

Samuel W. and Marilyn C. Seidel

# Seidel School of Education and Professional Studies

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## Majors & Minors

### Bachelor of Arts in Social Work

#### Bachelor of Science

Athletic Training  
Early Childhood Education  
Elementary Education  
Exercise Science  
Health Education  
Physical Education

#### Minors

Athletic Coaching  
Exercise Science  
Health

### Master of Arts in Teaching

### Master of Education

### Master of Education in Educational Leadership

### Master of Education Reading Specialist

### Master of Science

Mathematics Education

### Master of Social Work

## Certification Tracks

### Bachelor of Arts 7-12

English  
French  
Spanish  
History

### Bachelor of Science 7-12

Biology  
Chemistry  
Health Education  
Mathematics  
Physics

### Bachelor of Arts K-12

Music  
ESOL

### Bachelor of Science K-12

Physical Education



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## School Information

Programs in the Seidel School of Education and Professional Studies 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, health fitness providers, athletic trainers, social workers 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 and Professional Studies 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. Whether in teacher education, health and fitness, social work or other professional realms, the integration of theory and practice takes place in field sites generously provided by the University's surrounding community.

The Master of Arts in Teaching and social work programs are cooperative with the University of Maryland Eastern Shore. The institutions' dual degree program in sociology/social work has been in operation since 1990, and a cooperative Master of Arts in Teaching was implemented in summer 1996.

Scholarships and awards available in the school include the following:

- Christopher Scholars in Education
- Johnson Scholarship in Education
- Seidel Scholars Program in Education
- Carey-Simmons Education Scholarship
- Simonds and May Scholarship

Worcester County Teachers' Association Grant  
Outstanding Senior Student Athletic Trainer Award  
Physical Education Excellence Award  
Social Work Student of the Year Award  
Stephen Michael Emery Scholarship in Social Work  
E. Pauline Riall Achievement Award  
Anne H. Matthews Soroptimist Award  
Caruthers Memorial Fund Scholarship  
Worcester County Teachers Association Scholarship  
Salisbury University Scholar Athlete Award

### ► Accreditation

Both the Master of Social Work and the Bachelor of Arts in Social Work programs are accredited by the Council on Social Work Education. The athletic training program has National Athletic Trainers' Association 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. The exercise science program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

### ► Title II Accountability

Under Federal Title II regulations, the University is required to report the pass rates of graduates who took required teacher certification tests for Maryland certification. Please see Appendix C.

### ► Honorary and Professional Organizations

Student National Education Association  
Kappa Delta Pi (honor society in education)  
Social Work Club  
Phi Alpha (honor society in social work)  
Physical Education Majors' Society  
Dance Company  
Phi Epsilon Kappa (honor society in physical education)  
Exercise Science Club  
Athletic Training Club

## Departments

### EDUCATION SPECIALTIES

**Undergraduate: Secondary K-12 Certifications**  
**Graduate: M.A. Teaching, M.Ed., M.Ed. Reading,**  
**M.Ed. Educational Leadership**

#### Chair

Associate Professor Nomsa E. Geleta, Ed.D.; Oklahoma State University

#### Director of Field Experiences

Paul Gasior, M.Ed.; Salisbury University

#### Professional Development Schools Coordinator

Stacie Siers, M.Ed.; Salisbury University

#### Professor

Joel T. Jenne, Ph.D.; State University of New York at Albany

Patricia O. Richards, Ed.D.; Lehigh University

#### Associate Professors

Nancy L. Michelson, Ph.D.; State University of New York at Albany

Regina Royer, Ed.D.; University of Delaware

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

#### Assistant Professors

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

Douglas M. Dewitt, Ph.D.; Claremont Graduate University

Theodore Gilkey, Ed.D.; University of Rochester

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

Kenneth R. Milner, Ed.D.; University of Massachusetts

Laura Marasco, Ph.D.; University of Colorado

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

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

#### Lecturer

Ron R. Siers Jr, M.Ed.; Salisbury University

The Department of Education Specialties offers graduate education programs and programs leading to secondary education certification in a number of liberal arts and science disciplines including biology, chemistry, English, French, health, history, mathematics, physics and Spanish. The Music; English; and the Health, Physical Education and Human Performance departments also offer K-12 certification in their respective disciplines (music, ESOL, physical education).

Due to requirements of accrediting agencies, some changes may occur in education programs. Students must see their advisors for information regarding these changes.

The Education Specialties Department faculty is committed to preparing classroom teachers and other educational personnel. The department's programs are designed with the following goals:

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

## HEALTH, PHYSICAL EDUCATION AND HUMAN PERFORMANCE

**Majors: Athletic Training, Exercise Science, Health Education, Physical Education**

**Minors: Athletic Coaching, Exercise Science, Health (See "Undergraduate Minors" section for details.)**

### Chair

Professor Susan M. Muller, Ph.D.; University of Maryland College Park

### Associate Professors

Thomas P. Stitcher, Ed.D.; University of North Texas

Carol A. Wood, Ph.D.; Louisiana State University

### Assistant Professors

Eric J. Carpenter, M.Ed.; Springfield College

Lori DeWald, Ed.D.; University of Tennessee

Brent F. Fedorko, M.S.; University of Pittsburgh

Kelly A. Fiala, Ph.D.; University of Connecticut

John J. LaManca, Ph.D.; Florida State University

Robert Martin, Ed.D.; Columbia University Teachers College

Dean Ravizza, Ph.D.; Virginia Technical University

Donna Ritenour, Ed.D.; Western Michigan University

The Department of Health, Physical Education and Human Performance offers programs leading to the Bachelor of Science, preparing students to work confidently and effectively in physical education, health education, exercise science, athletic training and related fields. All University students are invited to pursue the department's health, athletic coaching and exercise science minors.

The department attempts to attract top-quality students into an environment conducive to learning socially, physically and mentally.

## SOCIAL WORK

**Major: Social Work**

**Graduate: Master of Social Work**

### Chair

Professor Marvin G. Tossey, Ph.D.; University of Maryland

### Associate Professors

James Forte, Ph.D.; Virginia Commonwealth University

Batya Hyman, Ph.D.; Brandeis University

Robert Porter Long, M.A.; University of Chicago

Liddell Louise Madden, Ph.D., The Catholic University of America

Deborah Ann Mathews, Ph.D.; University of Maryland

### Assistant Professors

Joyce Bell, Ph.D.; The Catholic University of America

Margo A. Kushner, Ph.D.; University of Calgary

Maureen Lagana, Ph.D.; University of Maryland

Frances M. Sistrunk, M.S.W.; University of Maryland

### Instructor

Kimberly van Vulpen, M.S.W.; University of Maryland

Clare Weaver, M.S.W.; Virginia Commonwealth University

Cynthia Wingate, M.S.S.W.; University of Texas at Arlington

Social work is a dynamic-growth profession based upon knowledge drawn from its own experience and from the social sciences. It has a code of ethics, practice standards and a nationwide system of accredited education programs.

Social workers are people who care about the needs of others, including those who are not always successful or coop-

erative. Members of this profession have the knowledge, skills and values to work with a wide range of people and problems. Help for an individual or a family can be as simple as an interview and as complex as promoting change in a large bureaucracy. Social workers are found in such diverse fields as mental health, child welfare, health care, public welfare, family services, developmental disabilities, services to older people, justice and substance abuse.

The Department of Social Work undergraduate program, accredited since 1974 by the Council on Social Work Education, prepares graduates for entry-level generalist social work practice and advanced graduate education. The department helps students develop their intellectual capacities and practice skill so that they become effective professionals and responsible citizens, and recognizes its responsibility to teach and encourage ethical behavior. Graduates of the program are awarded a Bachelor of Arts in Social Work.

The Master of Social Work program, accredited by the Council on Social Work Education in 2004, prepares professional social workers to engage in community-based direct practice with individuals, families and groups. The mission of the program is to educate ethical, competent practitioners who can work with a high degree of autonomy and skill. Graduates of the program are awarded a Master of Social Work.

## TEACHER EDUCATION

**Majors: Early Childhood Education, Elementary Education**

### Chair

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

### Director of Field Experiences

Paul Gasior, M.Ed.; Salisbury University

### Professional Development Schools Coordinator

Stacie Siers, M.Ed.; Salisbury University

### Professors

Keith J. Conners, Ph.D.; University of Connecticut

Dorsey Hammond, Ph.D.; University of Delaware

John Wolinski, Ph.D.; Florida State University

### Associate Professors

John R. Bing, Ph.D.; University of Georgia

Ernest Bond, Ph.D.; Ohio State University

Teena Gorrow, Ed.D.; University of Maryland College Park

Edward Robeck, Ph.D.; University of British Columbia Vancouver

### Assistant Professors

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

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

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

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

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

### Lecturers

Brandy Terrill, M.S.; Salisbury University

Linda K. Conner, M.S.; Wilmington College

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

Due to requirements of accrediting agencies, some changes may occur in education programs. Students must see their advisors for information regarding these changes.

The education faculty is committed to preparing classroom teachers and other educational personnel. The department's 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, carefully 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.

# Undergraduate Majors

## ATHLETIC TRAINING

Department of Health, Physical Education and Human Performance

**Dr. Donna Ritenour, Program Director**  
**410-543-6348**

The Bachelor of Science in athletic training deals with the professional preparation of athletic trainers as allied health professionals. A degree in athletic training provides students with the competencies and proficiencies necessary to provide comprehensive athletic training services, including patient education and prevention, evaluation, rehabilitation and treatment of injuries. Upon program completion, students are eligible for the Board of Certification Examination (BOC). Athletic training is housed in the Health, Physical Education and Human Performance Department.

For the most up to date information visit the athletic training Web site linked from the Seidel School at [www.salisbury.edu/seidel](http://www.salisbury.edu/seidel).

The athletic training major, in preparation for the BOC examination, requires the following:

1. Complete the following General Education courses:

	Credits
PHYS 121 General Physics I .....	4
PSYC 101 General Psychology .....	3
MATH 155 Modern Statistics with Computer Analysis .....	3

2. Complete the following core courses with grades of C or better:

	Credits
BIOL 215 Human Anatomy and Physiology I .....	4
BIOL 216 Human Anatomy and Physiology II .....	4
CMAT 100 Fundamentals of Communication.....	3
or	
CMAT 205 Interpersonal Communication.....	3
or	
CMAT 250 Instructional Communication .....	3
EXSC 301 Research Methods in Exercise Science.....	3
EXSC 312 Strength Training Technology and Program Development .....	3
EXSC 332 Exercise Physiology .....	4
EXSC 333 Kinesiology .....	4
PHEC 108 Introduction to Wellness and Fitness .....	3

3. Apply for formal admission to the athletic training program prior to participation in the clinical education experience (see the Athletic Training Program director and the *SU Athletic Training Student Procedure Manual* for details).

