligible for admission.

## ► Program of Study

Prior to admission to the M.Ed. program and registration for courses, it is the candidate's responsibility to become familiar with program requirements and to confer with the assigned faculty advisor to develop a program of study. The program of study identifies core courses, courses in the specific track or specialization the candidate will follow, recommended electives and the intended capstone experience. Advisors must approve candidates' programs of study. Program changes must also be approved by advisors.

**► Course Requirements**

Candidates seeking the M.Ed. at Salisbury University complete an approved program of study including at least 33 semester hours of graduate credit (a minimum of 24 hours completed at SU) with a cumulative grade point average of 3.0 or higher, with no grade lower than C, and no more than six credit hours of C or C+ in their program.

**► Academic Standards**

The Graduate Student Handbook states: “To remain in good academic standing, graduate students must maintain a cumulative grade point average of at least 3.0 for all graduate courses.” In the M.Ed. programs, students may not receive more than two grades of C or C+ in their graduate coursework. If students receive a third C and/or C+, they will be dismissed from the program. If they wish to retake a course to improve their grade, they may take that course in the next semester of study. No other courses may be taken concurrently in this instance. Students will be reinstated if they receive a B or better when the course is retaken.

If graduate students’ GPAs fall below 3.0, they will be placed on academic probation. Following the University’s policy, students will be placed on academic probation for a maximum of one calendar year and are allowed to take up to nine semester hours, which includes a repeated course, to return their GPA to 3.0. Students and applicants are referred to the Graduate Student Handbook for information on academic standards.

**► National Board Certification Credit**

Salisbury University recognizes the significant intellectual and practical accomplishments represented by successful completion of the National Board of Professional Teaching Standards (NBPTS) certification process. Consistent with this recognition, and with the recommendation by the American Council on Education, teachers who have completed the NBPTS process can petition for graduate credit to be applied as elective transfer credit in their Master of Education program. Teachers who have completed the NBPTS process and have achieved certification may petition for six hours of graduate credit. Those who have completed the process without certification may petition for three hours of graduate credit. Credit for completion of the NBPTS process with or without certification requires a valid transcript. While a student may petition for credit, the graduate program director, in consultation with the student’s advisor, will make the final determination of appropriate credit with respect to a particular student’s program.

**M.Ed. Curriculum and Instruction Program**

The M.Ed. program consists of 9 hours of core courses, 18 hours of study in a specific area and three to six hours in a capstone experience and is designed for currently licensed and practicing teachers..

Specific electives are approved for each student. Accordingly, candidates consult with their advisors to determine appropriate electives for their area of study. When appropriate to the area of study, electives may be chosen from education courses, special topics courses or from graduate courses offered in programs outside of education.

The M.Ed. program culminates with a capstone experience selected from advanced seminars, internships, thesis research or practicum courses. Candidates plan an appropriate capstone experience in consultation with their advisor. Candidates who elect the thesis research option enroll in

EDUC 630: Directed Research (thesis), and submit the completed project to the project director. Candidates must also satisfactorily complete an oral examination on the project to be scheduled through the faculty advisor after completion of the project. Candidates must complete at least 24 credits before selecting capstone course.

**► Core Courses**

The curriculum is planned to emphasize teaching and learning within a context of research, scholarship and practice. Core courses establish this foundation and help meet the following objectives:

1. Encourage a spirit of inquiry that will enable candidates to design and interpret research.
2. Assist candidates in developing a theoretical background to learning and instruction.
3. Provide candidates with the knowledge and skills necessary to assess, plan, develop, implement and evaluate curriculum.

Complete required core courses:

	Credits
EDUC 502* Introduction to Research .....	3
EDUC 504 Diversity in a Democracy .....	3
EDUC 570 Current Issues in Educational Technology .....	3

\* Students are required to complete EDUC 502 within the first 12 credit hours of study in the M.Ed. program.

Complete the the required program course:

	Credits
EDUC 545 Learning, Instruction and Assessment in the Schools.....	3

**► Elective Courses**

Develop a program of study in consultation with your advisor to complete 18 hours of study in a specific area.

**► Research Capstone**

Complete one of the following:

	Credits
EDUC 695 Research Seminar .....	3
or	
EDUC 630 Thesis .....	3-6

**Post-Secondary Education Track**

The Post-Secondary Education Track is designed for individuals pursuing advanced degrees for jobs in higher education or other agencies. Practicing teachers or individuals who hold or are eligible for teaching licences should apply as curriculum and instruction students (see above).

