

Salem College • 2002 Supplement to the 2001-2003 Academic Catalog

SALEM

To the users of the 2001-2003 Salem College Academic Catalog:

This supplement is intended to give you the most up-to-date information regarding the academic programs at Salem College for the fall and and spring semesters of 2002 and 2003, respectively.

Please refer to **this supplement to the 2001-2003 Academic Catalog** for the following specific information:

- 2002-2003 Financial Information on pages 3S-5S replaces pages 21-22 of the catalog.
- 2002 Board of Trustees, Board of Visitors, Faculty, Administration and Staff on pages 31S-48S replaces pages 204-220.

See individual department headings in this supplement for complete 2002 updates for each department/major including faculty; major requirements; course additions, deletions, and changes.

The page number listed with the new information refers to the catalog pages on which the original information appears.

Salem College

• *page 12. Academic Computing Facilities, Change:*

First paragraph, last sentences...should read...A videoconference center in the Fine Arts Center serves as a multimedia and laptop classroom as well as a videoconference facility. The library has laptop computers available for checking the online catalog and other online resources.

• *page 12. Athletic Facilities, Change:*

First paragraph, first sentence...should read...Salem offers a variety of physical education activities and nine intercollegiate sports.

• *page 12. Library Services, Change:*

First paragraph, last sentence...should read...These useful resources are accessible to Salem students from any internet workstation.

• *page 12. Library Services, Change:*

Second paragraph, fifth sentence...should read...The Lorraine F. Rudolph Fine Arts Center Library houses over 7,200 scores, 9,200 sound and video recordings, and a reference collection for the departments of music and art.

Financial Information

• *pages 21-22. Fees to Special Fees, Change:*

All...should read...Resident students are expected to enroll for a full academic year and pay a comprehensive fee of \$23,650 which includes the enrollment deposit, tuition, room and board, and laboratory and health service fees. The College expects full-year enrollment because it reserves facilities and executes contracts to provide for the needs of the student during the entire academic year. Payments are scheduled as follows:

Enrollment deposit—(non-refundable)	\$ 250
returning students—April 1	
new students—May 1	
First term payment—August 1	\$11,700
Second term payment—January 2	<u>\$11,700</u>
Total	\$23,650

In addition, students must pay a student government fee. The fee is \$215, and subject to revision.

Resident students who meet requirements for graduation at the end of the first term or new students whose enrollment begins with the second term are charged a comprehensive fee of \$11,825 which also entitles the student to participate in January Term. The January Term is designed to provide unique educational experiences, and the student may incur personal costs for travel or educational supplies. Students will not qualify for participation in a January Term trip if they

have an overdue balance from a prior term, if their current balance is overdue, or if they were on the monthly payment plan and their payments are not current.

Please read the sections which contain information about installment payments and the refund policy.

Non-Resident Students

Non-resident students are full-time degree candidates who commute between their residences and the College. Non-resident students are charged a comprehensive fee of \$14,780 for the academic year, which includes tuition, laboratory fees and health service fees. Payments are scheduled as follows:

Enrollment deposit—(non-refundable)	\$ 250
returning students—April 1	
new students—May 1	
First term payment—August 1	\$ 7,265
Second term payment—January 2	<u>\$ 7,265</u>
Total	\$14,780

Continuing Studies Student Fees

Continuing studies students are charged \$795 per course credit and \$925 per directed study course. Additional special music performance and physical education fees are described below. Continuing studies students should also consult publications of the continuing studies office for information about services and fees.

Continuing studies students who do not have an undergraduate degree may enroll at one-half the stated course fee for their first two courses at Salem. To become eligible for the reduced fee, students must request before or during registration that their status and number of courses taken be certified by the registrar.

For physical education courses, continuing studies students are charged according to the duration of courses as follows:

6 1/2 week course	\$ 95
13 week course	\$185

Music Fees

Music majors receive one hour of private instruction in music each week as part of the comprehensive fee. Additional private instruction is \$240 per term for a one-hour lesson each week.

The arts management major who is concentrating in music does not pay an applied music fee for the first instrument. The student is charged one-half tuition for the second instrument of study, or \$240.