4. Complete the following courses with grades of C or better:

	Credits
ATTR 185 Introduction to Athletic Training .....	3
ATTR 213 Pathology of Injury and Illness .....	3
ATTR 221 Risk Management Strategies .....	3
ATTR 320 Clinical Pathology .....	3
ATTR 321 Clinical Evaluation and Management .....	3
ATTR 380 Therapeutic Modalities .....	4
ATTR 381 Orthopedic Assessment .....	4
ATTR 407 Administration and Organization for Athletic Training	3
ATTR 410 Foundations of Therapeutic Exercise.....	4
ATTR 413 Advanced Diagnostics and Management in Athletic Training .....	3

ATTR 414 General Medical Conditions in Athletic Training.....4  
 ATTR 420 Clinical Rehabilitation and Conditioning.....3  
 ATTR 479 Athletic Training Practicum.....12  
 HLTH 317 Nutrition, Health and Human Performance .....3

5. Maintain current certification in two-person CPR and AED through a nationally recognized agency.
6. Maintain a cumulative GPA of 2.80.
7. The Athletic Training Program at Salisbury University is a rigorous and intense program that places specific requirements and demands on the students. Students enrolled in the Athletic Training Program must meet the Technical Standards as outlined in the *Athletic Training Procedure Manual* and on the Salisbury University athletic training Web site.
8. Students are required to purchase malpractice liability insurance prior to beginning the program's clinical education component. Liability coverage must meet the minimum requirements of the program as outlined in the *Athletic Training Student Handbook* and on the Salisbury University athletic training Web site. Proof of current liability insurance must be on file prior to beginning clinical education experience.
9. Students must either complete the required Hepatitis B immunization or sign the appropriate waiver form prior to formally entering the Athletic Training Program. Minimally, athletic training students must have received the second injection or have signed the waiver form prior to the first day of the classes during the fall semester. Proof of vaccination or a signed waiver form must be provided to the program director's office and will be kept in the athletic training student's file. In addition, students must submit a copy of current health insurance card, a complete vaccination record, including tuberculosis screening, and pass a physical exam prior to beginning clinical education experience.
10. In addition to normal weekday practices and competitions, students may be required to return early for pre-season, vacation periods and weekends as assigned by the Salisbury University certified athletic training staff. Also, athletic training students may be assigned to off-campus affiliates to gain additional experience. In these cases, athletic training students will be required to supply transportation to and from these clinical sites.
11. Students in the Athletic Training Program must complete a minimum of four semesters of academic and clinical work as a formally admitted Athletic Training Program student at Salisbury University or its approved clinical affiliates. This four-semester requirement does not include the athletic training student practicum experience.
12. Students must comply with any additional program requirements as stated in the most current *Athletic Training Procedure Manual* and on the Salisbury University athletic training Web site.
13. Students in the Athletic Training Program must purchase uniforms and personal athletic training equipment and supplies for their classroom and clinical experiences.
14. Students are required to join the National Athletic Trainers' Association (NATA) as a student member once admitted to the Athletic Training Program.

## EARLY CHILDHOOD EDUCATION

### Department of Teacher Education

**Dr. Patricia K. Dean, Program Director**  
**410-548-5756**

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

#### ► Admission to Professional Education Courses

Prior to enrolling in professional teacher education courses, early childhood education majors must do the following:

1. Submit passing scores as set by the Maryland State Department of Education for the Praxis I exams in reading, writing and mathematics. Scores must be submitted prior to preregistration in the semester preceding enrollment in professional education courses.
2. Complete an application for formal admission to the professional program. The application must be submitted by preregistration in the semester preceding enrollment in professional education courses.
3. Complete a minimum of 56 hours in the early childhood education program with an overall GPA of 2.75 and grades of C or better in all courses applied to the program, including transfer courses. Any courses older than seven years are subject to review for acceptance toward fulfilling degree requirements.
4. Complete the following courses with grades of C or better:

	Credits
BIOL 101 Fundamentals of Biology .....	4
CHEM/	
PHYS 101 Physical Science .....	4
CMAT 250 Instructional Communication .....	3
ECED 215 Foundations of Early Childhood Education .....	3
EDUC 304 Learning and Assessment .....	3
ENGL 101 Composition I .....	3
ENGL 102 Composition II.....	3
GEOG 104 Earth and Space Science.....	4
IDIS 285 Introduction to Creative Arts .....	3
MATH 130 Fundamental Concepts I .....	3
MATH 155 Modern Statistics with Computer Analysis .....	3
MATH 230 Fundamental Concepts II .....	3
PSYC 101 General Psychology .....	3
PSYC 320 Psychology of Infancy and Childhood .....	3

Complete two of following required Group II courses with C or better:

GEOG 100 Human Geography .....	3
or	
GEOG 101 World Geography: Europe and Asia.....	3
or	
GEOG 102 World Geography: Africa and Americas .....	3
HIST 101 World Civilizations I .....	3
HIST 102 World Civilizations II.....	3
XXXX XXX elective (ANTH, ECON, HIST, POSC, SOCI) .....	3

5. Receive approval for a minor.

#### ► Admission to Internship

Prior to the internship, early childhood majors must do the following:

1. Complete the application for the internship by the Department of Teacher Education's due date.

- Complete at least 90 credits toward the degree with a GPA of 2.75 and grades of C or better in all courses applied to the program, including transfer courses.
- Complete the following professional education classes with an overall GPA of 2.75 and grade of C or better:

	Credits
ECED 324 Primary Curriculum I.....	3
ECED 325 Primary Curriculum II.....	3
ECED 421 Language, Literacy and Play.....	3
ECED 422 Discovery through Interdisciplinary Studies.....	3
EDUC 318 Computers in Education.....	3
ELEC 309 Classroom Visitations.....	0
ELED 310 Language Arts Instruction.....	3
ELED 316 Reading Instruction.....	3

### ► Additional Requirements

- All early childhood education majors must successfully complete an approved minor.
- In addition to the courses previously listed, the following professional education courses must be completed with grades of C or better and a GPA of 2.75 in all professional education courses:

	Credits
ECED 320 Developing the Young Child.....	3
ECED 327 Inclusive Education for Young Children.....	3
or	
EDUC 415 Instructional Techniques for Inclusion.....	3
ELED 408 Children's Literature.....	3
ELED 427 Classroom Assessment and Intervention with Reading.....	3

- Majors must pass:

	Credits
ECED 445 Preprimary Internship.....	6
ECED 446 Primary Grades Internship.....	3
ECED 450 Early Childhood Seminar.....	3
or	
ELED 411 Instructional Analysis in the Elementary and Middle School Classroom.....	3

- All courses applied to degree must be completed with a GPA of 2.75 and grade of C or better.
- 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. Students will also be required to follow the University calendar with respect to attendance at the University Intern seminar. Interns are responsible for their own transportation to the PDS site.
- All teacher candidates majoring in early childhood education must take the Praxis II exams prior to graduation. These also are required for licensure in Maryland.
- Education courses may be repeated only once.
- All early childhood students must take the Praxis II tests for their content area prior to graduation.
- Due to requirements of accrediting agencies, some changes may occur in the major. Students must see their advisors for information regarding these changes.

## EARLY CHILDHOOD/ELEMENTARY DOUBLE MAJOR

Department of Teacher Education

Dr. Patricia K. Dean, Program Director  
410-548-5756

### ► Admission to Professional Education Courses

Prior to enrolling in professional teacher courses, double majors must do the following:

- Complete the Praxis I exams in reading, mathematics and writing with passing scores as defined by the Maryland State Department of Education. Praxis exams are administered by the Educational Testing Service. Scores must be submitted by preregistration in the semester prior to enrollment in professional education courses.
- Complete an application for formal admission to the professional program. The application must be submitted by preregistration in the semester prior to enrollment in professional education courses. The application requires student confirmation of basic computer skills and experience working with children.
- Complete a minimum of 56 hours in the elementary/early childhood education program with an overall GPA of 2.75
- Complete the following courses with grades of C or better:

	Credits
BIOL 101 Fundamentals of Biology.....	4
CHEM 101 Physical Science.....	4
or	
PHYS 101 Physical Science.....	4
CMAT 250 Instructional Communication.....	3
EDUC 210 Schools in a Diverse Society.....	3
ECED 215 Foundations of Early Childhood Education.....	3
EDUC 304 Learning and Assessment.....	3
ENGL 101 Composition I.....	3
ENGL 102 Composition II.....	3
GEOG 104 Earth and Space Science.....	4
IDIS 285 Introduction to the Creative Arts.....	3
MATH 130 Fundamental Concepts I.....	3
MATH 230 Fundamental Concepts II.....	3
MATH 155 Modern Statistics with Computer Analysis.....	3
PSYC 101 General Psychology.....	3
PSYC 320 Psychology of Infancy and Childhood.....	3

Within the 56 hours the student must complete two of the following social science courses with grades of C or better:

	Credits
GEOG 100 Human Geography.....	3
or	
GEOG 101 World Geography: Europe and Asia.....	3
or	
GEOG 102 World Geography: Africa and the Americas.....	3
HIST 101 World Civilizations I.....	3
HIST 102 World Civilizations II.....	3
Social Science Elective.....	3

Any course older than seven years is subject to review for acceptance toward fulfilling degree requirements.

- Declare a minor with approval of education advisor.

**► Admission to Internship**

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

1. Complete the application for the internship by the Department of Teacher Education's due date.
2. Complete at least 90 credits toward the degree with grades of C or better.
3. Complete the following professional education classes with an overall GPA of 2.75 and grades of C or better:

	Credits
ECED 320 Developing the Young Child .....	3
ECED 421 Language, Literacy and Play .....	3
ECED 422 Discovery through Interdisciplinary Studies .....	3
ELEC 309 Classroom Visitations .....	0
ELED 310 Language Arts Instruction .....	3
ELED 311 Math Instruction .....	3
ELED 312 Science Instruction .....	3
ELED 313 Social Studies Instruction .....	3
ELED 316 Reading Instruction .....	3
ELED 317 Creative Arts Instruction .....	3
EDUC 318 Computers in Education .....	3
ELED 408 Children's Literature .....	3

**► Additional Requirements**

1. All early childhood/elementary education majors must successfully complete an approved minor.
2. In addition to the courses previously listed, the following courses must be completed with grades of C or better:

	Credits
ELED 416 Classroom Management .....	3
EDUC 415 Inclusion .....	3
ELED 427 Classroom Assessment and Intervention in Reading .....	3

3. Double majors must pass:

	Credits
ECED 445 Preprimary Internship .....	6
ELED 401 Directed Teaching I .....	6
ELED 402 Directed Teaching II .....	6

4. All courses applied to the degree must be completed with grades of C or better.
5. Some changes may occur in education programs as a result of accrediting agencies' requirements. Students must see their advisors for information regarding these changes.
6. 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. Students will also be required to follow the University calendar with respect to attendance at the University Intern seminar. Interns are responsible for their own transportation to the PDS site.
7. Education courses may only be repeated once.
8. All dual-major students must take the Praxis II tests for their content area prior to graduation.
9. Due to requirements of accrediting agencies, some changes may occur in education programs. Students must see their advisors for information regarding these changes.