1. Complete the following three courses:

	Credits
EDUC 562 College Student Development Theories.....	3
EDUC 564 History of American Higher Education .....	3
EDUC 620 Legal Issues in Higher Education.....	3

2. Complete 12 credits from the following:

	Credits
CADR 500 Introduction to Conflict Analysis and Resolution .....	3
CADR 510 Problem Solving, Negotiation and Conflict Assessment .....	3
CADR 520 Structural and Systematic Conflict and Dispute Systems .....	3
EDUC 510 Seminar: Recent Issues in Education .....	3
EDUC 545 Learning, Instruction and Assessment in the Schools.....	3
EDUC 560 College Teaching .....	3
or	
EDUC 563 Teaching Adults .....	3
EDUC 561 Seminar: Issues and Trends in Postsecondary Education.....	3
EDUC 567 Collaborative Teaching and Mentoring.....	3
EDUC 571 Web-Based Teaching and Learning .....	3
EDUC 585 Technology Tools for Teaching and Learning .....	3
EDUC 590 Seminar in Education (any topic except Principles of Higher Education Law) .....	3
EDUC 619 The Law and Public Education.....	3
EDUC 665 Internship in Post-Secondary Education .....	3
EDUC 689 Multimedia in the Constructivist Classroom .....	3
EDUC 691 Independent Study .....	3
EDUC 695 Research Seminar .....	3
POSC 540 Public Administration .....	3
XXXX XXX A graduate course in education or another discipline central to the program of study .....	3

3. Choose one or two of the following capstone experiences (may not be used as an elective):

	Credits
EDUC 630 Directed Research (thesis) .....	3-6
or	
EDUC 695 Research Seminar .....	3
or	
EDUC 665 Internship in Post-Secondary Education .....	3

## POST-BACCALAUREATE CERTIFICATE IN HIGHER EDUCATION

Department of Education Leadership and Graduate Studies

The Certificate in Higher Education is intended for professionals who work in higher education or community and adult education settings.

For admission to the certificate program, candidates must possess a bachelor's degree with a 3.0 minimum GPA in undergraduate work or possess a higher degree. For admission consideration, students must submit the following documentation: an application, application fee and official transcripts from every college and university attended, three letters of recommendation supporting the applicant's ability to succeed in graduate study, and a completed plan of study signed by a program advisor. Please note that this certificate is not a teaching certificate and does not carry a teaching credential.

### Course Requirements

Complete the following 15 hours of graduate coursework:

	Credits
EDUC 502 Introduction to Research .....	3
EDUC 560 College Teaching .....	3
or	
EDUC 561 Seminar: Issues and Trends in Postsecondary Education.....	3
or	
EDUC 563 Teaching Adults .....	3
EDUC 562 College Student Development Theory .....	3
EDUC 620 Legal Issues in Higher Education.....	3
EDUC 665 Internship in Post-Secondary Education .....	3
or	
EDUC 695 Research Seminar .....	3

## MASTER OF EDUCATION IN EDUCATIONAL LEADERSHIP

Department of Education Leadership and Graduate Studies

Dr. Douglas M. DeWitt, Program Director  
410-543-6286

The Master of Education (M.Ed.) in Educational Leadership Program is a professional degree program designed to prepare educational leaders. The curriculum emphasizes both theory and practice in the preparation of administrators and supervisors.

Salisbury University's program is based upon a carefully planned knowledge base and a well-defined philosophy. Graduates of this program should possess the vision, knowledge and skills necessary to promote excellence and high achievement in the schools. Graduates should be informed practitioners, possessing a full understanding of the theories that guide practice in school administration. Most importantly, they should demonstrate competence and skill as they apply knowledge to practice in educational organizations. Our graduates should respect the individual worth of all persons and appreciate the role of education in society.

Candidates in the M.Ed. in Educational Leadership Program have the opportunity to read, study and discuss a wide range of theories and ideas related to school administration. They have many opportunities to explore ideas through research and study, as well as actual and simulated experiences in practicing the skills of school administration. They should be actively involved in acquiring an understanding of the theories and practice of educational administration through a variety of teaching and learning experiences.

The role of the University in preparing educational leaders extends beyond the boundaries of the campus. The University reaches out to the community to establish positive working relationships with other educational organizations. Cooperation between the University and the schools is essential as candidates are prepared as school administrators. Finally, an ongoing association between the University and its graduates is essential as we work to meet the present and future needs of education in our community.

Objectives of the program are as follows:

1. Provide educators opportunities for professional development and to extend their knowledge and skills into the realms of leadership in curriculum, instruction and decision-making as well as the management of resources.
2. Provide training for potential school administrators and supervisors that will emphasize the development of skillful professional performance.
3. Provide academic preparation for candidates who seek certification in school administration or supervision and/or career advancement.
4. Provide educational leaders with skills in the use of technology to make and implement informed decisions.
5. Provide an opportunity for candidates to learn within the environment of an educational cohort that will encourage collegiality and professional cooperation.