Non-music majors and continuing studies students are charged \$480 per term for

private instruction in music for a one-hour lesson each week.

Special Fees

Enrollment only for January Term	\$795
Enrollment of continuing studies students for one-half credit course	\$400
Auditing a course (reduced one-half for alumnae)	\$400
Returned check fee	\$ 30
Graduation fee	\$ 50
Single room rate (Additional to regular room and board per term-non-refundable)	\$625

Special Academic Opportunities

• *page 44. Other Special Opportunities, Change:*

Fifth paragraph, second sentence...should read...To be graduated with **departmental honors** (honors in a major), a student must complete two honors independent study courses in that major, be recommended by her major department, and maintain a cumulative grade point average of 3.0 or above in the discipline.

Special Academic Opportunities

• *page 44. Other Special Opportunities, Change:*

Fifth paragraph, second sentence...should read...To be graduated with **departmental honors** (honors in a major), a student must complete two honors independent study courses in that major, be recommended by her major department, and maintain a cumulative grade point average of 3.0 or above in the discipline.

Student Affairs

• *page 52. Health Services, Change:*

All paragraphs...should read...

The Health Center provides care for acute and chronic illnesses, information and education on women's health issues, counseling referrals to off-site specialists.

Nursing care clinics are held Monday-Friday. Appointments to see the on-campus physician may be scheduled by calling the Health Center. If a student needs medical attention after hours, she is to notify the Residence Hall Director on call or contact Public Safety.

Salem College is concerned that all students have adequate health insurance coverage. Salem College itself does not offer nor sponsor any particular plan of insurance, but we can provide resources to assist you in choosing a policy suited to your needs if you are not already covered. The responsibility for obtaining health insurance coverage rest with the student.

Every student is required to have a physical examination including a complete and updated immunization record in compliance with North Carolina State Law. Special needs or medical problems should be noted on the health form and brought to the attention of the Director of Health Services. Any student participating in intercollegiate sports is required to obtain medical clearance from her physician prior to arrival on campus.

The Student Health Center staff does not write excuses for missed classes due to illness. The nurse will notify faculty of a student's medical appointment if requested.

Student Activities and Organizations

• *page 53. Ambassadors, Change:*

First paragraph...should read...The *Ambassadors* is a student organization affiliated with the Alumnae Relations office. The members are chosen from the entire student body, with a maximum membership of 20. Members of the organization serve as hostesses for alumnae and special guest gatherings on campus throughout the year.

• *page 57. Athletics, Change:*

First paragraph, first sentence...should read...The Salem College athletic program is composed of nine intercollegiate sports: field hockey, basketball, cross country, equestrian, volleyball, swimming, soccer, softball, and tennis.

Degrees and Requirements

• *page 64. Fine Arts, Change:*

First paragraph, second sentence...should read...Students may choose from Art 121, 122, 140, 150, 243, 244, 263; English 208, 223; Music 100, 103, 105, 107, 117; and P.E. 104.

• *page 65. Physical education, Change:*

First paragraph, first sentence...should read...The physical education requirement for traditional-age students is the completion of two full-terms of non-credit activity courses, including a full-term course in fitness or wellness, normally to be taken during the freshman and sophomore years.

• *page 67. Fine Arts, Religion, Change:*

First paragraph, second sentence...should read...Students may choose from Art 121, 122, 140, 150, 243, 244, 263; English 208, 223; Music 100, 103, 105, 107, 117; and Physical Education 104.

• *page 68. Communications, Change:*

First paragraph, first sentence...should read...The communications requirement may be fulfilled by one of the following courses: Communications 100 or 120.

• *page 68. Physical Education, Addition:*

Two terms of physical education are required, including fitness or wellness plus an

additional full-term non-credit course or two half-term non-credit courses.

• *page 69. Language/Communication, Addition:*

First paragraph, first sentence...should read...This area requirement may be met by two modern foreign language courses or by any two courses from the following: English 211, English 212, Communication 120, Philosophy 121, or computer language courses.

