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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
- Early Childhood/Elementary Education Double Major
- Elementary Education
- Exercise Science
- Health Education
- Physical Education

Minors

- Athletic Coaching
- Exercise Science
- Health
- Middle School Science Education
- Outdoor Education Leadership

Master of Arts in Teaching

Master of Education in Curriculum and Instruction

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
- Earth Science
- Mathematics
- Physics

Bachelor of Arts K-12

- Music
- ESOL

Bachelor of Science K-12

- Physical Education
- Health 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

Hunter Smith Senior Award
Hunter Smith 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 (CSWE). The athletic training program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). 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).

► 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
Phi Epsilon Kappa (honor society in physical education)
Exercise Science Club
Athletic Training Club
Phi Gamma Mu

Departments

EDUCATION SPECIALTIES

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

Chair

Associate Professor Theodore Gilkey, Ed.D.; University of Rochester

Coordinator of Field Experiences

Paul Gasior, M.Ed.; Salisbury University

Professional Development Schools Coordinator

Stacie Siers, M.Ed.; Salisbury University

Professors

Joel T. Jenne, Ph.D.; State University of New York at Albany
Nancy L. Michelson, Ph.D.; State University of New York at Albany
Patricia O. Richards, D.Ed.; Lehigh University
Starlin D. Weaver, Ph.D.; Virginia Polytechnic Institute and State University

Associate Professors

Randall E. Groth, Ph.D.; Illinois State University
Laura Marasco, Ph.D.; University of Colorado
Regina Royer, Ed.D.; University of Delaware
Joyce Wiencek, Ph.D.; University of Maryland College Park

Assistant Professors

Gwen P. Beegle, Ph.D.; University of Kansas
Douglas M. DeWitt, Ph.D.; Claremont Graduate University
Kenneth R. Milner, Ed.D.; University of Massachusetts
Ron R. Siers Jr., Ph.D.; University of Maryland Eastern Shore
Diana M. Wagner, Ed.D.; University of Delaware

The Department of Education Specialties offers graduate education programs and undergraduate programs leading to secondary education certification in a number of liberal arts and science disciplines including biology, chemistry, earth science, English, French, health, history, mathematics, physics and Spanish. K-12 certification programs in ESOL, music, health and physical education are offered by the English, Music, and Health and Sport Sciences departments.

In addition, the department offers nationally accredited graduate programs. The Master of Arts in Teaching program leading to certification in K-12 and secondary education is designed for career changers who possess a baccalaureate degree in an academic content area. Programs in biology, chemistry, earth science, English, French, health, history, mathematics, physical education, physics and Spanish are available. The Master of Education in Curriculum and Instruction Program is tailored to in-service teachers wishing to enhance their pedagogical skills. The department also offers advanced certification programs in educational leadership and reading specialist.

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

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.

Conceptual Framework: Competent, Caring, Committed

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

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

HEALTH AND SPORT SCIENCES

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

Minors: Athletic Coaching, Exercise Science, Health, Outdoor Education Leadership

(See "Undergraduate Minors" section for details.)

Chair

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

Professor

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

Associate Professors

Grady Armstrong, Ed.D.; New York University

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

Scott Mazzetti, Ph.D.; Ball State University

Donna Ritenour, Ed.D.; Western Michigan University

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

Assistant Professors

Eric J. Carpenter, Ed.D.; University of Massachusetts-Amherst

Brent F. Fedorko, Ph.D.; University of Pittsburgh

Lisa M. Mealey, Ph.D.; University of Pittsburgh

Brandye D. Nobiling, Ph.D.; Southern Illinois University Carbondale

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

Yoojin Choi, Ed.D.; West Virginia University

The Department of Health and Sport Sciences 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

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

Associate Chair & Graduate Program Director

Associate Professor Vicki B. Root, D.Ed.; Pennsylvania State University

Undergraduate Program Director

Associate Professor Batya Hyman, Ph.D.; Brandeis University

Field Education Director

Jennifer O. Wright, M.S.W.; University of Maryland

Professor

James Forte, Ph.D.; Virginia Commonwealth University

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

Associate Professor

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

Assistant Professors

Rachel Buchanan, Ph.D.; University of North Carolina at Chapel Hill

Dawn Higgins, Ph.D.; The Catholic University of America

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

Instructors

Debra Dotson, M.S.W.; Salisbury University

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

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

Lecturers

Eileen Gilheany, M.S.; Virginia Commonwealth University

Amy Habeger, M.S.W.; Salisbury University

Brenda J. Jorden, M.S.W.; Salisbury University

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 cooperative. 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, Early Childhood/Elementary Education Double Major, Elementary Education

Co-Chairs

Associate Professor Ernest Bond, Ph.D.; Ohio State University
Associate Professor Teena Gorrow, Ed.D.; University of Maryland College Park

Coordinator of Field Experiences

Paul Gasior, M.Ed.; Salisbury University

Professional Development Schools Coordinator

Stacie Siers, M.Ed.; Salisbury University

Professors

Laurie Andes, Ed.D.; University of Maryland College Park
Keith J. Conners, Ph.D.; University of Connecticut
Edward Robeck, Ph.D.; University of British Columbia Vancouver

Associate Professors

John R. Bing, Ph.D.; University of Georgia
Patricia K. Dean, Ph.D.; Pennsylvania State University

Assistant Professors

Claudia R. Burgess, Ph.D.; University of Illinois at Urbana
Chin Hsiu Chen, Ph.D.; University of Victoria, British Columbia
Althea Pennerman, Ph.D.; University of South Alabama
Leticia E. Ortega, Ph.D.; Pennsylvania State University
Diallo D. Sessoms, Ph.D.; University of Virginia

Lecturers

Sara Elburn, M.S.; Johns Hopkins University
Brandy J. Terrill, M.Ed.; Salisbury University

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.

Requirements to education programs may change due to accreditation requirements. Information about program changes can be verified with the education advisor.

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.

Conceptual Framework: Competent, Caring, Committed

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Informed and reflective pedagogy: We believe in teachers as decision-makers. Through careful preparation and a thorough grounding in research and best practices, we support candidates and collaborative partners who are disposed to question and reflect continuously in pursuit of sound educational judgments.

Enhanced student learning: We celebrate human diversity and we are passionately committed to the belief that skilled and caring educators enhance learning and achievement when they recognize, appreciate and build upon the individual strengths and differences of every learner.

Scholarship: We are committed to academic excellence, ongoing scholarly inquiry, and integrity in our own work, in the efforts of our candidates, and by extension, in the primary mission of student learning in local schools.