► **Admission**

Admission to the Master of Education in Educational Leadership Program at SU requires an application for graduate program admission; the application fee; official transcript from all colleges and universities attended; if applying for in-state tuition, a Residency/Domicile Information Form; and the following additional application documents and requirements specified by the department:

- A. Submit two letters of recommendation from qualified individuals who support the candidate’s ability for graduate study in educational administration and supervision.
- B. Provide evidence of at least two years (18 months) of satisfactory teaching performance.
- C. Possess an undergraduate grade point average of 3.0.
- D. Meet with a faculty member in the M.Ed. in Educational Leadership Program to discuss professional goals and career objectives.

► **Provisional Admission**

- 1. Applicants who have a 2.50 to 2.99 cumulative undergraduate grade point average upon completion of the baccalaureate degree may be provisionally admitted to an M.Ed. program under the following circumstances:
  - a. The student has achieved a 3.0 cumulative GPA in the last two years of full-time undergraduate study, or
  - b. The student has completed nine credits of graduate study in a nationally accredited program with grades no lower than a B.
- 2. Applicants who have less than a 2.50 cumulative undergraduate grade point average upon completion of the baccalaureate degree may be provisionally admitted to an M.Ed. program under the following circumstances:
  - a. The student has completed nine credits of graduate study in a nationally accredited program with grades no lower than a B.

Once provisionally admitted, candidates must complete their first nine consecutive credit hours of graduate study at Salisbury University with no grade below B. Upon successful completion of nine credit hours, candidates are eligible for full admission to the M.Ed. program. Candidates who have not met the provisional admission requirement of achieving nine credit hours with grades of B or above are not eligible for admission.

► **Program of Study**

Following admission to the M.Ed. in Educational Leadership Program, and prior to registration for classes, students are expected to become familiar with program requirements and to confer with the assigned faculty advisor to develop a plan of study.

► **Course Requirements**

Candidates in the M.Ed. in Educational Leadership Program complete an approved program of study including at least 33 semester hours of graduate credit (a minimum of 24 hours completed at SU) with a cumulative average of 3.0 or higher, with no grade lower than C, and no more than six credit hours of C or C+ in the program.

The M.Ed. in Educational Leadership Program is an NCATE and Maryland State Department of Education-approved program leading to the Administrator I certificate. Candidates who complete the M.Ed. in educational leadership

and who meet the requirement of 27 months of satisfactory teaching performance will be eligible for the Administrator I certificate. However, it is the responsibility of the candidate to understand and fulfill all state requirements and to make application to the state for certification. Candidates in states other than Maryland should consult with their state Department of Education to determine specific certification requirements.

Candidates in the M.Ed. in educational leadership cohort take courses in the following sequence:

	<b>Credits</b>
EDLD 510 Educational Leadership and Technology .....	3
EDLD 512 Educational Research and Educational Leadership .....	3
EDLD 514 Aligning Curriculum, Instruction and Assessment .....	3
EDLD 516 P-12 School Administration .....	3
EDLD 517 Supervision to Improve Instruction .....	3
EDLD 550 Leadership and Change .....	3
EDLD 552 Diversity and Group Dynamics in Educational Leadership .....	3
EDLD 555 Public School Fiscal and Human Resource Management .....	3
EDUC 619 The Law and Public Education .....	3
EDLD 656 Educational Leadership Internship/Issues Analysis .....	3
(Take EDLD 656 twice for a total of six credits.)	

► **Entrance into Educational Leadership Internship**

Prior to enrolling in EDLD 656: Educational Leadership Internship/Issues Analysis each candidate must complete all prerequisite courses with an overall grade point average of 3.0 or better and successfully earn a passing grade on each of the four questions on the Comprehensive Qualifying Exam. In the event that a candidate does not pass each individual question upon his or her first attempt at taking the Comprehensive Qualifying Exam, the candidate may re-take unsuccessful question areas a second time.

► **School Leaders Licensure Assessment**

Each candidate must take the School Leaders Licensure Assessment and report his or her score to Salisbury University prior to program completion. It is recommended that candidates take the exam prior to the completion of EDLD 656.

All work toward the Master of Education in educational leadership must be completed within seven calendar years from the end of the semester or summer term in which such work began. Students must maintain a GPA of 3.0. Reporting of the School Leaders Licensure Assessment is required prior to the completion of the Master of Education Program.

Satisfactory completion of this program and 27 months of satisfactory teaching experience are required for eligibility for Maryland Administrator I certification. Certification regulations may be changed by the State of Maryland.

## POST-MASTER CERTIFICATE OF ADVANCED STUDY IN EDUCATIONAL LEADERSHIP

Department of Education Leadership and  
Graduate Studies

Dr. Douglas DeWitt, Chair

The Certificate of Advanced Study (CAS) requires 30 hours past the master's degree, by Maryland regulation. The CAS in educational leadership is a professional degree program designed to prepare educational leaders. The curriculum emphasizes both theory and practice in the preparation of administrators and supervisors.