• *page 69. Philosophy, Religion, Fine Arts, Addition:*

First paragraph, first sentence...should read...This area requirement may be met by any of the following courses: Art 121, 122, 140, 150, 243, 244, or 263; English 208 or 223; Music 100, 103, 105, 107, 117; P.E. 104; or any of the courses offered in the department of religion and philosophy (other than Philosophy 121, if it is used to fulfill the language/communication requirement), subject to stated prerequisites.

• *page 69. Grades and Transcriptss, Addition:*

Third paragraph, first sentence...should read...Under this act, Salem College is permitted to release directory information [the student's name, e-mail address, home and residence hall address, home and residence hall telephone listing, date and place of birth, major, participation in officially recognized extracurricular activities, dates of attendance, enrollment status (full- time or part-time) degree, awards, and most recent previous educational institution attended.]

Academic Regulations

• *page 83. Deans List, Change:*

First paragraph, first sentence...should read...All full-time degree students who have achieved a 3.5 average in a given fall or spring term for a study program, including at least three course credits in which grades were given, qualify for the dean's list.

Courses of Instruction

Accounting

• *pages 85-88. There are no changes to the current information.*

American Studies

• *page 89. Required Elective Courses, Deletion:*

Sociology 235. Business and Society

• *page 90. American Studies Courses, Change:*

270. Internship

One course

Internships in either restoration work or museum work may be taken at Old Salem, Reynolda House, or MESDA. Other types of internship programs may be taken elsewhere as approved by the American Studies faculty. The internship offers an opportunity to use the knowledge and skills the student has learned in

coursework to solve problems in the real work setting; the apprenticeship aspect of the internship implies that the student has some base of knowledge and will increase her knowledge and skills by direct contact with an experienced, knowledgeable mentor. Open to junior and senior majors.

Anthropology/Archaeology

- *pages 90-91. There are no changes to the current information.*

Art

- *pages 91-99. There are no changes to the current information.*

Arts Management

- *page 99. Arts Management Major, Change:*

First paragraph, third sentence...should read...In addition, majors are required to complete two historical courses and eight management courses.

- *pages 99-100. Required Courses for Major, Changes:*

Required courses for the major:

Historical (Both courses are required)

History 101, 102. Survey of Western Civilization Two courses

Management Courses (All eight courses are required.)

Arts Management 100. Introduction to Arts Management One course

Arts Management 270. Arts Management Internship One course

Arts Management 301. Principles of Arts Management One-half course

Arts Management 390. Senior Seminar One course

Accounting 120. Financial Accounting and Analysis I One course

Business Administration 201. Principles of Management One course

Not-for-Profit Management 240.

The Not-for-Profit Corporation One course

Not-for-Profit Management 250. Not-for-Profit Fundraising One course

Not-for-Profit Management 301. Introduction to Strategic and Market Planning One-half course

- *page 99. Arts Management Minor, Change:*

First paragraph, first sentence...should read...The minor in arts management requires the completion of six courses: Introduction to Arts Management (Arts Management 100), The Not-for-Profit Corporation (Not-for-Profit Management 240), Arts Management Internship (Arts Management 270)*, Principles of Arts Management (Arts Management 301), Introduction to Strategic and Market Planning (Not-for-Profit 301), plus Art 121 and 122 or two courses from listings for the performing arts concentration for the major (excluding music performance).

- *page 101. Arts Management Courses, Deletion:*

370. Senior Portfolio (Borwick) One-half course

- *page 101. Arts Management Courses, Addition:*

390. Senior Seminar (Borwick) **One course**
Creation of a portfolio documenting experience and/or competence in topics and skills essential to successful management of the arts. Survey of critical literature and trends in arts management. Projects geared toward the particular needs of student. These may include preparation of position papers, art events production, or consulting work for arts organizations. Spring.

• *page 101. Arts Management Courses, Change:*

301. Principles of Arts Management (Borwick) **One-half course**
A study designed to teach and develop skills essential to managing arts organizations. The course will introduce topics crucial to the growth and development of the field of arts management in the near future. Prerequisite: Arts Management 100 or permission of instructor. Must be taken concurrently with NFPM 301. Spring.