Collaboration: We believe that the integrated mission of preparing teachers, advancing the knowledge base, supporting teachers' professional development and improving student achievement in P-12 schools can best be accomplished through carefully coordinated partnerships that include all stakeholders in the greater educational community.

Undergraduate Majors

ATHLETIC TRAINING

Department of Health and Sport Sciences

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. The athletic training major is accredited by the Commission on Accreditation of Athletic Training (CAATE). Upon program completion, students are eligible for the Board of Certification Examination (BOC). Athletic training is housed in the Health and Sport Sciences Department.

For the most up to date information visit the athletic training Web site linked from the Seidel School at 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	4
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.....	4
or	
CMAT 205 Interpersonal Communication.....	4
or	
CMAT 250 Instructional Communication	4
EXSC 301 Research Methods in Exercise Science.....	3
EXSC 312 Strength Training Techniques and Program Design	3
EXSC 332 Exercise Physiology	4
EXSC 333 Kinesiology	4
PHED 108 Introduction to Teaching Fitness and Wellness	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 (to be completed at SU)	4
ATTR 213 Pathology of Injury and Illness	4
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 217	Nutrition, Health and Human Performance	3
* Transfer credits are accepted for prerequisites except ATTR 185.		

5. Maintain current certification in two-person CPR and AED through a nationally recognized agency.
6. Maintain a cumulative GPA of 2.80 at Salisbury University.
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 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 complete vaccination record, including tuberculosis screening, and pass a physical exam prior to beginning clinical education experience.
9. 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 clinical coordinator of education. 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.
10. 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.
11. 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.
12. Students in the Athletic Training Program must purchase uniforms and personal athletic training equipment and supplies for their classroom and clinical experiences.
13. Students are required to join the National Athletic Trainers' Association (NATA) as a student member once admitted to the Athletic Training Program.

► Checklist

For a major checklist visit www.salisbury.edu/checklists.

EARLY CHILDHOOD EDUCATION

Department of Teacher Education

Dr. Chin-Hsiu Chen, Program Director
410-543-6293

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

Transfer Program for A.A.T. Candidates

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

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

1. Verify all A.A.T. requirements have been met and your degree is conferred by providing your most recent official transcript to the Office of Admissions. Submit a copy of the A.A.T. transcript to the Teacher Education Department.
2. Complete Praxis I with passing scores and submit an official score report to the Teacher Education Department.
3. Declare a minor and submit the minor form to the academic department where the minor is offered. Submit a copy of the minor paperwork to the Teacher Education Department. Suggested minors for education majors can be found at www.salisbury.edu/teachered.
4. Submit a Professional Teacher Education Program A.A.T. application to the Teacher Education Department by the established deadline. The online application must be submitted by prior to the semester preceding enrollment in professional education courses.

Pre-professional Requirements

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

	Credits
BIOL 101 Fundamentals of Biology	4
CHEM/	
PHYS 101 Physical Science	4
ECED 215 Foundations of Early Childhood Education	3
ELED 304 Learning and Assessment	3
ENGL 103 Composition and Research	4
GEOG 104 Earth and Space Science.....	4
MATH 130 Fundamental Concepts I	3
MATH 150 Data and Probability Connections	3
MATH 230 Fundamental Concepts II	3
PSYC 320 Psychology of Infancy and Childhood	4
XXXX XXX Gen. Ed. IIIA Humanities Elective	4
(Select from: art, communication arts, dance/theatre, modern language, music or philosophy)	

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

	Credits
HIST XXX Gen. Ed. IIA (HIST 101, 102 or 103)	4
HIST XXX Gen. Ed. IIB History Course (above 103)	4
XXXX XXX Gen. Ed. IIIB Social Science Elective	4
(Select from: anthropology, conflict analysis and dispute resolution, economics, human geography, political science, sociology)	

3. Complete a minimum of 30 observation hours in an approved field experience placement.
4. Complete Praxis I or the Maryland State Department of Education equivalent with passing scores and submit an official score report to the Teacher Education Department. Scores must be submitted prior to preregistration during the semester preceding enrollment in professional education courses. Information regarding Praxis I and II requirements may be found at www.ets.org.
5. Declare a minor and submit the minor form to the academic department where the minor is offered. Submit a copy of the minor paperwork to the Teacher Education Department. Suggested minors for education majors can be found at www.salisbury.edu/teachered.
6. Exhibit appropriate professional program candidate dispositions. Professional dispositions are the values, commitments and professional ethics that influence behaviors toward students, families, colleagues and communities and affect student learning, motivation and development as well as the educator's own professional growth. See www.salisbury.edu/teachered/ELED/candidate_dispositions.html for more information.
7. Submit a Professional Teacher Education Program application to the education advisor by the established deadline set by Teacher Education Department. The online application must be submitted by preregistration in the semester preceding enrollment in professional education courses.

Admission to Internship

1. Submit an Internship application to the education advisor by the established deadline set by Teacher Education Department. The online application must be submitted by preregistration in the semester preceding enrollment in internship courses.
2. Complete at least 90 credits toward the degree with grades of C or better, including transfer courses.
3. Complete and maintain a professional education course GPA of 2.75 with no grade below C (professional education courses may be repeated only once):

	Credits
ECED 320 Developing the Young Child	3
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
ELED 318 Computers in Education.....	3
ELED 309 Classroom Visitations.....	0
ELED 310 Language Arts Instruction.....	3
ELED 316 Reading Instruction.....	3
ELED 415 Instructional Techniques for Inclusion	3
ELED 416 Classroom Management *optional	3

Internship Requirements

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

	Credits
ECED 445 Early Childhood Education Internship I	6
ECED 446 Early Childhood Education Internship II	6
ELED 411 Internship Seminar	3

2. Complete a 100-day clinical experience in an assigned Professional Development School (PDS) field placement. Follow the school district and the University calendars to complete requirements.

Additional Requirements

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

	Credits
ENGL XXX Gen. Ed. IB Modern Languages/Literature Elective.....	4
PHEC 106 Personalized Health/Fitness.....	3

2. Complete the following professional education courses with GPA of 2.75 and grade C or better (professional education courses may be repeated only once):

	Credits
ELED 408 Children's Literature	3
ELED 427 Classroom Assessment and Intervention in Reading.....	3

3. Requirements to professional programs may change due to changes in accreditation requirements. Information about program changes can be verified with the assigned academic advisor.