**Curriculum Guide: Bachelor of Science in Early Childhood/Elementary Education**

The following is a sample sequence of courses for freshmen students double majoring in early childhood/elementary education. Information regarding course requirements and sequence beyond the freshmen year is available upon request from the Teacher Education Department. Students must consult regularly with their advisors when developing their individual program plans, selecting courses and declaring minors.

FRESHMAN	YEAR	Credits
ENGL 101	Composition I .....	3
HIST 101	World Civilizations I .....	3
MATH 130	Fundamental Concepts I .....	3
PSYC 101	General Psychology .....	3
GEOG 100	Human Geography .....	3
	or	
GEOG 101	World Geography: Europe and Asia .....	3
	or	
GEOG 102	World Geography: Africa and Americas .....	3
		15
ENGL 102	Composition II .....	3
HIST 102	World Civilizations II .....	3
MATH 155	Modern Statistics with Computer Analysis .....	3
BIOL 101	Fundamentals of Biology .....	4
EDUC 215	Foundations of Early Childhood .....	3
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**ELEMENTARY EDUCATION**

Department of Teacher Education

Dr. Ernest Bond, Program Director

410-548-3257

**► Admission to Professional Education Courses**

Prior to enrolling in professional teacher education courses, elementary education majors must do the following:

1. Complete the Praxis I exams in reading, mathematics and writing with passing scores as defined by the Maryland State Department of Education. Praxis exams are administered by the Educational Testing Service. Scores must be submitted by pre-registration in the semester prior to enrollment in professional education courses.
2. Complete an application for formal admission to the professional program. The application must be submitted by pre-registration in the semester prior to enrollment in professional education courses.
3. Complete a minimum of 56 hours in the elementary education program with an overall grade point average of 2.75.
4. Complete the following courses with grades of C or better:

	Credits	
BIOL 101	Fundamentals of Biology .....	4
CHEM/		
PHYS 101	Physical Science .....	4
CMAT 250	Instructional Communication .....	3
EDUC 210	Schools in a Diverse Society .....	3
EDUC 304	Learning and Assessment .....	3
ENGL 101	Composition I .....	3
ENGL 102	Composition II .....	3
GEOG 104	Earth and Space Science .....	4
IDIS 285	Introduction to Creative Arts .....	3
MATH 130	Fundamental Concepts I .....	3
MATH 230	Fundamental Concepts II .....	3
MATH 155	Modern Statistics with Computer Analysis .....	3
PSYC 101	General Psychology .....	3

PSYC 320 Psychology of Infancy and Childhood .....3

Within the 56 hours the student must complete with grades of C or better two of the following social science courses:

	Credits
GEOG 100 Human Geography .....	3
or	
GEOG 101 World Geography: Europe and Asia.....	3
or	
GEOG 102 World Geography: Africa and Americas .....	3
HIST 101 World Civilizations I .....	3
HIST 102 World Civilizations II .....	3
Social Science Electives .....	3

Any course older than seven years is subject to review for acceptance toward fulfilling degree requirements.

5. Declare a minor with the approval of education advisor.

► **Admission to Internship**

Prior to the internship, elementary education majors must do the following:

1. Complete the application for the internship by the Department of Teacher Education's due date.
2. Complete at least 90 credits toward the degree with grades of C or better.
3. Complete the following professional education classes with an overall GPA of 2.75 and grades of C or better:

	Credits
EDUC 318 Computers in Education .....	3
ELEC 309 Classroom Visitations .....	0
ELED 310 Language Arts Instruction .....	3
ELED 311 Math Instruction .....	3
ELED 312 Science Instruction .....	3
ELED 313 Social Studies Instruction .....	3
ELED 316 Reading Instruction.....	3
ELED 317 Creative Arts Instruction .....	3

► **Additional Requirements**

1. All elementary education majors must successfully complete an approved minor.
2. In addition to the courses previously listed, the following courses must be completed with grades of C or better:

	Credits
EDUC 415 Instructional Techniques for Inclusion .....	3
EDUC 416 Classroom Management .....	3
ELED 408 Children's Literature .....	3
ELED 411 Instructional Analysis in the Elementary and Middle School .....	3
ELED 427 Classroom Assessment and Intervention in Reading..	3

3. Majors must pass ELED 401/402: Directed Teaching I/II.
4. All courses applied to the degree must be completed with grades of C or better.
5. 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. Students will also be required to follow the University calendar with respect to attendance at the University Intern seminar. Interns are responsible for their own transportation to the PDS site.

6. All teacher candidates majoring in elementary education must take the Praxis II exams prior to graduation. These also are required for licensure.

7. Education courses may be repeated only once.

8. All elementary teaching candidates must take the Praxis II tests for their content area prior to graduation.

9. Due to requirements of accrediting agencies, some changes may occur in education programs. Students must see their advisors for information regarding these changes.

► **Transfer Program for A.A.T Students**

Students who earn the A.A.T. in elementary education from a Maryland community college will complete the elementary education professional program and an academic minor, as required for all native and transfer students seeking the Bachelor of Science in elementary education. The transfer program consists of a minimum of 63 credit hours. All coursework completed for the degree, native and transfer, must be completed with grades of C or better and all students must complete a minimum of 126 credit hours to receive the degree. For more information, visit the undergraduate program section of the Teacher Education Department Web site.

**Curriculum Guide: Bachelor of Science in Elementary Education**

The following is a sample sequence of courses for freshmen students majoring in elementary education. Information regarding course requirements and sequence beyond the freshmen year is available upon request from the Teacher Education Department. Students must consult regularly with their advisors when developing their individual program plans, selecting courses and declaring minors.

FRESHMAN	YEAR	Credits
ENGL 101	Composition I .....	3
HIST 101	World Civilizations I .....	3
MATH 130	Fundamental Concepts I .....	3
PSYC 101	General Psychology .....	3
GEOG 100	Human Geography .....	3
or		
GEOG 101	World Geography: Europe and Asia.....	3
or		
GEOG 102	World Geography: Africa and Americas .....	3
		15
ENGL 102	Composition II.....	3
HIST 102	World Civilizations II .....	3
MATH 155	Modern Statistics with Computer Analysis .....	3
BIOL 101	Fundamentals of Biology .....	4
EDUC 210	School in a Diverse Society .....	3
		16

## EXERCISE SCIENCE

Department of Health, Physical Education and Human Performance

Dr. John LaManca, Program Director  
410-677-5445

The Bachelor of Science in exercise science includes a General Education experience, a core of required course work and a culminating internship/seminar experience. The exercise science major prepares students to work in the health/fitness industry as personal trainers, strength and conditioning coaches, aerobics instructors and wellness program directors. Students wishing to pursue careers in clinical cardio-pulmonary rehabilitation may elect to complete an additional 12 credits in the cardio-pulmonary track in preparation for working in a hospital or clinical-based health care setting.

On completion of the B.S. in exercise science, students are eligible for certification by the American College of Sports Medicine, the National Strength and Conditioning Association and other agencies that credential individuals within the exercise field. The exercise science major is administered through the Health, Physical Education and Human Performance Department. Exercise science requirements include the following:

1. Complete the following General Education courses:

	Credits
PHYS XXX laboratory course .....	4
or	
CHEM XXX laboratory course .....	4
PSYC 101 General Psychology .....	3
BIOL 215 Human Anatomy and Physiology I .....	4
BIOL 216 Human Anatomy and Physiology II .....	4
MATH 155 Statistics .....	3
(Group IV is completed with PHEC 108 for students completing this major.)	

2. Complete the following required major core curriculum (45 hours) with a grade of C or better:

	Credits
EXSC 185 Introduction to Exercise Science .....	1
EXSC 213 Prevention and Management of Sports Injuries .....	3
EXSC 237 Exercise Leadership .....	3
EXSC 301 Research Methods in Exercise Science .....	3
EXSC 312 Strength Training Technology and Program Design .....	3
EXSC 313 Exercise and Strength Training for Rehabilitation .....	3
EXSC 332 Exercise Physiology .....	4
EXSC 333 Kinesiology .....	4
EXSC 462 Exercise Physiology, Aging and Special Populations .....	3
EXSC 481 Stress Testing and Exercise Prescription .....	4
HLTH 217 Nutrition, Health and Human Performance .....	3
HLTH 225 Health Behavior .....	3
HLTH 335 Organization and Administration of Health and Fitness Programs .....	3

3. Complete the following professional semester (15 hours). Students are eligible for the professional semester after they complete all core and track courses and obtain current community CPR certification.

	Credits
EXSC 479 Practicum in Exercise Science .....	12
EXSC 480 Seminar in Exercise Science .....	3

## Cardiopulmonary Track Courses (12 hours)

Students electing the cardiopulmonary track must complete the following four courses in addition to all of the exercise science requirements listed here.

	Credits
RESP 303 Cardiopulmonary Physiology .....	3
RESP 304 Cardiopulmonary Disease .....	3
RESP 322 Pharmacology .....	3
RESP 402 Pulmonary Diagnostics and Rehab .....	4

## HEALTH EDUCATION

Department of Health, Physical Education and Human Performance

Dr. Lori Dewald, Program Director  
410-677-0062

The Bachelor of Science in health education deals with the complexities of human behavior with the expressed purpose of promoting healthy lifestyles. A degree in health education provides students with the competencies necessary to become effective health educators. On completion of the B.S. in health education, students are eligible for careers in health-related fields and 7-12 school health education. Health education is housed in the Health, Physical Education and Human Performance Department.

The health education major includes a General Education experience, a theoretical core of foundation courses, a career oriented track and a professional semester consisting of an internship and a seminar.

Health Education requirements prior to student-teaching are as follows:

1. Complete the General Education courses:

	Credits
PHYS XXX Laboratory Course (excluding astronomy) .....	4
or	
CHEM XXX Laboratory Course .....	4
MATH 101 Finite Mathematics .....	3
or	
MATH 140 College Algebra and Trigonometry .....	4
or	
MATH 155 Modern Statistics with Computer Analysis .....	3

2. Complete the following core classes with grades of C or better:

	Credits
BIOL 215 Human Anatomy and Physiology I .....	4
BIOL 216 Human Anatomy and Physiology II .....	4
CMAT 250** Instructional Communication .....	3
HLTH 101 Basic Health .....	3
HLTH 102 First Aid and Safety .....	1
HLTH 225 Health Behavior .....	3
HLTH 217 Nutrition, Health and Human Performance .....	3
HLTH 310 Stress Management .....	3
HLTH 311 Human Sexuality Education .....	3
HLTH 335 Organization and Administration of Health and Fitness Programs .....	3
HLTH 350 Assessment and Evaluation of Health Programs .....	3
PHEC 108* Introduction to Wellness and Fitness .....	3
PSYC 101 General Psychology .....	3
NURS 485 School Health .....	3

\* Health education majors are exempt from PHEC 106: Personalized Health Fitness by earning a grade of C in PHEC 108. The health education program director is available for advising and counseling on required certifications.