Biology

• *pages 102-108. There are no changes to the current information.*

Business Administration

• *pages 108-111. There are no changes to the current information.*

Chemistry

• *page 117. Chemistry Courses, Deletion:*

241. 249. Readings (Staff) **One-half course**

• *pages 115-118. Chemistry Courses, Change:*

10. General Chemistry (McKnight) **One course**
Introduction to stoichiometry, thermochemistry, the gas laws, atomic structure, and ionic bonding. Four lectures, one laboratory. Prerequisite: Math 20 equivalent or placement in a higher level math course. Fall.

101. Organic Chemistry (Eskew) **One course**
The chemistry of carbon compounds with an emphasis on structural theory, reaction mechanisms, and energetics. The laboratory stresses synthesis, separation and identification techniques typical for organic compounds, including chromatography. Three lectures, one laboratory. Prerequisite: Chemistry 20. Fall.

102. Organic Chemistry (Eskew) **One course**
The continuation of Chemistry 101 with emphasis on the reactions characteristic of various functional groups. The laboratory stresses synthesis and identification techniques (spectrometric). Three lectures, one laboratory. Prerequisite: Chemistry 101. Spring.

205. Biochemistry (Eskew) **One course**
Modern biochemistry with emphasis on the structure, chemical properties, and metabolism of biologically important molecules. Three lectures. Prerequisite: Chemistry 102 and Biology 100, or permission of the instructor. Fall.

- 208. Spectroscopy** (Eskew) **One course**
 Basic principles of infrared, nuclear magnetic resonance, and mass spectroscopy and their use in the identification of organic compounds. Three lectures.
 Prerequisite: Chemistry 102. Spring 2004 and alternate years.
- 211. Physical Chemistry** (Pate) **One course**
 Thermodynamics, gas laws, and colligative properties. Three lectures.
 Prerequisite: four chemistry courses, Physics 20, and Mathematics 102, or permission of the instructor. Fall 2002 and alternate years.
- 212. Physical Chemistry** (Pate) **One course**
 Kinetics, quantum mechanics, and spectroscopy. Three lectures. Prerequisite: Chemistry 211. Spring 2003 and alternate years.
- 213. Inorganic Chemistry** (McKnight) **One course**
 An introduction to the chemistry of inorganic compounds. Fundamental topics which will be covered are: atomic structure, molecular structure, molecular shape and geometry, the structures of solids, acids and bases, d-metal complexes and oxidation and reduction. Additional topics will be selected based on student interest. Four lectures. Prerequisite: Chemistry 20 and junior standing. Fall 2003 and alternate years.

Communication

• *pages 118-121. All current information has been changed. Refer to the following: Associate Professor Dykers, coordinator; Assistant Professor Hanger; Adjunct Faculty Capitano and Esleeck; Instructor Romeo*

This interdisciplinary major at Salem College emphasizes developing life-long habits of critical thinking and self-motivated learning about human communication. We encourage majors to use theories and practice to serve their community. We challenge Comm majors to take ownership of their classroom learning, to “be there” – emotionally, spiritually and intellectually. As teachers, we believe a classroom is only as successful as its participants’ willingness to share ideas and experiences. Faculty bring scholarship and professional experiences to each learning situation; however, students are expected to bring, at a minimum, curiosity and excitement about this field. When they declare their major, Comm students learn that we practice engaged dialogue. We urge advisees to open their minds, to offer their opinions, and to actively participate in classes, co-curricular activities and internships. In those ways, majors learn critical-thinking patterns that allow them to creatively inform and persuade others *throughout* their professional careers.

Communication Major

The major in communication requires 13 courses: nine core courses (including one internship) plus any four additional courses listed among the courses in this section. These four additional courses should be used to create a specialty of the student’s choosing – journalism/writing, advertising or public relations expertise, or technical

skills, such as print design, or producing audio, video or World Wide Web content.

Internships are an integral part of the communication major, permitting the student to link her knowledge of communication and liberal arts with practical experiences in institutional and organizational settings. We strongly recommend that students pursue at least two formal departmental internships (Comm 250) during junior and senior year January Terms to explore career possibilities, to build a resume and to make professional contacts for mentoring relationships. We also mentor sophomores to find appropriate entry-level internships.