Graduation Requirements

1. Complete Praxis II with Maryland State Department of Education passing scores and submit an official score report to the Teacher Education Department. Passing scores must be submitted prior to graduation. Information regarding Praxis II requirements may be found at www.ets.org.
3. Complete a minor.
4. Complete a minimum of 120 credits.

Curriculum Guide: Bachelor of Science in Early Childhood Education

The following is a sample sequence of courses for freshmen majoring in early childhood education. Information regarding course requirements and sequence beyond the freshman year is available upon request from the Teacher Education Department. Candidates must confer with their assigned academic advisor during "Program Planning" in the fall and spring semesters.

FRESHMAN YEAR		Credits
ENGL 103	Composition and Research	4
HIST 10X	Gen. Ed. IIA (HIST 101, 102 or 103)	4
MATH 130	Fundamental Concepts I	3
BIOL 101	Fundamentals of Biology	4
		15
ECED 215	Foundations of Early Childhood Education	3
MATH 230	Fundamental Concepts II	3
XXXX XXX	History above 103	4
XXXX XXX	Gen. Ed. IIIA.....	3
XXXX XXX	Minor elective	3/4
		16/17

For a major checklist visit www.salisbury.edu/checklists.

EARLY CHILDHOOD/ELEMENTARY DUAL MAJOR

Department of Teacher Education

Dr. Chin Hsiu Chen, Program Director
410-543-6293

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

Transfer Program for A.A.T. Candidates

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

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

1. Verify all A.A.T. requirements have been met and your degree is conferred by providing your most recent official transcript to the Office of Admissions. Submit a copy of the A.A.T. transcript to the Teacher Education Department.
2. Complete Praxis I with passing scores and submit an official score report to the Teacher Education Department.
3. Declare a minor and submit the minor form to the academic department where the minor is offered. Submit a copy of the minor paperwork to the Teacher Education Department. Suggested minors for education majors can be found at www.salisbury.edu/teachered.
4. Submit a Professional Teacher Education Program A.A.T. application to the Teacher Education Department by the established deadline. The online application must be submitted by prior to the semester preceding enrollment in professional education courses.

Pre-professional Requirements

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

	Credits	
BIOL 101	Fundamentals of Biology	4
CHEM		
/PHYS 101	Physical Science	4
ECED 215	Foundations of Early Childhood Education	3
EDUC 210	School in a Diverse Society	3
ELED 304	Learning and Assessment	3
ENGL 103	Composition and Research	4
GEOG 104	Earth and Space Science.....	4
MATH 130	Fundamental Concepts I	3
MATH 150	Data and Probability Connections	3
MATH 230	Fundamental Concepts II	3
PSYC 320	Psychology of Infancy and Childhood	4
XXXX XXX	Gen. Ed. IIIA Humanities Elective	4

(Select from: art, communication arts, dance/theatre, modern language, music or philosophy)

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

	Credits
HIST XXX Gen. Ed. IIA (HIST 101, 102 or 103).....	4
HIST XXX Gen. Ed. IIB History Course (above 103)	4
XXXX XXX Gen Ed. IIIB Social Science Elective	4

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

- Complete a minimum of 40 observation hours in an approved field experience placement.
- Submit passing scores as for the Praxis I or (Maryland State Department of Education equivalent) and provide an official score report to the Teacher Education Department. Scores must be submitted prior to preregistration in the semester preceding enrollment in professional education courses. More information regarding Maryland State Department of Education Praxis I and II requirements may be found at www.ets.org.
- Declare a minor and submit the minor form to the academic department where the minor is offered. Submit a copy of the minor paperwork to the Teacher Education Department. Suggested minors for education majors can be found at www.salisbury.edu/teachered.
- Exhibit appropriate professional program candidate dispositions. Professional dispositions are the values, commitments and professional ethics that influence behaviors toward students, families, colleagues and communities and affect student learning, motivation and development as well as the educator's own professional growth. See www.salisbury.edu/teachered/ELED/candidate_dispositions.html for more information.
- Submit a Professional Teacher Education Program application to the education advisor by the established deadline set by Teacher Education Department. The online application must be submitted by preregistration in the semester preceding enrollment in professional education courses.

Admission to Internship

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

- Complete an application for formal admission to the internship by the deadline set by the Teacher Education Department. The online application must be submitted by preregistration in the semester preceding enrollment in internship courses.
- Complete at least 90 credits toward the degree with grades of C or better, including transfer courses.
- Complete and maintain a professional education course GPA of 2.75 with no grade below C (professional education courses may be repeated only once):

	Credits
ECED 320 Developing the Young Child	3
ECED 421 Language, Literacy and Play	3
ECED 422 Discovery through Interdisciplinary Studies	3
ELED 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
ELED 318 Computers in Education	3
ELED 415 Instructional Techniques for Inclusion	3
ELED 416 Classroom Management	3

Additional Requirements

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

	Credits
ENGL XXX Gen. Ed. IB Modern Languages/Literature Elective....	4
PHEC 106 Personalized Health/Fitness.....	3

- Complete the following professional education courses with GPA of 2.75 and grade C or better (professional education courses may be repeated only once):

	Credits
ELED 408 Children's Literature	3
ELED 427 Classroom Assessment and Intervention in Reading..	3

Internship Requirements

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

	Credits
ECED 445 Early Childhood Education Internship I	6
ELED 401 Elementary Education Internship I	6
ELED 402 Elementary Education Internship II	6
ELED 411 Internship Seminar	3

- Complete a 120-day clinical experience in an assigned Professional Development School (PDS) field placement. Follow the school district and the University calendars to complete requirements.
- Requirements to education programs may change due to accreditation requirements. Information about program changes can be verified with the assigned academic advisor.

Graduation Requirements

- Complete Praxis II with Maryland State Department of Education passing scores and submit an official score report to the Department of Teacher Education. Passing scores must be submitted prior to graduation. Information regarding Praxis II requirements may be found at www.ets.org.
- Complete a minor.
- Complete a minimum of 120 credits.

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

The following is a sample sequence of courses for freshmen majoring in elementary/early childhood education. Information regarding course requirements and sequence beyond the freshman year is available upon request from the Teacher Education Department. Candidates must confer with their assigned academic advisor during "Program Planning" in the fall and spring semesters.