\*\*Transfer students who have CMAT 100: Fundamentals of Communication may use it to satisfy CMAT 250: Instructional Communication.

- 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. Students will also be required to follow the University calendar with respect to attendance at the University Intern seminar. Interns are responsible for their own transportation to the PDS site.

## Professional Education Courses

Students seeking certification to teach health education must meet the following requirements:

- Complete a minimum of 56 credits with an overall GPA of 2.50 or better, including transfer credits, in the following courses with a grade of C or better:

	Credits
CMAT 250 Instructional Communication .....	3
EDUC 210 School in a Diverse Society .....	3
EDUC 300 Development, Learning and Assessment.....	3
ENGL 101 Composition I .....	3
ENGL 102 Composition II.....	3
PSYC 101 General Psychology .....	3

- Satisfactorily complete the Praxis I tests as defined by the Maryland State Department of Education.
- Complete an application for formal admission to the professional program prior to entrance into professional program courses.
- Have a minimum GPA of 2.75 in the academic major courses.
- Submit at least three positive recommendations from health education and physical education faculty who have instructed the student prior to application for admission.
- Obtain written approval on the application from the major advisor.

### ► Admission to Internship

Prior to the internship, health education students must do the following:

- Complete the written application for the Internship.
- Complete a minimum of 90 credits including methods in at least 24 credit hours of the academic major.
- Have an overall GPA of 2.50 including transfer credit.
- Have a minimum GPA of 2.75 in the academic major courses as defined by each academic department.
- Have a minimum GPA of 2.75 in the professional education courses with no grade below C.
- Submit two positive recommendations from faculty in health and physical education and the faculty advisor.
- Obtain verification of the completion of the requirements from the director of field experiences.

### ► Additional Requirements

- To be eligible for admission to directed teaching, all students enrolled in the health education program must complete the following courses with a minimum GPA of 2.75 and with grades of C or better:

	Credits
EDUC 318 Computers in Education .....	3
or	
EDUC 319 Technology in Education .....	1
HLTH 461 School Health Methods .....	3
SCED 339 Secondary/K12 Methods Visitation .....	0
SCED 367 Inclusive Instruction for Secondary Teachers.....	3
SCED 422 Teaching Reading in the Content Area I .....	3
SCED 424 Teaching Reading in the Content Area II .....	3

- In July, 1998, the Maryland State Board of Education adopted regulations mandating all secondary/K-12 pre-and in-service teachers have six hours coursework in reading. All health education majors will have satisfied the six hours of course work in reading by completing SCED 422 and 424.

- All health education majors are required to pass the following:

	Credits
EDUC 462 Directed Teaching in Health .....	12
EDUC 463 Seminar in Health Education .....	3

- 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. Students will also be required to follow the University calendar with respect to attendance at the University Intern seminar. Interns are responsible for their own transportation to the PDS site.
- All secondary/K-12 students in a program requiring Praxis II examinations for licensure must take the Praxis II tests for their content area prior to graduation.

Education courses may be repeated only once.

## PHYSICAL EDUCATION

Department of Health, Physical Education and Human Performance

**Dr. Robert Martin, Program Director**  
410-677-5472

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 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 National Association of Sport and Physical Education and the National Council for Accreditation of Teacher Education. 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 PHEC 106: Personalized Health Fitness by earning a minimum grade of C in PHEC 108.

Students must complete the following required courses which may also be used to meet General Education requirements:

	Credits
PHYS XXX Laboratory Course (excluding Astronomy).....	4
or	
CHEM XXX Laboratory Course .....	4
BIOL 215 Human Anatomy and Physiology I (C or better).....	4
BIOL 216 Human Anatomy and Physiology II (C or better) .....	4
CMAT 250 Instructional Communication (C or better) .....	3
PHEC 108 Introduction to Wellness and Fitness (C or better).....	3
PSYC 101 General Psychology (C or better).....	3

### Gate One

Complete the following requirements for admission to the Physical Education Teacher Education Program.

1. Complete admissions application
2. Complete PPST Praxis I with passing scores set by the Maryland State Department of Education.
3. Maintain membership in a professional organization.
4. Earn a 2.50 cumulative GPA, including transfer credits.
5. Take the swim test or PHEC 240.
6. Complete the following courses with grades of C or better:

	Credits
PHEC 235 Foundations of Physical Education .....	3
PHEC 240 Technology and Strategies of Aquatics .....	1
PHEC 245 Movement Activities .....	3
PHEC 260 Team Sports Concepts and Tactics .....	3
PHEC 261 Teaching Individual and Dual Sports Concepts and Tactics .....	3
PHEC 263 Teaching Sports Concepts and Tactics II .....	3

### Gate Two

Complete the following requirements for admission to the Professional Program.

1. Complete application for formal admission to the Professional Program.
2. Complete all courses, including transfer courses, with grades of C or better, a 2.75 GPA in the major and a minimum 2.50 cumulative GPA.
3. Obtain written approval of application from advisor.
4. Take a tuberculosis (Mantoux) text.
5. Complete the following courses with grades of C or better:

	Credits
EDUC 210 Schools in a Diverse Society .....	3
EDUC 300 Development, Learning and Assessment.....	3
PHEC 332 Exercise Physiology .....	4
PHEC 333 Kinesiology .....	4
PHEC 275 Instructional Strategies.....	3
PHEC 350 Measurement and Evaluation.....	3
PHEC 352 Motor Learning .....	3
PHEC 375 Contemporary Curriculum and Analysis of Teaching in Physical Education .....	3
PHEC 377 Management Strategies for Teaching in Physical Education .....	3
PHEC 400 Adapted Physical Education.....	3
PHEC 401 Practicum Visits in Adapted Physical Education .....	0
PHEC 451 Psychosocial Aspects of Physical Education .....	3

### Gate Three

Complete the following requirements for admission into Internship II.

1. Complete student teaching internship application.
2. Complete all education and physical education courses.
3. Complete methods courses with a minimum GPA of 2.75 with no grades below C, including transfer courses.
4. Earn a 2.50 cumulative GPA, including transfer credits.
5. Earn a minimum 2.50 major GPA.
6. Obtain a verification of requirements completed from the program director.
7. Complete the Praxis II.
8. Obtain CPR certification.
9. Complete the following courses with grades of C or better with a minimum 2.75 GPA:

	Credits
PHEC 410 Elementary Physical Education Methods.....	3
PHEC 411 Internship I in Elementary Physical Education.....	0
PHEC 420 Secondary Physical Education Methods .....	3
PHEC 421 Internship I in Secondary Physical Education .....	0
SCED 424 Teaching Reading in the Content Area II .....	3

### Gate Four

Complete the following Internship II requirements with grades of C or better:

	Credits
PHEC 470 Internship II in Elementary Physical Education .....	6
PHEC 471 Internship II in Secondary Physical Education.....	6
PHEC 481 Seminar in Physical Education.....	3

Student interns will be assigned to a Professional Development School (PDS) or a Satellite Professional Development School (SPDS) 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 or SPDS is located. Students will also be required to follow the University calendar with respect to attendance at the University intern seminar. Interns are responsible for their own transportation to the PDS or SPDS site.

All secondary/K-12 students in a program requiring Praxis II examinations for licensure must take the Praxis II tests for their content area prior to graduation.

In July, 1998, the Maryland State Board of Education adopted regulations mandating all secondary/K-12 pre- and in-service teachers have six hours coursework in reading. All K-12 physical education majors will have satisfied the six hours of course work in reading by completing an integrated methods course and SCED 424.

Students may repeat education courses only once.

## Curriculum Guide: Bachelor of Science In Physical Education

Program checklists and recommended course sequences are available in the Health, Physical Education and Human Performance Department and on the department Web site. Students should consult regularly with their advisors when developing their individual program plans and selecting courses.

## SECONDARY TEACHING LICENSURE

### Department of Education Specialties

Dr. Arlene White, Program Director  
410-543-6253

Secondary 7-12 teaching certification is available in the following liberal arts and science disciplines: biology, chemistry, English, French, history, mathematics, physics and Spanish. K-12 certification is available in ESOL, music and physical education. 7-12 certification is available in health education. Students complete an academic degree in the liberal arts and science disciplines as well as a teacher education track. Students receive academic advising from the academic discipline and from the education department. Students are expected to work with both advisors.

### ► Admission to Professional Education Courses

Prior to enrolling in professional teacher education courses, secondary education students must do the following:

1. Satisfactorily complete the Praxis I tests as defined by the Maryland State Department of Education.
2. Complete an application for formal admission to the professional program.
3. Complete a minimum of 56 credit hours with an overall grade point average of 2.50 or better, including transfer credit. The 56 credits must include the following courses with grades of C or better (exception PSYC 101):

	Credits
CMAT 250* Instructional Communication .....	3
EDUC 210 School in a Diverse Society .....	3
EDUC 300 Development, Learning and Assessment.....	3
ENGL 101 Composition I .....	3
ENGL 102 Composition II.....	3
PSYC 101 General Psychology .....	3

\*transfer students who have CMAT 100: Fundamentals of Communication may use it to satisfy CMAT 250: Instructional Communication

4. Have a minimum grade point average of 2.75 in the academic major courses (secondary or K-12 programs) as defined by each academic department.
5. Submit at least three positive recommendations from non-education faculty who have instructed the student prior to application for admission.
6. Obtain written approval on the application from both the major advisor and the Education Specialties Department advisor.
7. Have completed 12 credits in the major field.

### ► Admission to Internship

Prior to internship, secondary and K-12 education students must do the following:

1. Complete the written application for internship.
2. Complete a minimum of 90 credits including methods and at least 24 credit hours 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 (secondary or K-12 programs) as defined by each academic department.
5. Have a minimum average of 2.75 in professional education courses with no grade below C.
6. Submit two positive recommendations from faculty in education and the signatures of both the major advisor and the education advisor.
7. Obtain verification of completion of these requirements from the director of field experiences.

### ► Additional 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
EDUC 318 Computers in Education .....	3
or	
EDUC 319 Technology in Education .....	1
SCED 339 Secondary/K-12 Methods Visitation .....	0
SCED 367 Inclusive Instruction for Secondary Teachers.....	3

2. In July, 1998, the Maryland State Board of Education adopted regulations mandating all secondary/K-12 pre-and in-service teachers have six hours coursework in reading. All secondary education majors and music K-12 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).