At least 6 of the 13-course communication sequence must be completed at Salem. Students must complete at least 4 of the 9 core courses and at least 2 of the 4 specialty courses at Salem College.

Required core courses:

- Communication 100. Introduction to Communication Studies
- Communication 105. Fundamentals of Journalism
- Communication 120. Oral Communication
- Communication 130. Interpersonal Communication*
- Communication 201. Communication Theory
- Communication 250. Internship (required in junior or senior year after completion of at least four courses)
- Communication 390. Senior Seminar
- Philosophy 122 OR 124. Ethics/Business Ethics
- Sociology 208. Sociology of Mass Media

**The 2002-2003 Academic Year is the final year Comm 130 will be taught; beginning in Academic Year 2003-2004, all students will take Comm 140, Research Methods, rather than Comm 130.*

Communication Minor

A minor consists of five courses in communication. Communication 100 (Introduction to Communication Studies), Communication 105 (Fundamentals of Journalism), and Communication 120 (Oral Communication) are required. Students may select their other two courses from any of the communication (COMM) courses. Students must take at least three of these courses at Salem.

Communication Courses (COMM)

- 100. Introduction to Communication Studies** (Staff) **One course**
An overview of role of human communication and communication media in human affairs. Introduction to communication research and writing. Fall.
- 105. Fundamentals of Journalism** (Dykens) **One course**
A basic course in journalistic composition and procedures. Lectures plus writing lab requirement. Students report for all campus media, including the student

newspaper, *The Salemite*, and the web 'zine, *Commotion*, a department publication. Fall.

- 120. Oral Communication** (Staff) One course
A basic course in preparing and making speeches for various purposes. Spring.
- 130. Interpersonal Communication** (Staff) One course
An introduction to models of interpersonal communication. Attention to transactional phenomena, such as patterns of interpersonal communication. COURSE BEING DELETED AFTER 2002-2003. Fall.
- 140. Communication Research Methods** (Dykers) One course
To develop critical/analytical thinking in professional situations, students will learn how to create a systematic research project, using both qualitative and quantitative methods. Final research project & oral presentation required. Introduction to SPSS statistical software, to Boolean searching of fulltext electronic databases and to digitizing of printed materials. COURSE BEING ADDED IN 2003-2004. Spring.
- 160. Audio Production & Broadcast Techniques** (Hanger) One course
Writing for oral media and introduction to broadcasting technology; emphasis on performance. Project required. Fall.
- 180. Visual Communication** (Hanger) One course
Introduction to principles & theories for creating and evaluating media images. Project required. Fall.
- 200. Independent Study in Communication** (Staff) .25 to 1 course
Independent study, under guidance of a faculty adviser, is available to students with a 2.0 cumulative average and permission of communication coordinator. Independent study may be readings, research, conference, project and/or field experience. Prerequisite: Comm 100 & Comm 105. No more than one course per term.
- 201. Communication Theory** (Dykers, Hanger) One course
Exploring theoretical perspectives in communication. Students will discuss theory and its use in various communication settings. Research project required. Prerequisite: Communication 100. Fall.
- 205. Advanced Journalism** (Dykers) One course
Discussion and practice in computer-assisted reporting techniques, including searching databases and writing for the World Wide Web. A group final project required. Prerequisite: Communication 105 or permission of the instructor.
- 210. Video Field Production** (Hanger) One course
Understanding technical and aesthetic requirements for single-camera production and multimedia creation. Volunteer campus videography service and final multimedia project required. Prerequisites: Comm 160 & Comm 180, or permission of instructor. Spring.
- 212. Creative Writing** (Staff) One course
Experience in writing poetry and fiction. The course is adapted to the needs of the students. Readings in contemporary literature. (Cross-listed as English 212.) Fall.