Freshman Year	Credits
ENGL 103 Composition and Research	4
HIST 10X Gen. Ed. IIA (HIST 101, 102 or 103)	4
MATH 130 Fundamental Concepts I	3
BIOL 101 Fundamentals of Biology	4
15	
ECED 215 Foundations of Early Childhood Education	3
MATH 230 Fundamental Concepts II	3
XXXX XXX History above 103	4
XXXX XXX Gen. Ed. IIIA	3
XXXX XXX Minor elective	3/4
16-17	

For a major checklist visit www.salisbury.edu/checklists.

ELEMENTARY EDUCATION

Department of Teacher Education

Dr. Diallo Sessoms, Program Director
410-677-5947

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

Transfer Program for A.A.T. Candidates

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

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

1. Verify all A.A.T. requirements have been met and your degree is conferred by providing your most recent official transcript to the Office of Admissions. Submit a copy of the A.A.T. transcript to the Teacher Education Department.
2. Complete Praxis I with passing scores and submit an official score report to the Teacher Education Department.
3. Declare a minor and submit the minor form to the academic department where the minor is offered. Submit a copy of the minor paperwork to the Teacher Education Department. Suggested minors for education majors can be found at www.salisbury.edu/teachered.
4. Submit a Professional Teacher Education Program A.A.T. application to the Teacher Education Department by the established deadline. The online application must be submitted by prior to the semester preceding enrollment in professional education courses.

Pre-professional Requirements

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

	Credits
BIOL 101 Fundamentals of Biology	4
CHEM/	
PHYS 101 Physical Science	4
EDUC 210 Schools in a Diverse Society	3
ELED 304 Learning and Assessment	3
ENGL 103 Composition and Research	4
GEOG 104 Earth and Space Science.....	4
MATH 130 Fundamental Concepts I	3
MATH 150 Data and Probability Connections	3
MATH 230 Fundamental Concepts II	3
PSYC 320 Psychology of Infancy and Childhood	4
XXXX XXX Gen Ed. IIIB Social Science Elective	4
(Select from: anthropology, conflict analysis and dispute resolution, economics, human geography, political science, sociology)	

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

	Credits
HIST XXX Gen. Ed. IIA (HIST 101, 102 or 103)	4
HIST XXX Gen. Ed. IIB History Elective (above 103)	4
XXXX XXX Gen. Ed. IIIA Humanities Elective	4
(Select from: art, communication arts, dance/theatre, modern language, music or philosophy)	

4. Submit passing scores for the Praxis I or Maryland State Department of Education equivalent and provide an official score report to the Teacher Education Department. Scores must be submitted prior to preregistration in the semester preceding enrollment in professional education courses. More information regarding Maryland State Department of Education Praxis I and II requirements may be found at www.ets.org.
5. Declare a minor and submit the minor form to the academic department where the minor is offered. Submit a copy of the minor paperwork to the Teacher Education Department. Suggested minors for education majors can be found at www.salisbury.edu/teachered.
6. Exhibit appropriate professional program candidate dispositions. Professional dispositions are the values, commitments and professional ethics that influence behaviors toward students, families, colleagues and communities and affect student learning, motivation and development as well as the educator's own professional growth. See www.salisbury.edu/teachered/ELED/candidate_dispositions.html for more information.
7. Submit a Professional Teacher Education Program application to the education advisor by the established deadline set by Department of Teacher Education. The online application must be submitted by preregistration in the semester preceding enrollment in professional education courses.

Admission to Internship

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

1. Complete an application for formal admission to the internship by the deadline set by the Teacher Education Department. The online application must be submitted by preregistration in the semester preceding enrollment in internship courses.
2. Complete at least 90 credits toward the degree with grades of C or better, including transfer courses.
3. Complete and maintain a professional education course GPA of 2.75 with no grade below C (professional education courses may be repeated only once):

	Credits
ELED 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
ELED 318 Computers in Education	3
ELED 415 Instructional Techniques for Inclusion	3
ELED 416 Classroom Management	3

Additional Requirements

1. Complete the following courses with grade C or better. Courses that are completed prior to admission to the

Professional Teacher Education Program will be used in the calculation of the admission GPA.

	Credits
ENGL XXX Gen. Ed. IB Modern Languages/Literature Elective.....	4
PHEC 106 Personalized Health/Fitness.....	3

- Complete the following professional education courses with GPA of 2.75 and grade C or better (professional education courses may be repeated only once):

	Credits
ELED 408 Children's Literature	3
ELED 427 Classroom Assessment and Intervention in Reading..	3

Internship Requirements

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

	Credits
ELED 401 Elementary Education Internship I	6
ELED 402 Elementary Education Internship II	6
ELED 411 Internship Seminar	3

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

Graduation Requirements

- Complete Praxis II with Maryland State Department of Education passing scores and submit an official score report to the Teacher Education Department. Passing scores must be submitted prior to graduation. Information regarding Praxis II requirements may be found at www.ets.org.
- Complete a minor.
- Complete a minimum of 120 credits.

Curriculum Guide: Bachelor of Science in Elementary Education

The following is a sample sequence of courses for freshman candidates majoring in elementary education. Information regarding course requirements and sequence beyond the freshmen year is available upon request from the Teacher Education Department. Candidates must consult regularly with their advisors when developing their individual program plans, selecting courses and declaring minors. Candidates must confer with their assigned academic advisor during "Program Planning" in the fall and spring semesters.

Freshman Year		Credits
ENGL 103 Composition and Research		4
HIST 10X Gen. Ed. IIA (HIST 101, 102 or 103)		4
MATH 130 Fundamental Concepts I		3
BIOL 101 Fundamentals of Biology		4
		15
EDUC 210 School in a Diverse Society		3
MATH 230 Fundamental Concepts II		3
XXXX XXX History above 103		4
XXXX XXX Gen. Ed. IIIA.....		3
XXXX XXX Minor elective		3/4
		16/17

For a major checklist visit www.salisbury.edu/checklists.