### Admission

Admission to the CAS Educational Leadership Program requires an application for graduate admission, the application fee, official transcript showing undergraduate degree completion and official transcript showing a master's degree in education or related field of study. The following additional documents and requirements are needed, and applicants will be guided by SU's online application to supply them:

- Three letters of recommendation from qualified individuals who support the candidate's ability for graduate study in educational administration and supervision.
- Employer's letter providing evidence of at least two years (18 months) of satisfactory teaching performance.
- Undergraduate and graduate GPA of 3.0 or better.
- A program of study completed with a program advisor

### Program of Study

After applicants have submitted all documents required for admission, they will be contacted to meet with a program advisor to complete a program of study as the last step in the application process. The program of study guides the student's course enrollment through the completion of the CAS.

### Course Requirements

Students successfully complete at least 30 semester credit hours of graduate study beyond the master's degree. Courses in the program include:

	Credits
EDLD 510 Educational Leadership and Technology .....	3
EDLD 512 Educational Research and Educational Leadership ..	3
EDLD 514 Aligning Curriculum, Instruction and Assessment .....	3
EDLD 516 P-12 School Administration .....	3
EDLD 517 Supervision to Improve Instruction .....	3
EDLD 550 Leadership and Change .....	3
EDLD 552 Diversity and Group Dynamics in Educational Leadership .....	3
EDLD 555 Public School Fiscal and Human Resource Management .....	3
EDUC 619 The Law and Public Education .....	3
EDLD 656 Educational Leadership Internship/Issues Analysis .....	3

#### ► Entrance into Educational Leadership Internship

Prior to enrolling in EDLD 656: Educational Leadership Internship/Issues Analysis each candidate must complete all prerequisite courses with an overall grade point average of 3.0 or better and successfully earn a passing grade on each of the four questions on the Comprehensive Qualifying Exam.

## POST-MASTER CERTIFICATE OF SUCCESSFUL COMPLETION IN EDUCATIONAL LEADERSHIP

Department of Education Leadership and  
Graduate Studies

Dr. Douglas DeWitt, Chair

The Certificate of Successful Completion in Educational Leadership (CSC-EDLD) requires 18 hours past the master's degree, by Maryland regulation. The CSC-EDLD is a professional degree program designed to prepare educational leaders. The curriculum emphasizes both theory and practice in the preparation of administrators and supervisors.

### Admission

Admission to the CSC-EDLD Program requires an application for graduate admission, the application fee, official transcript showing undergraduate degree completion and official transcript showing a master's degree in education or related field of study. The following additional documents and requirements are needed, and applicants will be guided by SU's online application to supply them:

- Three letters of recommendation from qualified individuals who support the candidate's ability for graduate study in educational administration and supervision.
- Employer's letter providing evidence of at least two years (18 months) of satisfactory teaching performance.
- Undergraduate and graduate GPA of 3.0 or better.
- A program of study completed with a program advisor

### Program of Study

After applicants have submitted all documents required for admission, they will be contacted to meet with a program advisor to complete a program of study as the last step in the application process. The program of study guides the student's course enrollment through the completion of the CSC-EDLD.

### Course Requirements

Students successfully complete at least 18 semester credit hours of graduate study beyond the master's degree. Courses in the program include:

	Credits
EDLD 514 Aligning Curriculum, Instruction and Assessment .....	3
EDLD 516 P-12 School Administration .....	3
EDLD 517 Supervision to Improve Instruction .....	3
EDUC 619 The Law and Public Education .....	3
EDLD 656 Educational Leadership Internship/Issues Analysis .....	3
EDLD XXX Elective selected in consultation with advisor .....	3

#### ► Entrance into Educational Leadership Internship

Prior to enrolling in EDLD 656: Educational Leadership Internship/Issues Analysis each candidate must complete all prerequisite courses with an overall grade point average of 3.0 or better.

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## MASTER OF EDUCATION READING SPECIALIST

Department of Education Leadership and  
Graduate Studies

Dr. Joyce Wiencek, Program Director  
410-543-6288

The Master of Education Reading Specialist Program is a professional degree and certification program designed to prepare reading educators in instructional and leadership capacities for K-12 school settings. Theory and practice are complementary throughout program course work. Students who complete the M.Ed. Reading Specialist Program are eligible for MSDE reading specialist certification.

The Reading Specialist Program is aligned with national standards for the preparation of reading professionals, as established by the International Literacy Association and NCATE. It also reflects principles of Maryland's Redesign for Teacher Education. The curriculum promotes understanding of the relationship of all productive and receptive language processes in literacy development, as well as the factors that may disrupt that development. Through research and study, candidates become familiar with the knowledge base of the reading field. This knowledge is extended through action research projects in real classroom settings.