- 216. Public Relations Strategy** (Hanger) **One course**
 An introduction to the strategic management of relationships between an organization and its publics – both internal and external. Course requires participation in a group project involving researching and writing a public relations plan for a campus or other area organization. Prerequisite: Comm 100, 105 & 120.
- 220. Special Topics in Communication** (Staff) **One course**
 Investigation of a topic of importance in field of communication. Topic will vary with developments in the field and needs/interests of students. Possible topics might include film criticism, visual communication, audio/video production, documentary film. Research paper or creative project plus oral presentation required.
- 233. Advertising Fundamentals** (Hanger) **One course**
 An introductory course discussing the practices and theories of advertising. A group final project requires students to research and create an advertising plan and then produce creative advertising pieces to execute the plan. Prerequisite: Comm 100, 105 & 120.
- 240. Media Law** (Esleek) **One course**
 Study of legal issues involving print and broadcast media. Topics may include First Amendment issues, libel, invasion of privacy, broadcast regulation. Prerequisites: Comm 100 & Comm 105. Spring.
- 250. Internship in Communication** (Staff) **One course**
 A course permitting a student to link her knowledge of communication theory and practice with practical problems in institutional settings. The settings may be media organizations, book publishers, film producers, PR and advertising agencies, or corporate communication functions in private companies or non-profit agencies. To gain permission to register, student must attend either one of 2 internship practicum/lecture/discussion hours scheduled in Fall and Spring. A daily email journal plus a written research paper are required during internship. Prerequisites: Comm 100, 105 and 120, OR approval of Comm faculty sponsor. Fall, JanTerm, Spring, Summer.
- 290. Honors Independent Study** (Staff) **One course**
 Advanced independent study under guidance of a faculty adviser. Open to juniors and seniors with a 3.5 quality point average in communication, subject to approval of communication curriculum coordinator. Honors in communication requires two courses.
- 390. Senior Seminar in Communication** (Dykers) **One course**
 Advanced study of contemporary problems in communication. Extensive discussion of current issues. Students create Senior Portfolio and write Senior Thesis. Must be taken in last semester at Salem, or in unusual circumstances, with permission of communication coordinator.

Computer Science

- *pages 121-123. There are no changes to the current information.*

Economics

- *pages 123-126. There are no changes to the current information.*

Education

- *pages 127-128. Education, Change:*

Six paragraphs following professor listing...should read...

The teacher education program at Salem College is built upon a firm foundation in the liberal arts. There is no major in education at Salem College; instead, each prospective teacher must meet the college requirements for general education and an academic major in addition to the licensure program. We believe that an understanding of liberal studies provides the prospective teacher with a firm content base, intellectual independence, creative and critical thinking abilities, and the knowledge and skills to solve problems.

At Salem, prospective teachers receive a solid foundation in promoting literacy development across the curriculum. The constructivist philosophy guides Salem's teacher education program, and the faculty emphasize integrated, meaning-centered instruction and seek to promote cognitive development among all preservice teachers. All preservice teachers are expected to demonstrate evidence of two primary dispositions: the belief that all children can learn, and that teachers are responsible for creating the conditions of learning for all students.

The teacher education program is designed to help preservice teachers gain the requisite knowledge, dispositions, and skills described by the INTASC Standards, NCATE Standards, the Core Propositions for the Teacher Profession in NC, and the knowledge base guides in the program. Specific goals for each prospective teacher are to:

1. understand the nature of learning (constructivism)
2. believe all children are learners (diversity) (D)
3. accept responsibility for creating the conditions of learning for all students (D)
4. model best constructivist practice in teaching, classroom management, assessment, and the use of technology
5. reflect upon her/his teaching, using higher –level cognitive processes
6. develop appropriate professional relationships with all members of the learning community and model ethical behavior

- *page 128. Education, Change:*

Nith paragraph...should read...The teacher education program of Salem College has been approved by the National Council for Accreditation of Teacher Education (NCATE) and the North Carolina State Board of Education, making it possible for graduates to be licensed in approximately 42 states.

• *page 130. Education, Change:*

Footnote...should read...** A student must complete a minimum of three courses in science, mathematics, or computer science.

• *page 132. C. Specialty Area, Change:*

First Paragraph, second sentence...should read...Geography, one course in non-western cultures, and proficiency in research, references, and writing skills in the social sciences are also required.