3. All secondary and K-12 education majors are required to pass the following courses:

	Credits
SCED 433 Reflection and Inquiry in Teaching Practice .....	3
(Grade of C or better)	
SCED 426 Directed Teaching in the Secondary School .....	6
SCED 428 Directed Teaching in the Secondary School .....	6

4. 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. Students will also be required to follow the University calendar with respect to attendance at the internship seminar. Interns are responsible for their own transportation to the PDS site.
5. All secondary/K-12 students in a program requiring Praxis II examinations for licensure must take the Maryland Praxis II tests for their content area prior to graduation.

Students may repeat education courses only once.

## SOCIAL WORK

Department of Social Work

Dr. Marvin G. Tossey, Chair

Dr. Deborah Mathews, Associate Chair

and Undergraduate Program Director

410-543-6305

Students majoring in social work must meet the following requirements (transfer students must take a minimum of 23 hours in social work at Salisbury University):

1. Complete the following 38 credit hours of core courses with grades of C or better (SOWK 405 and 407 require grades of PS):

	Credits
SOWK 200 Introduction to Social Work and Social Welfare .....	3
SOWK 300 Human Behavior in the Social Environment.....	3
SOWK 302 Human Behavior in the Social Environment II .....	3
SOWK 305 Social Welfare Policy .....	3
SOWK 310 Basic Interviewing: Skills and Techniques .....	3
SOWK 320 Social Work Practice I .....	3
SOWK 400 Social Work Practice II .....	3
SOWK 405 Field Instruction in Social Work I .....	3
SOWK 406 Field Instruction Seminar I .....	1
SOWK 407 Field Instruction in Social Work II.....	3
SOWK 408 Field Instruction Seminar II.....	1
SOWK 410 Social Work Practice III .....	3
SOWK 416 Social Work Research I .....	3
SOWK 417 Social Work Research II.....	3

2. Complete a three credit hour social work elective with grades of C or better.

3. Complete the following courses with grades of C or better:

	Credits
BIOL 101 Fundamentals of Biology .....	4
or	
BIOL 215 Human Anatomy and Physiology I .....	4
or	
BIOL 216 Human Anatomy and Physiology II .....	4
PSYC 101 General Psychology .....	3
SOCI 101 Principles of Sociology .....	3

Students are additionally encouraged to consider elective courses in art, business administration, communication arts, economics, language, philosophy, political science, psychology, sociology and statistics. Faculty advisement in curriculum planning is required.

## General Information

### ► Admission to Social Work Program

Students must apply for admission to the social work program during their junior year. Prior to enrolling in upper-level social work courses students must:

1. Satisfactorily complete a minimum of 45 hours with an overall grade point average of 2.50 or better, including transfer credit. The 45 credits must include the courses with grades of C or better:

	Credits
BIOL 101 Fundamentals of Biology .....	4
or	
BIOL 215 Human Anatomy and Physiology I .....	4
or	
BIOL 216 Human Anatomy and Physiology II .....	4
PSYC 101 General Psychology .....	3
SOCI 101 Introduction to Sociology .....	3
SOWK 200 Introduction to Social Work and Social Welfare .....	3

SOWK 300 Human Behavior in the Social Environment I .....	3
SOWK 310 Basic Interviewing: Skills and Techniques .....	3

2. Complete an application for formal admission to the social work program.
3. Have an academic plan showing how the student can enter field instruction the following fall semester.
4. Have a minimum grade point average of 2.50 overall, including transfer credits, and 2.75 in the academic major courses.

### ► Admission to Field Instruction

Students are expected to complete a two semester field instruction internship in the same social service agency during the fall and spring of the senior year. Prior to entering the field instruction, students must:

1. Complete the written application for internship.
2. Complete the minimum of 75 hours, including at least six hours of social work practice courses.
3. Have a minimum grade point average of 2.50 overall, including transfer credits, and 2.75 in the academic major courses.
4. Interns are responsible for their own transportation related to their field internship.

### ► Life Experience Statement

No credit will be given for work or life experience.

### ► SU/UMES Dual-Degree Program: Social Work/Sociology

Salisbury University and the University of Maryland Eastern Shore have established a dual-degree program through which UMES students can earn a Bachelor of Arts in Social Work (B.A.S.W.) from SU and a Bachelor of Science in sociology from UMES. The program, which can be completed in 129 hours, is accredited by the Council on Social Work Education through SU.

The program prepares graduates for entry-level professional social work positions, state licensure and graduate education. The program is made possible through the cooperative efforts of the institutions in sharing resources to expand the opportunities for students on both campuses.

Students in this program will complete registration for UMES courses by submitting an inter-institutional enrollment form available from their advisor or the Registrar's Office.

## Curriculum Guide: Bachelor of Arts In Social Work

The following is a sample sequence of courses taken by freshmen students majoring in social work, which requires 120 credit hours for graduation. Information regarding course requirements and sequence beyond the freshmen year is available upon request from the Social Work Department. Students should consult regularly with their advisors when developing their individual program plans and selecting courses.

FRESHMAN YEAR	Credits
ENGL 101 Composition I .....	3
HIST 101 World Civilizations .....	3
BIOL 101 Fundamentals of Biology .....	4
or	
BIOL 215 Human Anatomy and Physiology I .....	4
or	
BIOL 216 Human Anatomy and Physiology II .....	4

PHEC 106	Personalized Health/Fitness.....	3
	Group IB Elective .....	3
		16
ENGL 102	Composition II.....	3
HIST 102	World Civilizations .....	3
SOWK 200	Introduction to Social Work and Social Welfare.....	3
PSYC 101	General Psychology .....	3
SOCI 101	Principles of Sociology .....	3
		15

# Graduate Programs

## EDUCATION SPECIALTIES DEPARTMENT

**Dr. Nomsa Geleta, Chair**  
410-543-6297

**Dr. Laura Marasco, Director of Graduate Programs in Education**  
410-543-6281

## MASTER OF ARTS IN TEACHING

Department of Education Specialties

**Dr. Regina Royer, Program Director**  
410-548-3949

The Master of Arts in Teaching (M.A.T.) is a professional degree 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: agriculture, art, biology, business education, chemistry, English, French, history, mathematics, music (vocal and instrumental), physical education, social studies, Spanish or technology education. This NCATE and Maryland State Department of Education-approved program prepares candidates for licensure to teach at the secondary levels. Two options are available for completing this degree

### ► Option I

This option 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. This is an accelerated 16-month program which begins each January.

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, English, French, history, mathematics, music (vocal and instrumental), physical education, physics, social studies and Spanish.

UMES offers approved programs in the areas of agriculture, art, biology, business education, chemistry, English, mathematics, physical education and technology education.

### ► Option II

This option is designed for applicants who can not meet the program requirements due to time constraints posed by the accelerated cohort program.

### ► Program Overview

The primary objectives of the M.A.T. program are as follows:

1. Allow candidates to build upon the content knowledge they have acquired in the baccalaureate degree, adding the professional knowledge necessary for a career in teaching.
2. Prepare teachers who are well-grounded in research, theory and practice related to effective classroom instruction and school improvement.
3. Enable teacher candidates to develop and demonstrate sensitivity and effective interpersonal skills in working with culturally diverse populations.
4. Nurture educators who are committed, continuous learners and contributors to the enhancement of the teaching profession.
5. Encourage candidates to seek employment as teachers in the schools of the Eastern Shore.

The M.A.T. combines the elements of pre-service teacher preparation and graduate-level scholarship and study. Research-based content, supervised clinical and supervised practicum experiences are present throughout the program. Thus, the focus is made richer by the application of research findings, expert opinions and best practices to instructional decision making. The program emphasizes reflective practice, continuous evaluation and instructional modification to assure that students will develop an extended repertoire of teaching strategies. "The Essential Elements of Teaching" identified by the Maryland State Department of Education form significant strands throughout the program.

The professional education sequences of the M.A.T. are a continuous part of the program and require visits to school-based settings or may take place in professional development schools. Technological advances and their applications in the classroom are also included. All matriculants must demonstrate proficiency in using computers and in applying technology usage to instruction.

Option I M.A.T. candidates are expected to complete the program as follows: beginning with a full winter program, students continue coursework during a full academic year (including the summer session) and one additional spring session. Candidates whose study is interrupted will be allowed to continue with a later cohort on a space-available basis.

All candidates in the M.A.T. program complete a state-approved program of study including at least 36 semester hours of graduate credit. At least 30 hours must be completed at SU with a cumulative average of B (3.0) or higher, with no more than six credit hours below a grade of B in their program. Students who complete the coursework required for the internship, pass the Praxis Series/Praxis II content portion (Professional Assessments for Beginning Teachers) and pass the comprehensive examination are advanced to candidacy. Candidates must complete the degree within three calendar years of advancement to candidacy.

A maximum of six credits may be accepted for transfer into the program, provided those credits are directly related to the program and meet the University criteria for transfer of credit.

► **Admission**

All candidates who indicate on their initial Application for Graduate Program Admission form that they wish to pursue the Master of Arts in Teaching (M.A.T.) will be assigned an advisor in the Department of Education Specialties and receive M.A.T. application materials. Admission to the M.A.T. 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 of Education Specialties:

- A. Possess a baccalaureate degree in an appropriate content area, including adequate and current content area coursework in the intended certification area.
- B. Submit scores for the Core Battery of the Praxis Series, the Professional Assessments for Beginning Teachers.
- C. Take Praxis II content portion in the appropriate content area.
- D. Undergo a structured interview by appropriate Admissions Committee.
- E. 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.
- F. Submit an essay that is written on campus, in a supervised setting, focusing on some current educational issues as determined by the M.A.T. Admissions Committee.
- G. Submit three letters of recommendation from individuals who can speak to the following criteria:
  - a. ability to write at an appropriate skill level for graduate-level work
  - b. a level of motivation appropriate to carry the candidate through a rigorous graduate program
- H. Complete the joint M.A.T. Application form.

**Option I Candidates:** The transcripts and academic credentials of M.A.T. Option I applicants are reviewed by the SU/UMES joint M.A.T. Admissions Committee.

**Option II Candidates:** The transcripts and academic credentials of all M.A.T. Option II applicants are reviewed by the SU Admissions Committee, which includes the program director, content area specialists and the director of graduate studies in education.

Admissions committees and appropriate subcommittees determine whether students possess adequate and current content area coursework in the intended certification area. All candidates who lack appropriate coursework are expected to take the identified courses prior to their enrollment in the internship.

Candidates in the M.A.T. also must obtain a passing grade on a comprehensive examination as a condition for enrollment in the internship and advancement to candidacy.

Candidates must take and report Praxis II scores prior to graduation.