An essential element of the Reading Specialist Program is preparation to assess the literacy needs of individuals of all ages and to design appropriate instructional programs. Clinical practice with individuals and small groups provide hands-on experience under the supervision of experienced reading professionals. Toward the end of their program, candidates also have opportunities to supervise the reading instruction of paraprofessionals and pre-service teachers.

Reading specialists are instructional leaders and advocates for literacy. Experiences with curriculum development and reading program organization are provided through course work. Candidates will have opportunities to prepare professional presentations and publications, and to take leadership roles in community literacy activities and political advocacy.

General objectives of the Master of Education Reading Specialist Program are for candidates to:

1. develop knowledge of a theoretical base for language acquisition, given a variety of conditions and situations;
2. develop knowledge of a theoretical base for the interaction of all language processes in literacy development;
3. develop knowledge of a theoretical base and practical application for reading/literacy instruction at all developmental levels;
4. develop understanding of the nature and causes of reading/literacy difficulties;
5. develop ability to base literacy instruction on assessment findings from a range of instruments and strategies;
6. develop knowledge and ability to organize and enhance a reading/literacy program; and
7. participate in professional development activities at local, state, and national levels.

### ► Admission

Candidates for the M.Ed. Reading Specialist Program must submit the Application for Graduate Program Admission, the application fee, official transcripts from all colleges and universities attended, and the Residency/Domicile Information form (if applying for in-state tuition as a Maryland resident) and the following additional application documents requirements of the Reading Specialist Program.

1. submit an application for admission, including two recommendations from qualified individuals who support the candidate's ability for graduate study in reading;
2. possess an undergraduate GPA of 3.0 or higher;
3. possess a current elementary, secondary, or K-12 teaching certificate;
4. Meet with an advisor in the department to discuss the program of study.

The Application for Graduate Program Admission, transcripts from all colleges and universities attended, and the Residency/Domicile Information form (if applying for in-state tuition as a Maryland resident) should be submitted to the Office of Admissions. Once the application and all transcripts arrive in the Admissions Office, the application file will be forwarded to the graduate education program. The documents and requirements specified by the department should be sent to the graduate program coordinator. Following the review of these materials, the program coordinator formally notifies the candidate of admission or denial of admission to the program.

### ► Provisional Admission

1. Applicants who have a 2.50 to 2.99 cumulative undergraduate grade point average upon completion of the baccalaureate degree may be provisionally admitted to an M.Ed. program under the following circumstances:
  - a. The student has achieved a 3.0 cumulative GPA in the last two years of full-time undergraduate study, or
  - b. The student has completed nine credits of graduate study in a nationally accredited program with grades no lower than a B.
2. Applicants who have less than a 2.50 cumulative undergraduate grade point average upon completion of the baccalaureate degree may be provisionally admitted to an M.Ed. program under the following circumstances:
  - a. The student has completed nine credits of graduate study in a nationally accredited program with grades no lower than a B.

Once provisionally admitted, candidates must complete their first nine consecutive credit hours of graduate study at Salisbury University with no grade below B. Upon successful completion of nine credit hours, candidates are eligible for full admission to the M.Ed. program. Candidates who have not met the provisional admission requirement of achieving nine credit hours with grades of B or above are not eligible for admission.

### ► Course Requirements

Candidates seeking the M.Ed. Reading Specialist Degree complete an approved program of study including at least 33 semester hours of graduate credit with a cumulative grade point average of 3.0 or higher (a minimum of 24 hours completed at SU), with no grade lower than C, and no more than six credit hours of C or C+ in the program.

The M.Ed. Reading Specialist is a Maryland State

Department of Education-approved program. Candidates who complete the M.Ed. Reading Specialist Program and who meet the requirement of 27 months of satisfactory teaching performance will be eligible for the Reading Specialist certificate. However, it is the responsibility of the candidate to understand and fulfill all state requirements and to make application to the state for certification. Candidates in states other than Maryland should consult with their state Department of Education to determine specific certification requirements.