EXERCISE SCIENCE

Department of Health and Sport Sciences

Dr. Scott Mazzetti, Program Director
410-677-0151

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 additional cardio-pulmonary courses (RESP 303, 304, 322 and 402) 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 and Sport Sciences Department. Exercise science requirements include the following:

- Complete the following General Education courses:

	Credits
PHYS XXX laboratory course	4
or	
CHEM XXX laboratory course	4
BIOL 215* Human Anatomy and Physiology I	4
BIOL 216* Human Anatomy and Physiology II	4
PHEC 106 Personalized Health/Fitness.....	3
* Complete with grades of C or better	

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

	Credits
EXSC 102 Emergency Preparedness	3
EXSC 185 Introduction to Exercise Science	1
EXSC 213 Prevention and Management of Exercise Injuries	3
EXSC 237 Exercise Leadership	3
EXSC 240 Fitness Testing	3
EXSC 312 Strength Training Techniques and Program Design.....	3
EXSC 332 Exercise Physiology	4
EXSC 333 Kinesiology	4
EXSC 335 Health and Fitness Programs.....	3
EXSC 462 Exercise and Special Populations	4
EXSC 481 Stress Testing and Exercise Prescription.....	4
HLTH 217 Nutrition, Health and Human Performance	3

- Complete the following professional semester (12 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 Internship in Exercise Science	10
EXSC 480 Exercise Science Credentialing	2

Allied Health Track Courses (24 hours)

Students electing the track must complete 24 credit hours from the following list of courses in addition to all of the exercise science requirements listed here.

	Credits
BIOL 210 Biology: Concepts and Methods.....	4
BIOL 211 Microbiology	4
BIOL 213 Zoology	4
CHEM 121 General Chemistry I	4

CHEM 122	General Chemistry II	4
CHEM 221	Organic Chemistry I	4
CHEM 222	Organic Chemistry II.....	4
EXSC 301	Research Methods in Exercise Science.....	3
EXSC 308	Research in Exercise Science	3
MATH 155	Statistics	3
MATH 160	Introduction to Applied Calculus.....	4
PHYS 121	General Physics I	4
PHYS 123	General Physics II	4
PSYC 101	Introduction to Psychology	4
PSYC 300	Developmental Psychology	4
RESP 303	Cardiopulmonary Physiology	3
RESP 304	Cardiopulmonary Disease	3
RESP 322	Pharmacology.....	3
RESP 402	Pulmonary Diagnostics and Rehab	4

Checklist

For a major checklist visit www.salisbury.edu/checklists.

HEALTH EDUCATION

Department of Health and Sport Sciences

Dr. Brandye Nobiling, 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 with a track in teacher education, students are eligible for careers in health-related fields and K-12 school health education. On completion of the B.S. in health education with a track in community health, students are prepared to work with individuals, groups and families in the worksite, health behavior organizations, university-based health services, wellness centers and employee health behavior programs at the local, state or federal level. Health education is housed in the Health and Sport Sciences 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 course:

BIOL 205	Fundamentals of Human Anatomy and Physiology	Credits 4
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2. Complete the following core classes with grades of C or better:

HLTH 110	Foundations of Health Education	Credits 3
HLTH 120	Consumer Health and Safety	3
HLTH 217	Nutrition, Health and Human Performance	3
HLTH 225	Health Behavior	3
HLTH 230	Chronic and Communicable Diseases	3
HLTH 240	Drug Education	3
HLTH 311	Human Sexuality Education	3
HLTH 325	Planning and Assessing Health Education Programs	3
HLTH 401	Community Health	3
PHED 108*	Introduction to Teaching Fitness and Wellness	3

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

3. Complete one of the following tracks:

Teacher Education Track

► **Pre-professional Requirements**

1. Complete the following pre-professional requirements with grades of C or better:

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

2. Submit passing scores as set by the Maryland State Department of Education for the Praxis I requirements. Scores must be submitted prior to preregistration in the semester preceding enrollment in professional education courses. More information regarding Maryland State Department of Education Praxis I and II requirements may be found at www.salisbury.edu/PDS/candidate_tools.htm.

► **Professional Program**

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

1. Apply for formal admission to the professional program.
2. Complete a minimum of 56 college credits with a minimum of 2.50 GPA, including transfer credits.
3. Have a cumulative minimum GPA of 2.75 in the major, including transfer credits.
4. Complete all pre-professional requirements.
5. Provide at least three positive recommendations from faculty in departments other than Education Specialties or Teacher Education departments.
6. Obtain written approval of the application from their major advisor.
7. Have completed 12 credits in the core curriculum.

► **Methods Requirements**

1. All teacher education students must complete the following courses in education with grades of C or better:

EDUC 318	Computers in Education	Credits 3
or		
EDUC 319	Technology in Education	1
HLTH 360	School Health and Reading Methods I.....	4
HLTH 461	School Health and Reading Methods II	4
SCED 367	Inclusive Instruction for Secondary Teachers.....	3
SCED 434	Classroom Management	3

2. The Maryland State Board of Education mandates all secondary/K-12 pre-and in-service teachers have six hours coursework in reading. All secondary education majors who complete the secondary education program will have satisfied the six hours course work in reading by program integration.

► **Teaching Internship**

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.

To be eligible for the internship, students must:

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

All health education majors are required to pass the following:

	Credits
HLTH 470 Internship I in Health Education	6
HLTH 471 Internship II in Health Education	6
SCED 433 Reflection and Inquiry in Teaching Practice	3

Students may repeat education courses only once.

► Graduation Requirements

State of Maryland passing scores on appropriate Praxis II exams are required for graduation from the Early Childhood Education Program. See education advisor for appropriate test and passing scores.

Community Health Track

The Bachelor of Science in health education Community Health Track prepares students to work with individuals, groups and families in the worksite, health behavior organizations, university-based health services, wellness centers and employee health behavior programs at the local, state or federal level. The program includes a General Education experience, a required major core curriculum of courses for health education, track courses that include a 540-hour internship experience, plus completion of an approved minor. The Community Health Track provides students interested in health education the opportunity to pursue careers in health education throughout the community. Health educators are employed in a wide variety of settings, including hospitals, health departments, pharmacies, grocery stores, private nursing homes, government agencies, voluntary health agencies, health maintenance organizations and worksites. Community health educators carry out their mission through organized, interdisciplinary efforts that address the physical, mental and environmental health concerns of communities and populations at risk for disease and injury.

Students selecting the Community Health Track must complete PSYC 101 and an internship requiring 540 contact hours, in addition to the major core curriculum courses for health education majors.

	Credits
PSYC 101 General Psychology	3
HLTH 480 Internship in Community Health	12

Checklist

For a major checklist visit www.salisbury.edu/checklists.

PHYSICAL EDUCATION

Department of Health and Sport Sciences

Dr. Dean Ravizza, Program Director
410-546-6932

The Bachelor of Science in physical education teacher education is a professional preparation program that prepares physical education teachers for K-12 teaching. This teacher preparation program provides students with the pedagogical and content knowledge necessary to teach in the public and private sector. The physical education major is an accredited program through the 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 PHED 108.

Complete the following requirements for the Physical Education Teacher Education Program (51 hours) with grades of C or better.