► **Program of Study**

Candidates who complete the M.A.T. are expected to integrate theory and practice and demonstrate successful achievement in the following areas:

1. Application of research and inquiry for the improvement of classroom instruction.
2. Understanding of learner’s physical, cognitive and emotional development and the implications for learning and instruction.
3. Knowledge of the social contexts in which education occurs.
4. Skills and knowledge necessary to teach learners with special needs and diverse cultural backgrounds.
5. Ability to organize and manage a classroom on the basis of research, best practice, expert opinion, personal attributes and student learning needs.
6. Development of skills in pedagogical analysis including the identification of problems confronting classroom teachers, formulation of solutions for resolution of problems, implementation of solutions, and examination of the effect of classroom interventions on student learning.
7. Development of an appropriate and usable repertoire of teaching strategies and techniques.
8. Appropriate use of a variety of approaches to assess instructional outcomes.
9. Use of technology including computers and media for classroom and professional needs.
10. Knowledge and skills necessary to incorporate reading, writing and thinking in content area instruction.
11. Skills and abilities essential to instructional leadership.

The M.A.T. program follows a sequence of courses which includes research, technology, foundations of education, methods and strategies of teaching, understanding and meeting the diverse needs of students, and field experiences.

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

	<b>Credits</b>
EMAT 501 Development and Learning Applied to Teaching .....	3
EMAT 502 Social and Philosophical Foundations of Contemporary Education .....	3
EMAT 503 Principles of Curriculum and Instruction.....	3
EMAT 505 Methods of Teaching and Assessment.....	3
EMAT 506 Inclusive Teaching for Diverse Populations .....	3
EMAT 515 Research and Technology .....	3
EMAT 5XX *Reading Methods in Secondary Schools Part I .....	3
EMAT 5XX *Reading Methods in Secondary Schools Part II.....	3
EMAT 507 Internship I .....	3
EMAT 509 Internship II.....	3
EMAT 511 Internship Seminar .....	3
EMAT 512 Classroom Management: Theory and Practice .....	3

\* which methods course is taken depends upon the specified content area:

EMAT 514 Secondary School Physical Education.....	3
EMAT 516 Elementary School Physical Education .....	3
EMAT 517 Teaching Music and Reading in the Elementary School .....	3
EMAT 518/520 Math and Reading Methods in Secondary Schools Part I/II .....	3
EMAT 519 Teaching Music and Reading in the Secondary School .....	3
EMAT 527/529 Science and Reading Methods in Secondary Schools Part I/II .....	3
EMAT 526/528 English and Reading Methods in Secondary Schools Part I/II .....	3
EMAT 530/532 Social Studies and Reading in Secondary Schools Part I/II .....	3
EMAT 531/533 Foreign Languages and Reading in Secondary Schools Part I/II .....	3

NOTE: Students who have not met the Maryland reading outcomes through their methods course will be expected to make arrangements to meet this requirement.

Each candidate is expected to develop an approved plan of study for completion of necessary content area coursework as well as the M.A.T. program. Accordingly, it is essential that each student and advisor meet to clarify the specific requirements for individual candidates as well as the overall course of study.

### ► Registration for Courses

Option I M.A.T. candidates take courses on the campuses of both Salisbury University and the University of Maryland Eastern Shore. SU students register for all courses through SU's Office of the Registrar. When courses are offered at UMES, students register using the interinstitutional registration form. Procedures and forms for using interinstitutional registration are available from the Office of the Registrar.

Option II M.A.T. candidates follow the SU registration procedures.

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## MASTER OF EDUCATION CURRICULUM AND INSTRUCTION

Department of Education Specialties

Dr. Laura Marasco, Program Director  
410-546-6012

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.

### ► Admission

Candidates who indicate on their initial Application for Graduate Program Admission form that they wish to pursue the Master of Education (M.Ed.) will be assigned an advisor in the Department of Education Specialties and receive M.Ed. application materials. Admission to the M.Ed. 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 of Education Specialties:

- A. Submit a written description of the reasons for pursuing graduate study in education and a statement of career goals within the discipline.
- B. Submit two letters of recommendation supporting the ability to succeed in graduate study.
- 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 2.75 or a previously completed master's degree from a regionally accredited institution of higher learning.

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 Admissions Office. 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 of Education Specialties should be sent to the graduate education program director. Following the review of these materials, the program director formally notifies candidates of admission or denial to the program.

Although candidates may register for some courses after initial acceptance for graduate study, 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 in the program. A maximum of nine hours of credit earned at Salisbury University prior to full 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 Department of Education Specialties graduate program director.

### ► Provisional Admission

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

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

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

### ► 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 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.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.

The M.Ed. program consists of nine hours of core courses, 12 hours of study in a specific track, six to nine hours of electives and three to six hours in a capstone experience.

Specific electives are approved for each track.

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. Each track allows choices for the capstone experience and advisors provide this information. 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.

**► 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.

**► 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.

Required core courses are as follows:

	<b>Credits</b>
EDUC 502 Introduction to Research .....	3
EDUC 545 Learning and Instruction.....	3
EDLD 514 Aligning Curriculum, Instruction and Assessment .....	3

Students are required to complete EDUC 502: Introduction to Research within the first nine credit hours of study in the M.Ed. program.

**► Tracks**

In addition to completing the core courses, M.Ed. students select areas of study from among the following: early childhood education, elementary education, middle/secondary education (with an emphasis in a specific content area or as a generalist) post-secondary education and teaching and learning with technology. Available courses and additional information concerning each track follows:

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**Early Childhood Education Track**

1. Complete the following 12 credits:

	<b>Credits</b>
EDUC 533 Foundations of Early Childhood Education .....	3
EDUC 634 Early Education Curriculum Development .....	3
EDUC 636 Creativity in Early Childhood Education .....	3
EDUC 638 Language Development in Early Childhood.....	3

2. Choose two or three electives from the following:

	<b>Credits</b>
EDUC 503 Classroom Management .....	3
EDUC 504 Multicultural Education .....	3
EDUC 508 Seminar: Research in Human Development .....	3
EDUC 510 Seminar: Recent Issues in Education .....	3
EDUC 571 Telecommunications in Education .....	3
EDUC 579 Trends in Elementary Literacy Education.....	3
EDUC 585 Technology Tools for Teaching and Learning .....	3
EDUC 587 Cooperative Learning .....	3
EDUC 588 Seminar: Educating Individuals with Disabilities .....	3
EDUC 590 Seminar in Education .....	3
EDUC 689 Multimedia in the Constructivist Classroom .....	3
EDUC 691 Independent Study .....	3

3. Choose one of the following capstone experiences:

	<b>Credits</b>
EDUC 630 Directed Research (thesis) .....	3-6
EDUC 695 Research Seminar .....	3

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**Elementary Education Track**

1. Complete the following specialization track (total of 12 credit hours):

Complete the following required course:

	<b>Credits</b>
EDUC 632 Classroom Assessment .....	3

Choose one of the following courses:

	<b>Credits</b>
EDUC 571 Telecommunications in Education .....	3
EDUC 689 Multimedia in the Constructivist Classroom .....	3

Choose two courses from the following:

	<b>Credits</b>
EDUC 579 Trends in Elementary Literacy Education.....	3
EDUC 580 Trends in Mathematics and Science Education in the Elementary School .....	3
EDUC 581 Trends in Social Studies Education in the Elementary School .....	3
EDUC 587 Cooperative Learning .....	3

2. Choose two or three elective courses from the following:

	<b>Credits</b>
EDUC 503 Classroom Management .....	3
EDUC 504 Multicultural Education .....	3
EDUC 500 Historical and Social Foundation of Education.....	3
EDUC 506 Seminar in Teaching of Mathematics .....	3
EDUC 508 Seminar: Research in Human Development .....	3
EDUC 510 Seminar: Recent Issues in Education .....	3
EDUC 512 Seminar in Teaching Social Studies.....	3
EDUC 513 Seminar in Teaching Science.....	3
EDUC 533 Foundations of Early Childhood Education .....	3
EDUC 571 Telecommunications in Education .....	3
EDUC 572 Processes and Acquisition of Reading.....	3
EDUC 573 Assessment for Reading Instruction.....	3
EDUC 574 Materials for Teaching Reading .....	3
EDUC 575 Instruction of Reading .....	3
EDUC 584 Group Dynamics in a Classroom Setting .....	3
EDUC 585 Technology Tools for Teaching and Learning .....	3
EDUC 586 Conflict Resolution .....	3
EDUC 588 Education Individuals with Disabilities .....	3
EDUC 590 Seminar in Education .....	3
EDUC 619 School Law and Public Education .....	3
EDUC 634 Early Childhood Curriculum and Assessment .....	3
EDUC 689 Multimedia in the Constructivist Classroom .....	3
EDUC 691 Independent Study .....	3
REED 515 Written and Oral Language Development .....	3
REED 520 Literature for Children and Adolescents .....	3

3. Choose one of the following capstone experiences:

	<b>Credits</b>
EDUC 630 Directed Research (thesis) .....	3-6
EDUC 695 Research Seminar .....	3

## Middle/Secondary Education Track

1. Complete the specialization track by completing the following:

Choose a subject area focus by completing nine graduate credits in a single content area, which may include courses from other departments and no more than one content area seminar from:

	<b>Credits</b>
EDUC 506 Seminar in Teaching of Mathematics .....	3
EDUC 512 Seminar in the Teaching of Social Studies.....	3
EDUC 513 Seminar in the Teaching of Science.....	3
EDUC 578 Seminar in Teaching Secondary English .....	3

and complete one of the following specialization courses:

	<b>Credits</b>
EDUC 571 Telecommunications in Education .....	3
EDUC 582 Teaching Reading in Content Areas: Part I .....	3
EDUC 587 Cooperative Learning .....	3
EDUC 632 Classroom Assessment .....	3
EDUC 689 Multimedia in the Constructivist Classroom .....	3

Choose a generalist focus by completing 12 credits from a combination of content area courses from other departments (no more than six hours in a single area), content area seminars and specialization courses listed previously.