Also, candidates are expected to complete a professional portfolio throughout the program, demonstrating their achievement of all required competencies. The portfolio should contain artifacts demonstrating the knowledge, skills, and attitudes of reading/literacy professionals, as well as reflective analysis of those artifacts and the learning experiences that led to their development. Portfolio requirements are presented in REED 500, and the portfolio is presented by the candidate in REED 620. Portfolio development occurs throughout all courses in the M.Ed. Reading Specialist Program. These courses are as follows:

	Credits
REED 500 Literacy: History and Theory .....	3
REED 510 Writing: Processes and Products .....	3
REED 515 Emergent Literacies .....	3
REED 516 Elementary Literacies .....	3
REED 517 Adolescent Literacies .....	3
REED 518 Diversity and Literacy .....	3
REED 610 Literacy Assessments.....	3
REED 611 Literacy Practicum I .....	3
REED 612 Literacy Practicum II.....	3
REED 614 Leadership for Literacy Professionals .....	3
REED 620 Seminar in Literacy.....	3

## POST-MASTER CERTIFICATE IN LITERACY EDUCATOR

Department of Education Leadership and  
Graduate Studies

Dr. Doug DeWitt, Chair

The Post-Master Certificate in Literacy Educator Program requires 12 hours past the master's degree and is aligned with Maryland State Department of Education Reading Teacher endorsement specifications. It is a professional certificate program designed to enhance knowledge of reading processes, skills and strategies, reading assessment, and corrective reading methods and materials. The curriculum, emphasizing both theory and practice, is informed by the International Reading Association Standards for Reading Professionals.

### Admission

Admission requires an application for graduate admission, the application fee, official transcript showing undergraduate degree completion and official transcript showing a master's degree in education or a related field of study. The following additional documents and requirements are needed, and applicants are guided by SU's online application to supply them.

- Three letters of recommendation from qualified individuals who support the candidate's ability for graduate study in educational administration and supervision.
- Employer's letter providing evidence of at least two years (18 months) of satisfactory teaching performance.
- Undergraduate and graduate GPA of 3.0 or better.

- A program of study completed with a program advisor.

### Program of Study

After applicants have submitted all other documents required for admission, they will be contacted to meet with a program advisor to complete a program of study as the last step in the application process. The program of study guides the student's course enrollment through the completion of the certificate.

Students earning the certificate, successfully complete at least 12 credits of graduate study beyond the master's degree. Courses to complete the program are selected with advisement based on the options listed here.

	Credits
Complete one of the following:	
REED 516 Elementary Literacies .....	3
REED 517 Adolescent Literacies .....	3
Complete one of the following:	
REED 515 Emergent Literacies .....	3
REED 518 Diversity and Literacy .....	3
REED 510 Writing: Processes and Products .....	3
Complete the following:	
REED 610 Literacy Assessments.....	3
REED 611 Literacy Practicum I .....	3

## DOCTORATE OF EDUCATION IN CONTEMPORARY CURRICULUM THEORY AND INSTRUCTION: LITERACY

Department of Doctoral Studies in Literacy

Dr. Judith Franzak, Chair  
410-677-0238

The Doctorate of Education (Ed.D.) in Contemporary Curriculum Theory and Instruction: Literacy Program provides a strong core in curriculum and instruction theory, research and practice, with a focus on literacy. The cohort format encourages personal, professional, social, cultural and technological expertise through an intensive community of learning. Through achieving the doctoral degree, the candidates enhance their professional credentials in their current and future positions as educators in P-12 schools, community colleges and universities. The program is a terminal doctoral program that does not lead to further certification or licensure.

This applied Ed.D. program facilitates inquiry-based learning through research, case studies, projects that integrate authentic experiences and opportunities to share knowledge with peers in public venues. The target audience includes master teachers, administrators and educational personnel at all levels.

The delivery design integrates the theme of leaders as change agents through specific areas of focus: inquiry as practice, signature pedagogy, labs of practice and literacy. The delivery of the program includes three years of coursework and a year devoted to research and writing of the dissertation. Sixty credits (course work and dissertation) are required, with more if a student chooses to select optional electives. A part-time track has been developed for those candidates who are unable to engage in full-time study.

## Admission to Program

Admission to the program at SU requires the following additional application documents and requirements specified by the Department of Doctoral Studies in Literacy. Preference is given to applicants who have three years professional experience teaching. The following must be submitted as part of the application process:

- A. Submit to Salisbury University official academic transcripts from all colleges and universities attended indicating a master's degree from a national-accredited university in a focus area in education or closely related field.
- B. Possess a graduate-level grade point average of at least a 3.5.
- C. Complete Salisbury University application for doctoral program admission.
- D. Complete a Residency/Domicile Information Form (if applying for in-state tuition).
- E. Submit three professional recommendations from individuals who can speak to the applicant's likely success in doctoral study.
- F. Submit a professional writing sample prior to program admission.
- G. Submit a personal statement.