	Credits
EXSC 332 Exercise Physiology	4
EXSC 333 Kinesiology	4
PHED 108 Introduction to Teaching Fitness and Wellness	3
PHED 235 Foundations of Physical Education	3
PHED 240 Techniques and Strategies of Aquatics	1
PHED 245 Movement Activities	3
PHED 260 Team Sports Concepts and Tactics	3
PHED 261 Teaching Individual and Dual-Sports Concept and Tactics	3
PHED 263 Teaching Team Sports Concepts and Tactics II	3
PHED 275 Management and Instructional Strategies in Physical Education	3
PHED 350 Assessment in Physical Education	3
PHED 352 Motor Learning	3
PHED 375 Contemporary Curriculum and Analysis of Teaching in Physical Education	3
PHED 400 Adapted Physical Education	3
PHED 451 Psychosocial Aspects of Physical Education	3

► Pre-professional Requirements

1. Students must complete the following required courses with C or better:

	Credits
BIOL 205 Fundamentals of Human Anatomy and Physiology	4
CMAT 100 Fundamentals of Communication	4
or	
CMAT 250 Instructional Communication	4
EDUC 210 Schools in a Diverse Society	3
EDUC 300 Development, Learning and Assessment	3
ENGL 103 Composition and Research	4
PHYS* XXX Laboratory Course (excluding Astronomy)	4
or	
CHEM* XXX Laboratory Course	4
PHED 108 Introduction to Teaching Fitness and Wellness	3
PSYC 101 General Psychology	4

* A C or better is not required for PHYS or CHEM.

2. Submit passing scores as set by the Maryland State Department of Education for the Praxis I requirements. Scores must be submitted prior to preregistration in the semester preceding enrollment in professional education courses. More information regarding Maryland State Department of Education Praxis I and II requirements may be found at www.salisbury.edu/PDS/candidate_tools.htm.

► **Professional Program**

GATE 1: Complete the following requirements for admission into the Professional Teacher Education Program (PTEP):

1. Apply for formal admission to the professional program.
2. Complete 48 hours of the 51 required education and physical education credit hours.
3. Complete all pre-professional requirements.
4. Complete all courses, including transfer credits, with a minimum 2.50 cumulative GPA and a 2.75 GPA in the major with all grades of a C or better.
5. Maintain membership in MAHPERD.
6. Present documentation of current CPR and first aid certification.
7. Obtain written approval of the application from their major advisor.
8. Take a tuberculosis (Mantoux) test.

► **Methods Requirements**

Complete the following requirements with grades of C or better:

	Credits
PHED 410 Elementary Physical Education Methods	3
PHED 411 Internship I in Elementary Physical Education	0
PHED 420 Secondary Physical Education Methods	3
PHED 421 Internship I in Secondary Physical Education	0
SCED 424 Teaching Reading in the Content Area II	3
EDUC 318 Computers in Education	3
or	
EDUC 319 Technology in Education	1

2. The Maryland State Board of Education mandates all secondary/K-12 pre-and in-service teachers have six hours coursework in reading. All physical education majors who complete the K-12 education program and SCED 424 will have satisfied the six hours course work in reading by program integration and coursework.

► **Teaching Internship**

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.

GATE 2: Complete the following requirements for admission into Internship II:

1. Complete the Student Teaching Internship application.
2. Complete methods courses with a minimum GPA of 2.75, with no grade below C, including transfer courses.
3. Earn a cumulative GPA of 2.50, including transfer courses.
4. Earn a minimum GPA of 2.75 in major courses, including transfer credits, with grades of C or better.
5. Obtain verification of requirements completed from the Physical Education Program director.

Complete the following Internship II:

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

Students may repeat education courses only once.

Graduation Requirements

State of Maryland passing scores on appropriate Praxis II exams are required for graduation from the Early Childhood Education Program. See education advisor for appropriate test and passing scores.

**Curriculum Guide: Bachelor of Science
In Physical Education**

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

For a major checklist visit www.salisbury.edu/checklists.

SECONDARY TEACHING LICENSURE

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

Transfer Program for A.A.T. Students

Students who earn an A.A.T. in early childhood education from a Maryland community college are qualified for entry into the Professional Teacher Education Program. Check with your education advisor for information regarding additional program completion requirements.

Teacher Certification

► **Pre-professional Requirements**

1. Complete the following pre-professional requirements with grades of C or better. See physical education major for exceptions to its program.

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

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

► **Professional Program**

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

1. Complete an application for formal admission to the professional program. Obtain written approval of the application from both content and education advisors.
2. Complete a minimum of 56 college credits with a minimum of 2.50 GPA, including transfer credits.

3. Have a cumulative minimum GPA of 2.75 in the major, including transfer credits.
4. Complete all pre-professional requirements.
5. Complete four courses in the major field.

► **Methods Requirements**

1. To be eligible for directed teaching, 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 367 Inclusive Instruction for Secondary Teachers.....	3
SCED 434 Classroom Management	3
SCED 3XX CONTENT AREA and Reading Methods in the Middle and High School Part I	4
SCED 4XX CONTENT AREA and Reading Methods in the Middle and High School Part II	4

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

2. The Maryland State Board of Education mandates all secondary/K-12 pre-and in-service teachers have six hours coursework in reading. Secondary education majors who complete the secondary education program will have satisfied the six hours course work in reading by program integration. Physical education K-12 majors will satisfy the course work by completing one methods course integrating reading outcomes and taking Teaching Reading in the Content Areas Part II (SCED 424). Health education 7-12 majors will satisfy the course work by completing SCED 422 and SCED 424.

► **Directed Teaching and Seminar**

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

Candidates must meet the following requirements for directed teaching:

1. Complete the written application for directed teaching.
2. Complete a minimum of 90 credits including methods and at least eight courses of the academic major (secondary and K-12 programs).
3. Have an overall grade point average of at least 2.50 including transfer credit.
4. Have a minimum grade point average of at least 2.75 in the academic major courses, including transfer credits, as defined by each academic department.
5. Have a minimum average of 2.75 in professional education courses with no grade below C. Students may repeat education courses only once.
6. Obtain verification of completion of these requirements from the director of field experiences.