• *page 132-136. Education Courses, Changes:*

151. Educational Psychology for Constructive

Classrooms

(Smith, Hayes) One course

Cognitive, emotional, and physical development of the individual, infancy through adolescence. Psychological principles of development, motivation, and learning applied to contemporary education. Observation required. Required of all candidates for teacher licensure. Spring.

260. Methods and Materials of Teaching Mathematics

(Jeffries) One course

Study of the content, materials, and strategies for teaching mathematics in the elementary school (K-6). Includes developmental and remedial techniques.

Emphasis on problem solving. Required of all candidates for teacher licensure in elementary education and learning disabilities. Field experience required.

Prerequisite: Mathematics 20 or 25 or permission of the instructor. Spring.

270. Introduction to Secondary Education

(Hayes) One-half course

General methods of instruction that are effective in the secondary schools. Field experience in secondary schools. Required of all students seeking secondary or modern foreign language licensure. Spring.

303. Managing an Effective Learning Environment

(Hayes) One-half course

An examination of theories, models, and contributors in the field of behavior management. Includes practices using observation tools, institutional

management techniques, group management systems, and self-control

techniques. Required of candidates for Elementary, LD, Second Languages, and Secondary teacher licensure. Fall, Summer, January. (Block course: in Fall)

320. Students with Learning Disabilities

(Staff) One course

Concepts associated with history, definitions, diagnosis, theories, issues, and trends in the field of learning disabilities. Examination of formal and informal

tests for assessment of the learning disabled. Required of all candidates for teaching licensure in learning disabilities. Requires senior status and acceptance

in the teacher education program. Observation or equivalent required. Fall.

322. Methods for Teaching Students

with Learning Disabilities

(Staff) One course

Strategies for teaching the content areas as well as cooperative learning structures to the learning disabled. Required of all candidates for teaching licensure in

learning disabilities. Requires senior status and acceptance to the teacher education program. Observation or equivalent required. Spring.

English

- **page 137. English Professors, Change:**

Associate Professor Oczkowicz, chair; Professor Meehan; Associate Professors Zebr and Uschuk; Assistant Professor Dulan; Adjunct Faculty Sackeyfio; Writer-in-Residence Niven

- **pages 137-138. English, Change:**

First paragraph, last sentence...should read...The Department also strives to provide a solid foundation for those who wish to teach English at the secondary level and for those who wish to pursue a higher degree.

- **page 138. English Major, Addition:**

First paragraph, last sentence...should read...Creative writing courses can be used as electives toward English major.

- **page 138. Creative Writing Minor Faculty, Addition:**

Associate Professor Uschuk, Director of Center for Women Writers

- **page 138. Creative Writing Minor, Change:**

Second paragraph...should read...A variety of writing courses will be offered each semester. All courses in the minor will be taught by the English department and on occasion by visiting writers.

- **page 140-143. English Courses, Changes:**

293. The Culture of African American Literature (Dulan) One course

This course examines African American writings of the 18th, 19th and 20th centuries. Using a backdrop of social history, the course will investigate how African American writers discursively depict class, racial, and gender/sexual oppression and privilege in a radical effort to problematize “American” individualism. Readings will include 18th century slave narratives, prose of the Reconstruction writers, fiction of the Harlem Renaissance, literature of the War eras, music and literature of the Black Arts Movement and contemporary fiction. Fall 2002 and alternate years.

294. American Literature from 1870 to the Present (Oczkowicz) One course

Major American writers and their contributions to an evolving American literature. Studying representatives of American realism, naturalism, and modernism. Mainstream as well as minority writers included. Spring 2003 and alternate years.

298. Twentieth-Century American Poetry (Uschuk) One course

A study of important trends in American poetry from 1900 to the present with emphasis on Frost, Bishop, Williams, Ammons, and Rich. Spring 2003 and alternate years.

348. The Rise of the Female Novelist, 1684 - 1900 (Dulan) One course

An examination of the rise of the female novelist with an emphasis on how women writers crafted their writings to produce idealized depictions of gender and sexuality, nation, race, and class. Emphasis on how Anglo women writers generated a new version of “true womanhood” that was class and race specific and dependent upon racial and social “others.” Fall 2003 and alternate years.