## Program of Study

The following courses are required for the program:

	Credits
EDCI 700 Foundations of Research in Education .....	3
EDCI 702 Strategies for Inquiry I .....	3
EDCI 704 Strategies for Inquiry II .....	3
EDCI 720 Diversity in Education .....	3
EDCI 722 Perspectives in Theory: Lenses for Critical Understandings of Education .....	3
EDCI 724 Social Context of Curriculum .....	3
EDCI 728 Understanding Instruction and Assessment to Improve Learning .....	3
EDCI 740 Oral Discourse, Cognition and Diversity .....	3
EDCI 742 Writing: Theory, Research and Practice .....	3
EDCI 744 Comprehension and Strategic Learning: Theory, Research and Practice .....	3
EDCI 748 Language, Literacy and Representation as Tools for Inquiry Across the Content Areas .....	3
EDCI 750 Literacy Policy and Practice Analysis .....	3
EDCI 793 Advanced Methods in Survey Research .....	3
or	
EDCI 794 Advanced Methods and Qualitative Research .....	3
EDCI 800 Research Seminar I .....	3
EDCI 801 Research Seminar II .....	3
EDCI 805 Dissertation I .....	3
EDCI 810 Dissertation II .....	6
EDCI 815* Dissertation III .....	1-3
EDCI 820 Dissertation IV .....	3

\*EDCI 815 will only be taken if more time is required to complete the dissertation.

### Electives: 3+ credits (choose one)

Candidates may elect to take optional credits beyond the required 60 credits.

EDCI 730 Learning, Instruction and Technology .....	3
or	
EDCI 746 Diversity, Literature and New Media Across the Curriculum .....	3
or	
EDCI 790 Doctoral Independent Study .....	3
or	
EDCI 792 Doctoral Internship in Education .....	3
or	

Other graduate course may be taken with advisor approval. Course must involve differential assignments for doctoral students.

## Graduation Requirements

1. Complete 60 credits with an overall GPA of 3.0 or higher. A course grade below C will lead to program dismissal.
2. Receive a passing score in the Preliminary Exam. Those receiving an unsatisfactory score may continue on probation and must pass the preliminary examination by the end of the following semester.
3. Receive a passing score in the Advancement to Candidacy/Qualifying Examination.
4. Create a Dissertation Proposal.
5. Present the final study in a Dissertation Defense.
6. Submit final dissertation to ProQuest Dissertation Publishing.

## MASTER OF SCIENCE IN MATHEMATICS EDUCATION

Department of Mathematics and Computer Science and  
Department of Secondary and Physical Education

Dr. Jennifer Bergner, Program Director

410-677-5429

Dr. Randall E. Groth, Department of Secondary and  
Physical Education Liaison

410-677-5061

The Master of Science in Mathematics Education (M.S.M.E.) is a professional degree offered cooperatively by the Department of Secondary and Physical Education and the Department of Mathematics and Computer Science. The program is designed for candidates seeking advanced preparation in the teaching of mathematics in the middle and secondary schools. The curriculum includes fundamental, theoretical and practical experiences within mathematics and education. The M.S.M.E. program promotes continuing professional development and lifelong learning for teachers and mathematics education leaders. This is consistent with the recognition that capable and confident mathematics educators are necessary for all levels of mathematics instruction.

General objectives are as follows:

1. Provide candidates with an opportunity for personal and professional growth through graduate study in mathematics and in education.
2. Provide mathematics classroom teachers and mathematics educational specialists with an opportunity to develop and improve competencies in mathematics and mathematics education.
3. Provide mathematics educators with an opportunity for additional preparation needed for professional development and career advancement.

### ► Admission

Candidates who indicate on their application for graduate program admission form that they wish to pursue the Master of Science in Mathematics Education (M.S.M.E.) will be assigned an advisor in the Mathematics and Computer Science Department and an advisor in the Department of Secondary and Physical Education and will receive M.S.M.E. application materials. Admission to the M.S.M.E. at SU requires an application for graduate program admission, the application fee, official transcripts from all colleges and universities attended; and the Residency/Domicile Information form (if applying for in-state tuition as a Maryland resident) be submitted to the Office

of Admissions. The following additional application documents and requirements specified by the two collaborating departments must be sent to the Department of Mathematics and Computer Science:

1. Submit a written description of the reasons for pursuing graduate study in mathematics education and a statement of career goals within the discipline.
2. Submit two letters of recommendation supporting the ability to succeed in graduate study.
3. Complete and submit a plan of study signed and approved by the advisor.
4. Possess an undergraduate cumulative GPA of 2.75 or a previously completed master's degree from a regionally accredited institution of higher learning.

Following the review of these materials, the program director formally notifies candidates of admission or denial into the program.

Questions regarding the applicability of courses taken as a non-degree graduate student will be resolved by the two collaborating departments' graduate program directors.

### ► Provisional Admission

Candidates who have submitted all application materials but have not obtained a 2.75 cumulative grade point average upon the completion of baccalaureate degree may be admitted on a provisional basis. Provisionally admitted candidates must complete nine credit hours of graduate study at SU with no grade below B.

Upon successful completion of nine credit hours candidates may apply for full admission to the M.S.M.E. program. Following the review of application materials, the program director formally notifies candidates of admission or denial into the program.