All secondary education majors are required to pass the following:

	Credits
SCED 426 Directed Teaching in Middle and High Schools	6
SCED 428 Directed Teaching in Middle and High Schools	6
SCED 433* Reflection and Inquiry in Teaching Practice	2

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

► **Graduation Requirement**

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

SOCIAL WORK

Department of Social Work

Dr. Deborah Mathews, Chair

Dr. Vicki Root, Associate Chair

Dr. Batya Hyman, 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:

	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 410 Social Work Practice III	3
SOWK 416 Social Work Research I	3
SOWK 417 Social Work Research II.....	3
SOWK 420 Field Instruction I	4
SOWK 421 Field Instruction II.....	4

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
MATH 155 Modern Statistics with Computer Analysis	3
PSYC 101 General Psychology	4
SOCI 101 Principles of Sociology	4

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
MATH 155 Modern Statistics with Computer Analysis	3
PSYC 101 General Psychology	4
SOCI 101 Introduction to Sociology	4
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 2.70 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 2.70 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 120 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.

UMES students in this program will complete registration for Salisbury 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 103	Composition and Research	4
HIST 10X	Gen. Ed. IIA (HIST 101, 102, or 103)	4
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
		15
ENGL XXX	Gen. Ed. IB Literature course	4
SOWK 200	Introduction to Social Work and Social Welfare	3
PSYC 101	General Psychology	4
SOCI 101	Introduction to Sociology	4
		15

For a major checklist visit www.salisbury.edu/checklists.

Graduate Programs

EDUCATION SPECIALTIES DEPARTMENT

Dr. Theodore Gilkey, Chair
410-677-5063

Dr. Gwen Beegle, Director of Graduate Programs
in Education
410-543-6393

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, earth science, English, French, health, history, mathematics, music (vocal and instrumental), physical education, physics, Spanish or technology education. This NCATE and Maryland State Department of Education-approved program prepares candidates for licensure to teach at the secondary and K-12 levels.

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

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

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

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.

All candidates in the M.A.T. program complete a state-approved program of study including at least 36 semester hours of graduate credit, 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. Candidates must pass a comprehensive portfolio exam prior to completing the degree. 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.

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

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

* Which methods course is taken depends upon the specified content area. Students in physical education, who do not meet the reading requirement through their methods courses, will be expected to take an additional reading course to meet this requirement.

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

EMAT 526/528 English and Reading Methods in Secondary Schools Part I/II	3
and	
EMAT 540 Teaching Language in Middle and High School Classrooms	3
EMAT 531/533 Foreign Languages and Reading in Secondary Schools Part I/II	3
EMAT 518/520 Math and Reading Methods in Secondary Schools Part I/II	3
EMAT 534/536 School Health and Reading Methods Part I/II	3
EMAT 530/532 Social Studies and Reading in Secondary Schools Part I/II	3
EMAT 527/529 Science and Reading Methods in Secondary Schools Part I/II	3

For music certification, complete the following methods courses

EMAT 517 Teaching Music and Reading in the Elementary School	3
EMAT 519 Teaching Music and Reading in the Secondary School	3

For physical education certification, complete the following methods courses

EMAT 514 Secondary School Physical Education	3
EMAT 516 Elementary School Physical Education	3

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

Each candidate is expected to develop an approved plan of study for completion of necessary content area coursework. Accordingly, it is essential that each student and advisor meet to clarify the specific requirements for individual candidates. All M.A.T. candidates must pass Praxis II exams required for certification in their content areas prior to graduation.

► Option I

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

Credits

Winter Session

EMAT 501 Development and Learning Applied to Teaching	3
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Spring Semester

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

Summer Session

EMAT 537 Educational Research	3
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Fall Semester

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

Spring Semester

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

* Which methods course is taken depends upon the specified content area. Students in physical education, who do not meet the reading requirement through their methods courses, will be expected to take an additional reading course to meet this requirement.

► Option II

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

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 Maryland State Department of Education approved passing score for Praxis I, SAT, GRE or ACT.
- C. Undergo a structured interview by appropriate Admissions Committee.
- D. 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.

- E. 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
- F. 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 the Department of Education Specialties.

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 before their degree is conferred. Candidates must take and report Praxis II scores prior to graduation.

Registration for Courses

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.

Graduation Requirements

State of Maryland passing scores on appropriate Praxis II exams are required for graduation from the Early Childhood Education Program. See education advisor for appropriate test and passing scores.

MASTER OF EDUCATION CURRICULUM AND INSTRUCTION

Department of Education Specialties

Dr. Gwen Beegle, Program Director
410-543-6393

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

1. Provide candidates an opportunity for personal and professional growth through graduate study.

2. Provide classroom teachers and educational specialists opportunities to develop and improve competencies in their specific disciplines.
3. Provide educators with opportunities for additional preparation needed for professional development and career advancement.

► Application to SU

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

► Admission to the Program

- A. Submit a written description of the reasons for pursuing graduate study in education and a statement of career goals.
- B. Submit 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 3.0 or a previously completed master's degree from a regionally accredited institution of higher learning.
- E. Eligible for valid teaching licensure (not applicable to post-secondary applicants).

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

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

► **Provisional Admission**

Candidates who have submitted all application materials but have not obtained a 3.0 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 a program of study. The program of study identifies core courses, courses in the specific track or specialization the candidate will follow, recommended electives and the intended capstone experience. Advisors must approve candidates' programs of study. Program changes must also be approved by advisors.

► **Course Requirements**

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

► **National Board Certification Credit**

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

M.Ed. Curriculum and Instruction Program

The M.Ed. program consists of 12 hours of core courses, 18 hours of study in a specific area and three to six hours in a capstone experience.

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

The M.Ed. program culminates with a capstone experience selected from advanced seminars, internships, thesis research or practicum courses. Candidates plan an appropriate capstone experience in consultation with their advisor. Candidates who elect the thesis research option enroll in EDUC 630: Directed Research (thesis), and submit the completed project to the project director. Candidates must also satisfactorily complete an oral examination on the project to be scheduled through the faculty advisor after completion of the project. Candidates must complete at least 24 credits before selecting capstone course.