2. Choose 9-12 credits from the following approved electives:

	<b>Credits</b>
EDUC 500 Historical and Social Foundations of Education.....	3
EDUC 503 Classroom Management .....	3
EDUC 504 Multicultural Education .....	3
EDUC 508 Seminar: Research in Human Development .....	3
EDUC 510 Seminar: Recent Issues in Education .....	3
EDUC 571 Telecommunications in Education .....	3

EDUC 572 Processes and Acquisition of Reading.....	3
EDUC 573 Assessment for Reading Instruction.....	3
EDUC 574 Materials for Teaching Reading .....	3
EDUC 575 Instruction of Reading .....	3
EDUC 578 Seminar: Teaching Secondary English.....	3
EDUC 582 Teaching Reading in the Content Areas: Part I .....	3
EDUC 583 Teaching Reading in the Content Areas: Part II.....	3
EDUC 584 Group Dynamics.....	3
EDUC 585 Technology Tools for Teaching and Learning .....	3
EDUC 586 Conflict Resolution .....	3
EDUC 587 Cooperative Learning .....	3
EDUC 588 Seminar: Educating Individuals with Disabilities .....	3
EDUC 590 Seminar in Education .....	3
EDUC 619 School Law and Public Education .....	3
EDUC 632 Classroom Assessment .....	3
EDUC 689 Multimedia in the Constructivist Classroom .....	3
EDUC 691 Independent Study .....	3
REED 515 Written and Oral Language Development .....	3
REED 520 Literature for Children and Adolescents .....	3

3. Complete capstone experience, choose 3-6 credits from the following:

	<b>Credits</b>
EDUC 630 Directed Research (thesis) .....	3-6
EDUC 695 Research Seminar .....	3

## Post-Secondary Education Track

1. Complete the specialization track by completing the 9-12 credits from the following:

	<b>Credits</b>
EDUC 563 Teaching Adults .....	3
or	
EDUC 560 College Teaching .....	3
EDUC 561 Issues and Trends in Post-Secondary Education .....	3
or	
EDUC 562 College Student Development Theories.....	3
EDUC 567 Collaborative Teaching and Mentoring.....	3
EDUC 587 Cooperative Learning .....	3
or	
EDUC 619 School Law and Public Education .....	3
or	
EDUC 632 Classroom Assessment .....	3
XXXX XXX Graduate Content Area Course .....	3

2. Complete 9-12 credits of the following approved electives:

	<b>Credits</b>
EDUC 500 Historical and Social Foundations .....	3
EDUC 504 Multicultural Education .....	3
EDUC 506 Seminar in Teaching of Mathematics .....	3
EDUC 508 Seminar: Research in Human Development .....	3
EDUC 510 Seminar: Recent Issues in Education .....	3
EDUC 512 Seminar in the Teaching of Social Studies.....	3
EDUC 513 Seminar in the Teaching of Science.....	3
EDUC 571 Telecommunications in Education .....	3
EDUC 585 Technology Tools for Teaching and Learning .....	3
EDUC 586 Conflict Resolution and Peer Mediation .....	3
EDUC 587 Cooperative Learning .....	3
EDUC 588 Seminar: Educating the Individual With Disabilities .....	3
EDUC 590 Seminar in Education .....	3
EDUC 619 School Law and Public Education .....	3
EDUC 632 Classroom Assessment .....	3
EDUC 689 Multimedia in the Constructivist Classroom .....	3
EDUC 691 Independent Study .....	3
XXXX XXX A graduate course in education or another discipline central to the program of study .....	3

3. Choose one of the following capstone experiences:

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

## Teaching and Learning with Technology Track

This track is designed for professionals seeking a masters degree in education with an emphasis in technology. This degree does not lead to teacher certification in technology.

1. Complete the following 15 credits:

	Credits
EDUC 570 Current Issues in Educational Technology .....	3
EDUC 571 Telecommunications in Education .....	3
EDUC 585 Technology Tools .....	3
or	
EDUC 592 Special Topics in Technology .....	3
EDUC 689 Multimedia in the Constructivist Classroom .....	3
EDUC 694 Technology for School Improvement .....	3

2. Choose two electives from the following:

	Credits
EDUC 503 Classroom Management .....	3
EDUC 504 Multicultural Education .....	3
EDUC 506 Seminar in the Teaching of Mathematics .....	3
EDUC 510 Seminar: Recent Issues in Education .....	3
EDUC 512 Seminar in the Teaching of Social Studies .....	3
EDUC 513 Seminar in the Teaching of Science	
EDUC 533 Foundations of Early Childhood Education .....	3
EDUC 563 Theory and Practice of Teaching Adults .....	3
EDUC 572 Processes and Acquisition of Reading .....	3
EDUC 573 Assessment for Reading Instruction .....	3
EDUC 574 Materials for Teaching Reading .....	3
EDUC 575 Instruction of Reading .....	3
EDUC 578 Seminar in Teaching Secondary English .....	3
EDUC 579 Trends in Elementary Literacy Education .....	3
EDUC 580 Trends in Math and Science Education in Elementary School .....	3
EDUC 581 Trends in Social Studies Education in Elementary School .....	3
EDUC 582 Reading in Content Areas I .....	3
EDUC 583 Reading in Content Areas II .....	3
EDUC 584 Group Dynamics .....	3
EDUC 586 Conflict Resolution and Peer Mediation .....	3
EDUC 587 Cooperative Learning .....	3
EDUC 588 Seminar: Education of Individuals with Disabilities .....	3
EDUC 590 Seminar in Education .....	3
EDUC 592 Special Topics in Technology .....	3
EDUC 593 Network Systems for Educators .....	3
EDUC 632 Classroom Assessment .....	3
EDUC 634 Early Childhood Curriculum and Assessment .....	3
EDUC 691 Independent Study .....	3
XXXX XXX Content area courses	

3. Complete the following capstone experience:

	Credits
EDUC 695 Research Seminar .....	3

4. Complete the following program requirements:

- Programmatic Portfolio
- Technology Action Research Project to be completed in EDUC 695

- demonstrate understanding of technology operations and concepts
- plan and design effective learning environments and experiences supported by technology
- implement curriculum plans that include methods and strategies for applying technology to maximize student learning
- apply technology to facilitate a variety of effective assessment and evaluation strategies
- use technology to enhance their productivity and professional practice
- understand the social, ethical, legal and human issues surrounding the use of technology in K-12 schools and apply that understanding in practice.

### ► Admission to Certificate Program

Applicants must have a bachelor's or higher degree in education or in a related field, hold a teaching certificate and possess basic computer skills in word processing, spreadsheets, e-mail and Web page creation.

Candidates who indicate on their initial application that they wish to pursue the certificate are assigned an advisor in the Education Specialties Department and receive certificate application materials. To be eligible for admission as a candidate to the certificate, prospective candidates must fulfill the following requirements:

1. Submit an application for admission including a written description of the reasons for pursuing the certificate and a statement of career goals within the discipline.
2. Obtain two recommendations supporting ability to succeed in graduate study.
3. Complete and submit a plan of study approved and signed by the student's assigned advisor.
4. Possess either an undergraduate cumulative grade point average of 2.75 or a previously completed master's degree from a regionally accredited institution of higher learning.

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 Education Specialties Department should be sent to the graduate Education Specialties Department program director. Following review of materials, the program director formally notifies candidates of admission or denial of admission to the program.

Although candidates may register for some courses after initial acceptance to SU, they are expected to complete the process for full admission into the certificate program, including the development of a program of study, prior to the completion of the first semester in the program.

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

### ► Provisional Admission

Candidates who have submitted all application materials, but have not obtained a 2.75 cumulative grade point average upon completion of the baccalaureate degree may be admitted

## Post-Baccalaureate Certificate In Teaching/Learning with Technology

The Post-Baccalaureate Certificate is a professional certificate designed for K-12 school personnel seeking advanced study in technology integration for teaching and learning, but not interested in pursuing a full master's program. The curriculum includes fundamental technical skills as well as theoretical and practical experiences for using technology to facilitate teaching and improve student achievement. The certificate promotes continuing professional development and life-long learning for teachers and educational leaders. The certificate is designed for professionals seeking a systematic course of study in educational technology for professional development and advancement. The certificate does not lead to teacher certification in technology. General objectives are as follows:

on a provisional basis to the certificate program. Provisionally admitted candidates must complete six credit hours of graduate study at Salisbury University with no grade below B.

Upon successful completion of six credit hours, candidates may apply for full admission to the certificate program. Following review of the application materials, the program director formally notifies candidates of admission or denial of admission to the program.

Candidates who do not meet the provisional admission requirement of achieving six credit hours with grades of B or above are not eligible to apply for admission to the certificate program.

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

### ► Program of Study

Prior to admission to the certificate program and registration for courses, it is the candidate's responsibility to become familiar with program requirements and confer with the assigned faculty advisor to develop a program of study.

### ► Course Requirements

Candidates seeking the Post-Baccalaureate Certificate in Teaching and Learning with Technology at SU complete an approved program of study including 15 semester hours of graduate credit 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.

Courses taken to complete the Post-Baccalaureate Certificate in Teaching and Learning with Technology are:

	Credits
EDUC 570 Current Issues in Educational Technology .....	3
EDUC 571 Telecommunications in Education .....	3
EDUC 592 Special Topics in Technology .....	3
EDUC 689 Multimedia in the Constructivist Classroom .....	3
EDUC 694 Technology for School Improvement .....	3

## POST-BACCALAUREATE CERTIFICATE IN MIDDLE SCHOOL MATHEMATICS

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.

## 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

## MASTER OF EDUCATION READING SPECIALIST

Department of Education Specialties

Dr. Patricia Richards, Program Director  
410-543-6379

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 Reading 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 practica 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 para-professionals 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 instruction at all developmental levels;

4. develop understanding of the nature and causes of reading 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 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 2.75 or higher;
3. possess a current elementary, secondary, or K-12 teaching certificate;
4. Meet with an advisor in the Education Specialties 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 Education Specialties 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.

► **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 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:

		<b>Credits</b>
REED 500	Research in Reading Education.....	3
REED 515	Written and Oral Language Development .....	3
REED 516	Foundations of Reading: Elementary .....	3
REED 517	Foundations of Reading: Secondary .....	3
REED 518	Diversity and Literacy .....	3
REED 520	Literature for Children and Adolescents .....	3
REED 610	Assessment of Literacy Development .....	3
REED 611	Clinical Practicum I.....	3
REED 612	Clinical Practicum II .....	3
REED 614	Leadership for Reading Programs .....	3
REED 620	Research Seminar in Reading .....	3

## **MASTER OF EDUCATION IN EDUCATIONAL LEADERSHIP**

**Department of Education Specialties**

**Dr. Theodore R. Gilkey, Program Director**  
**410-677-5063**

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 Education Specialties 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 2.75.
- D. Meet with a faculty member in the M.Ed. in Educational Leadership Program to discuss professional goals and career objectives.

### ► Provisional Admission

Candidates who do not meet the minimum requirements may be admitted on a provisional basis as space is available.

### ► 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:

	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
EDLD 656 Educational Leadership Internship/Issues Analysis .....	6
EDUC 619 The Law and Public Education.....	3

### ► Entrance into Educational Leadership Internship

Prior to enrolling in EDLD 656: Educational Leadership/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.

## MASTER OF SCIENCE IN MATHEMATICS EDUCATION

Department of Mathematics and Computer Science and  
Department of Education Specialties

**Dr. Donald C. Cathcart, Program Director**

410-677-5381

**Dr. Randall E. Groth, Department of Education Specialties  
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 Education Specialties 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 lead-

ers. 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 Education Specialties 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:

	Credits
EDLD 514 Aligning Curriculum, Instruction and Assessment .....	3
EDUC 502 Introduction to Research .....	3
EDUC 545 Learning and Instruction .....	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.