Candidates who do not meet the provisional admission of achieving nine credit hours with grades of B or above are not eligible to apply for admission into the M.S.M.E. program.

To assist candidates who are provisionally admitted, an advisor will be assigned. Candidates are expected to meet with their advisors to clarify program requirements and to assure that courses for which they register will be appropriate for their programs of study.

### ► Program of Study

Prior to admission to the M.S.M.E. program and registration for courses, it is the candidates responsibility to become familiar with the program requirements and to confer with assigned faculty advisors to develop programs of study. The program of study identifies core courses, courses in the specific tracks the candidate will follow, recommended electives and the intended capstone experience. Advisors must approve candidates' programs of study. Program changes must also be approved by advisors.

### ► Course Requirements

Candidates seeking the M.S.M.E. at Salisbury University must complete an approved program of study including at least 33 semester hours of graduate credit (a minimum of 24 hours completed at SU) with a cumulative GPA of 3.0 or higher, with no grade lower than a C, and no more than six credit hours of C or C+.

The M.S.M.E. program consists of 12 semester hours of education courses, 12 hours of mathematics courses in either the Middle School Track or High School Track, six hours of electives and three hours in a capstone experience.

## ► Education Courses (12 semester hours)

The curriculum is planned to emphasize mathematical teaching and learning within a context of research, scholarship and practice. Required courses are:

	<b>Credits</b>
EDUC 502 Introduction to Research .....	3
EDUC 504 Diversity in a Democracy .....	3
EDUC 545 Learning, Instruction and Assessment in the Schools .....	3
EDUC 506 Seminar in Teaching Mathematics .....	3

## ► Tracks

In addition to completing the courses in education, M.S.M.E. students select either the Middle School Track or the High School Track. The candidate must complete the required mathematics courses for the tracks chosen. The required courses in both tracks are linked to the core learning goals in algebra, geometry and data analysis.

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### Middle School Track

(12 semester hours required)

Complete the following:

	<b>Credits</b>
MATH 545 Conceptual Algebra for Teachers .....	3
or	
MATH 555 The Cartesian Triad .....	3
(departmental approval required)	
and	
MATH 566 Geometry: From Euclid to Modern Day .....	3
MATH 503 Data Analysis .....	3
and	
MATH 501 Number Theory from a Multicultural and Historical Perspective .....	3
or	
MATH 565 Mathematical Modeling for Middle School Teachers ..	3

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### High School Track

(12 semester hours required)

Complete all of the following:

	<b>Credits</b>
MATH 507 Seminar: Algebra .....	3
MATH 508 Seminar: Geometry .....	3
MATH 500 Foundations of Number Theory .....	3
MATH 502 Applied Statistics .....	3

## ► Electives (6 semester hours)

The two elective courses may be taken from the graduate offerings in education, mathematics or science. See graduate advisors for recommended electives for each track. Recommended electives are listed on the checklist for the program.

## ► Capstone Courses (3 semester hours)

All candidates for the M.S.M.E. will complete a capstone experience.

	<b>Credits</b>
EDUC 695 Research Seminar .....	3

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## POST-BACCALAUREATE CERTIFICATE IN MIDDLE SCHOOL MATHEMATICS

*PLEASE NOTE: The Post-Baccalaureate Certificate in Middle School Mathematics Program has been temporarily suspended. The status of the program is being examined. New students will not be admitted into the program during the period of suspension.*

The Certificate in Middle School Mathematics (C.M.S.M.) is a certificate in middle-school mathematics. This certificate is designed for school personnel seeking advanced study in mathematics content appropriate for teaching mathematics at the middle-school level.

For admission to the certificate program, candidates must possess a bachelor's degree with a 2.75 minimum grade point average in undergraduate work, or possess a higher degree, and hold a teaching certificate in a specified subject area. For admission consideration, students must submit the following documentation: To the Admissions Office, an application, application fee and official transcripts from every college and university attended; To the Department of Mathematics and Computer Science, two letters of recommendation supporting the ability to succeed in graduate study, and a completed plan of study signed by a program advisor.

Note: This certificate is not a teaching certificate. The award of this certificate does not carry certification to teach.

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### Course Requirements

Candidates seeking the C.M.S.M. must complete at least four of the following courses:

	Credits
MATH 501 Number Theory from a Historical Perspective .....	3
MATH 503 Data Analysis .....	3
MATH 510 Mathematical Reasoning .....	3
MATH 520 Middle School Mathematics in a Teaching Context with Instructional Technology .....	3
MATH 541 Conceptual Algebra for Teachers .....	3
MATH 555 The Cartesian Triad: Algebra, Geometry and Coordinates in the Plane .....	3
MATH 565 Mathematical Modeling for Middle School Teachers ..	3
MATH 566 Geometry: From Euclid to Modern Day .....	3