► **Core Courses**

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

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

Required core courses are as follows:

	Credits
EDUC 502 Introduction to Research	3
EDUC 504 Diversity in a Democracy	3
EDUC 545 Learning, Instruction and Assessment in the Schools	3
EDUC 570 Current Issues in Educational Technology	3

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

Post-Secondary Education Track

1. Complete the following two courses:

	Credits
EDUC 562 College Student Development Theories	3
EDUC 590 Legal Issues in Higher Education	3

2. Complete 9-12 credits from the following:

	Credits
CADR 500 Introduction to Conflict Analysis and Resolution	3
CADR 510 Problem Solving, Negotiation and Conflict Assessment	3
CADR 520 Structural and Systematic Conflict and Dispute Systems	3
EDUC 560 College Teaching	3
or	
EDUC 563 Teaching Adults	3
EDUC 561 Seminar: Issues and Trends in Postsecondary Education	3

EDUC 567	Collaborative Teaching and Mentoring	3
EDUC 585	Technology Tools for Teaching and Learning	3
EDUC 590	Seminar in Education (any topic except Principles of Higher Education Law)	3
EDUC 619	The Law and Public Education	3
EDUC 665	Internship in Post-Secondary Education	3
EDUC 689	Multimedia in the Constructivist Classroom	3
EDUC 691	Independent Study	3
EDUC 695	Research Seminar	3
XXXX XXX	A graduate course in education or another discipline central to the program of study	3

3. Choose one or two of the following capstone experiences:

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

Post-Baccalaureate Certificate In 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:

- 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 3.0 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 3.0 cumulative grade point average upon completion of the baccalaureate degree may be admitted 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 Web-Based Teaching and Learning	3
EDUC 592 Special Topics in Technology	3
EDUC 689 Multimedia in the Constructivist Classroom	3
EDUC 694 Leadership and Technology for School Improvement.....	3

POST-BACCALAUREATE CERTIFICATE IN MIDDLE SCHOOL MATHEMATICS

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

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

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

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

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 uni-

versities attended, and the Residency/Domicile Information form (if applying for in-state tuition as a Maryland resident) and the following additional application documents requirements of the Reading Specialist Program.

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

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

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

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

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

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

Objectives of the program are as follows:

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

► **Admission**

Admission to the Master of Education in Educational Leadership Program at SU requires an application for graduate program admission; the application fee; official transcript from all colleges and universities attended; if applying for in-state tuition, a Residency/Domicile Information Form; and the following additional application documents and requirements specified by the 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 3.0.
- D. Meet with a faculty member in the M.Ed. in Educational Leadership Program to discuss professional goals and career objectives.

► **Provisional Admission**

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
EDUC 619 The Law and Public Education.....	3
EDLD 656 Educational Leadership Internship/Issues Analysis	3
(Take EDLD 656 twice for a total of six credits.)	

► **Entrance into Educational Leadership Internship**

Prior to enrolling in EDLD 656: Educational Leadership/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. Jennifer Bergner, Program Director

410-677-5429

**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 leaders. This is consistent with the recognition that capable and confident mathematics educators are necessary for all levels of mathematics instruction.

General objectives are as follows:

1. Provide candidates with an opportunity for personal and professional growth through graduate study in mathematics and in education.
2. Provide mathematics classroom teachers and mathematics educational specialists with an opportunity to develop and improve competencies in mathematics and mathematics education.

- 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:

- Submit a written description of the reasons for pursuing graduate study in mathematics education and a statement of career goals within the discipline.
- Submit two letters of recommendation supporting the ability to succeed in graduate study.
- Complete and submit a plan of study signed and approved by the advisor.
- 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 spe-

cific 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, Instruction and Assessment in the Schools	3
EDUC 506 Seminar in Teaching Mathematics	3

► **Tracks**

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

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. Deborah Mathews, Department Chair
410-543-6305

Dr. Vicki Root, Associate Chair & Graduate Program Director
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 62 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 two years of human service work within the last five years. Applicants having received a B.A.S.W. more than five years previously will not be considered for advanced placement standing. Applicants for advanced placement standing must also have a grade point average of at least 3.2 over the last 60 graded hours of study. Full-time students may complete the 32 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 grad-

uated 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 32 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.

► Progression Requirements

Students in the M.S.W. program may graduate with no more than six credits (typically two courses) in which they earn lower than a B (three credits for advanced standing students). Students in the 62 credit M.S.W. program are allowed to repeat two courses one time during their program to improve their grade (no more than one course in the foundation curriculum and no more than one course in the concentration curriculum may be repeated). Advanced standing students may repeat one course one time. Students who have exceeded their allowable C credits and who have utilized their allowable course repeat option will be dismissed from the program. Students who receive any grade below a C and have utilized their allowable course repeat option will be dismissed from the program.

In addition, students in the M.S.W. program must maintain a cumulative grade point average of 3.0. If the GPA falls below 3.0, the student is placed on academic probation according to University policy.

Additional policies are found in the *M.S.W. Graduate Student Handbook*.

► 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.

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 three-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 approved 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
Fall Semester - First Year	
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 640 Field Instruction I	3
	15
Spring Semester - First Year	
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
Fall Semester - Second Year	
SOWK 602 Ethical Foundation of Social Work	3
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
	16 or 19
Spring Semester - Second Year	
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: 62 Credits

*Can be taken either fall or spring

► Regular Part-Time Curriculum

Foundation Curriculum

	Credits
Fall Semester - First Year	
SOWK 605 Social Welfare Policy: Foundations and Structure.....	3
SOWK 610 Theoretical Analysis of Behavior I	3
	6
Spring Semester - First Year	
SOWK 620 Social Work Practice I	3
SOWK 630 Theoretical Analysis of Behavior II	3
	6
Fall Semester - Second Year	
SOWK 616 Social Research I	3
SOWK 640 Field Instruction I	3
	6

Spring Semester - Second Year

SOWK 617 Social Research II	3
SOWK 622 Social Work Practice II	3
SOWK 623 Social Work Practice III	3
SOWK 645 Field Instruction II	3
	12

Fall Semester - Third Year

SOWK 602 Ethical Foundation of Social Work	3
SOWK 650 Advanced Practice with Individuals	3
SOWK 654 Psychopathology	3
	9

Spring Semester - Third Year

SOWK 663 Supervision and Administration	3
SOWK 680 Advanced Practice with Groups	3
	6

Fall Semester - Fourth Year

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

Spring Semester Fourth Year

SOWK Elective*	3
SOWK 655 Evaluation of Social Work Practice	3
SOWK 685 Field Instruction IV	4
	7 or 10

Total: 62 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	3
SOWK 650 Advanced Practice with Individuals	3
SOWK 654 Psychopathology	3
SOWK 660 Advanced Practice with Families	3
SOWK 665 Field Instruction III	4
SOWK Elective *	3
	16 or 19

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
	13 or 16

Total: 32 Credits

*Can be taken either fall or spring

Part Time

Credits

Fall Semester - First Year

SOWK 602 Ethical Foundation of Social Work	3
SOWK 650 Advanced Practice with Individuals	3
SOWK 654 Psychopathology	3
	9

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: 32 Credits