## Middle School Track

(12 semester hours required)

Complete the following:

	Credits
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

## High School Track

(12 semester hours required)  
Complete all of the following:

	Credits
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.

	Credits
EDUC 695 Research Seminar .....	3

## MASTER OF SOCIAL WORK

Department of Social Work

**Dr. Marvin G. Tossey, Department Chair**

**410-543-6305**

**Dr. Vicki Root, Graduate Program Coordinator**

**410-677-5050**

The Master of Social Work (M.S.W.) prepares social work practitioners for advanced community based direct practice with individuals, families, groups, organizations and communities. Graduates will be prepared to practice in a variety of settings.

The M.S.W. program is designed to help students achieve their maximum potential through a carefully structured curriculum of foundation and advanced courses. Students without an accredited undergraduate degree in social work are admitted to the regular 61 semester hour program that may be completed in four semesters.

Advanced standing is available to applicants who have graduated from an undergraduate accredited social work program within the past three years of enrollment, or one year of human service work for every year beyond, up to five years. Applicants having received a B.A.S.W. more than five years previously will not be considered for advanced placement. Applicants for advanced placement must also have a grade point average of at least 3.2 over the last 60 hours of study. Full-time students may complete the 30 semester hour advanced standing program in one year.

### ► Prerequisites for Admission

Students seeking admission to the M.S.W. program must demonstrate that they:

1. Hold a baccalaureate degree from a regionally accredited college or university.
2. Have completed a broad liberal arts background with a minimum of 24 credit hours including at least one course in sociology, psychology, English, political science or history, statistics, and biology. A course in introductory statistics is required. These undergraduate requirements may be taken

at any accredited college or university, including community colleges. All prerequisites for admission must be completed prior to admission, except statistics which must be completed by the end of the first semester in the program. All offers of admission are conditional upon the successful completion of the undergraduate coursework.

3. Have earned a minimum of a 3.0 grade point average on the last 60 graded credits leading to the baccalaureate degree.
4. Meet the requirements for advanced standing if the applicant seeks admission to the program. Applicants for advanced standing must have graduated from an undergraduate social work program accredited by the Council on Social Work Education within the last three years. Applicants with two years of human service work who graduated within the last five years will be considered. Applicants must have a minimum grade point average of 3.2 over the last 60 graded hours of study.
5. Have submitted transcripts of any completed graduate courses.

The three professional letters of recommendation are usually from persons such as professors, employers, supervisors, professional colleagues and community associates. Only one reference may be from a Salisbury University Social Work Department faculty member. Applicants who have been employed in a social service agency should request a recommendation from a recent employer or supervisor. Student applicants should provide a recommendation from a faculty advisor or instructor.

### ► Provisional Admission

Provisional admission may be granted to applicants who have not completed the required liberal arts background or who have a GPA of 2.5 to 2.99 on the last 60 credits leading to the bachelor's degree and have an otherwise strong application. All prerequisite liberal arts courses must be completed by the end of the first semester in the program. Moreover, provisionally admitted applicants must complete one semester of graduate courses (at least two courses) with a GPA of 3.0.

### ► Transfer Applicants

Under certain circumstances, students may receive a maximum of 29 semester hours for work completed not more than five years prior to first registration from a CSWE-accredited graduate school of social work and for which a grade of at least a B was received. No course, including any transfer course, may be counted toward a degree if it was completed more than seven full calendar years prior to the date of graduation.

Students must complete a minimum of 31 credits in the Salisbury University Department of Social Work, to be eligible for the M.S.W.

Students currently or previously enrolled in another accredited master's level social work degree program who are seeking admission as a transfer students are required to submit the following additional materials:

1. A brief written statement describing the reasons why they are requesting a transfer.
2. A copy of practicum/field work evaluation(s), if applicable.
3. One of the three recommendations must be from a faculty member or field supervisor affiliated with the program.

Students from non-M.S.W. programs may receive a maximum of six transfer credits for courses for which he/she has

earned a grade of B or above. Each course will be individually assessed for program equivalency. Official determination of allowable credit for work completed elsewhere will be made at the time of admission.

Any student registered in the program who wants to take a course at another university and transfer credit toward the Salisbury University Department of Social Work M.S.W. (i.e., a summer course) must receive approval from the chair of the Social Work Department.

► **Advanced Standing**

Applicants for advanced standing must submit the following material in addition to the usual application requirements:

1. Transcripts documenting eligibility for advanced standing.
2. Recommendation for advanced standing from the Social Work Department chair of the school in which they completed their Bachelor of Social Work.
3. A detailed evaluation of their field instruction experience and performance by the agency supervisor or an evaluation of their employment performance. They may submit evaluations of field performance conducted at the end of each undergraduate semester.

► **Life Experience Statement**

No credit will be given for work or life experience.

► **Pending Legal Action and Conviction Statement**

Persons who indicate on the application that they have pending legal action or convictions will be asked to supply documentation on the nature of the offense and the disposition. Individuals admitted to the program who are facing pending legal action or convictions may have restrictions placed on the area of study and field placements they may pursue. In addition, some field placement agencies require a criminal background check.

Applicants are also advised that the Professional Standards Committee of the Maryland Board of Social Work Examiners may refuse to issue a license or certificate of registration to any person who has been convicted of any crime in this or any other state. Applicants may be denied admission, or if enrolled, terminated, from the program if they have not been truthful or provided inaccurate information in the application.

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## Course of Study

The expected course of study for the regular full-time program requires two years of coursework and field instruction. Students in the regular part-time program are expected to complete their course work and field instruction in four years. The expected course of study for full-time advanced standing students is one year of course-work and field instruction or two years for part-time advanced standing students. Incoming advanced standing students will be required to take a two-credit intensive course on the philosophical and ethical foundations of social work practice at the beginning of regular classes.

A grade point average of 3.0 is required for graduation. To remain in good academic standing, graduate students must maintain a cumulative grade point average of at least 3.0 for all graduate courses. Students in the regular program must complete two different field placements.

► **Non-Degree Student Enrollment**

Eligible students who wish to enroll as non-degree graduate students (not formally admitted to a graduate degree program) are not required to complete a formal application for admission and may schedule up to three Foundation Level courses. These students may have official transcripts sent to the Admissions Office from the baccalaureate granting institution and all institutions attended for graduate study and register for classes with the Registrar's Office.

► **Regular Full-Time Curriculum**

**Foundation Year**

	Credits
<b>Fall Semester - First Year</b>	
SOWK 605 Social Welfare Policy: Foundations and Structure .....	3
SOWK 610 Theoretical Analysis of Behavior I .....	3
SOWK 616 Social Research I .....	3
SOWK 620 Social Work Practice I .....	3
SOWK 621 Practice Skills Lab .....	1
SOWK 640 Field Instruction I .....	2
	15

<b>Spring Semester - First Year</b>	
SOWK 617 Social Research II .....	3
SOWK 622 Social Work Practice II .....	3
SOWK 623 Social Work Practice III .....	3
SOWK 630 Theoretical Analysis of Behavior II .....	3
SOWK 645 Field Instruction II .....	3
	15

**Concentration Year**

	Credits
<b>Fall Semester - Second Year</b>	
SOWK 602 Ethical Foundation of Social Work .....	2
SOWK 650 Advanced Practice with Individuals .....	3
SOWK 654 Psychopathology .....	3
SOWK 660 Advanced Practice with Families .....	3
SOWK Elective* .....	3
SOWK 665 Field Instruction III .....	4
	15 or 18

<b>Spring Semester - Second Year</b>	
SOWK 655 Evaluation of Social Work Practice .....	3
SOWK 663 Supervision and Administration .....	3
SOWK 680 Advanced Practice with Groups .....	3
SOWK Elective* .....	3
SOWK 685 Field Instruction IV .....	4
	13 or 16

**Total: 61 Credits**

\*Can be taken either fall or spring

► **Regular Part-Time Curriculum**

**Foundation Curriculum**

	Credits
<b>Fall Semester - First Year</b>	
SOWK 602 Ethical Foundation of Social Work .....	2
SOWK 610 Theoretical Analysis of Behavior I .....	3
	5

<b>Spring Semester - First Year</b>	
SOWK 630 Theoretical Analysis of Behavior II .....	3
	3

<b>Fall Semester - Second Year</b>	
SOWK 605 Social Welfare: Foundations and Structure .....	3
SOWK 620 Social Work Practice I .....	3
SOWK 621 Practice Skills Lab .....	1
SOWK 640 Field Instruction I .....	2
	9

**Spring Semester - Second Year**

SOWK 622 Social Work Practice II .....	3
SOWK 623 Social Work Practice III .....	3
SOWK 645 Field Instruction II .....	3
	9

**Fall Semester - Third Year**

SOWK 650 Advanced Practice with Individuals .....	3
SOWK 654 Psychopathology .....	3
	6

**Spring Semester - Third Year**

SOWK 655 Evaluation of Social Work Practice .....	3
SOWK 680 Advanced Practice with Groups .....	3
	6

**Fall Semester - Fourth Year**

SOWK 660 Advanced Practice with Families .....	3
SOWK Elective * .....	3
SOWK 665 Field Instruction III .....	4
	7 or 10

**Spring Semester Fourth Year**

SOWK 663 Supervision and Administration .....	3
SOWK Elective* .....	3
SOWK 685 Field Instruction IV .....	4
	7 or 10

**Total: 61 Credits**

\*Can be taken either fall or spring

**► Advanced Standing Curriculum**

**Full Time**

**Credits**

**Fall Semester - First Year**

SOWK 602 Ethical Foundation of Social Work .....	2
SOWK 650 Advanced Practice with Individuals .....	3
SOWK 654 Psychopathology .....	3
SOWK 660 Advanced Practice with Families .....	3
SOWK 665 Field Instruction III .....	4
	15

**Spring Semester - First Year**

SOWK Elective .....	3
SOWK 655 Evaluation of Social Work Practice .....	3
SOWK 663 Supervision and Administration .....	3
SOWK 680 Advanced Practice with Groups .....	3
SOWK 685 Field Instruction IV .....	4
	16

**Total: 31 Credits**

**Part Time**

**Credits**

**Fall Semester - First Year**

SOWK 602 Ethical Foundation of Social Work .....	2
SOWK 650 Advanced Practice with Individuals .....	3
SOWK 654 Psychopathology .....	3
	8

**Spring Semester - First Year**

SOWK Elective .....	3
SOWK 680 Advanced Practice with Groups .....	3
	6

**Fall Semester - Second Year**

SOWK 660 Advanced Practice with Families .....	3
SOWK 665 Field Instruction III .....	4
	7

**Spring Semester - Second Year**

SOWK 655 Evaluation of Social Work Practice .....	3
SOWK 663 Supervision and Administration .....	3
SOWK 685 Field Instruction IV .....	4
	10

**Total: 31 Credits**