399. Introduction to Contemporary Literary Theory (Oczkowicz) One Course

Introduction to literary theories developed since early twentieth century: structuralism, deconstruction, new historicism, cultural materialism, marxist, reader-response, psychoanalytic, feminist and post colonial criticism among others. In depth study of major theoretical concepts and their application to specific literary texts. Intensive reading, writing, and seminar discussion format. Fall 2003 and alternate years.

French

• **page 143. French Professors, Change:**

Professor Ljungquist, chair of modern foreign languages department; Associate Professor McElaney-Johnson; adjunct faculty Wilson

• **page 143. French Major, Change:**

First paragraph, second and third sentences...should read...Seven such courses are required for the major, and must include French 105. At least three of the required French courses, including at least one 200 or 300-level course, must be completed at Salem.

• **page 143. French Minor, Change:**

First paragraph, first sentence...should read...The minor in French requires five courses above the 30 level and must include French 105.

• **pages 144-145. French Courses, Deletions:**

120. French Civilization	(Ljungquist) One course
207, 208. Business French I, II	(Staff) Two half-courses
213. French Literature I	(Cardwell) One course
214. French Literature II	(Ljungquist) One course
218. French Classics in Translation	(Staff) One course

• **pages 144-146. French Courses, Additions:**

130. French Drama Workshop () course
Reading, analysis and presentation of plays from the Middle Ages to the modern period. Emphasis on improved oral proficiency, development of theatrical skills and creative approaches to drama. Prerequisites: French 30 or permission of instructor. Fall 2002 and alternate years.

210. Business French (Staff) One course

Practice in both oral and written forms of communication, with emphasis on their application to practical problems encountered in social or business situations. Attention to social and economic practices which differ from those of the U.S. Prerequisites: French 105 or permission of the chair of the department.

Offered as needed.

231. French Poetry () course

Analysis, interpretation, translation and writing of French poetry. Emphasis on developing language skills and creativity. Prerequisite: French 100 level course or permission of instructor. Fall 2003 and alternate years.

- 232. French Novel** () course
 Reading and analysis of significant French novels of the 19th and 20th Centuries with special emphasis on novels by women. Prerequisite: French 100 level course or permission of instructor. Spring 2003 and alternate years.
- 311. Literature and Culture in the Age of Louis XIV** () course
 An intensive study of France from 1643 to 1715. Emphasis on the development of comedy and tragedy, trends in poetry, women's writing, painting, the beginnings of French opera and the role of Versailles as a hub of cultural production. Prerequisite: French 105 and a literature class or permission of instructor. Spring 2004 and every third year.
- 312. The Eve of the Revolution** () course
 Introduction to the thought and literature of the 18th Century France. Students will examine social and political criticism at the eve of the Revolution through the study of diverse literary text. Prerequisite: French 105 and a literature class. Spring 2005 and every third year.
- 313. French Cinema and Culture** () course
 A study of French culture as represented in and created by film. Study of classic films, the new wave, heritage films and feminist film. Open to non-French speakers. Prerequisite for French majors or minors: French 100 level course. French majors and minors will have a separate class meeting in French. Spring 2003 and alternate years.
- *pages 144-145. French Courses, Changes:*
- 100. Introductory to Literature** (Staff) One course
 Introduction to literature through the study of poetry, theater, film and short story. Class emphasizes close textual readings, discussion, critical writing and analytical skills. Prerequisite: French 30, placement or permission of instructor. Fall..
- 105. Verbal Communication** (Ljungquist) One course
 A course to develop fluency and accuracy in the use of spoken and written French. Includes a review of the principles of French syntax, grammar and phonology. Prerequisite: French 30, placement or permission of instructor. Fall.
- 216. Francophone Literature** (Staff) One course
 An introduction to literature produced in French-speaking countries around the globe. Although the regions and topics studied may vary, the course will place special emphasis on texts produced in Africa and the Antilles. Students will address the cultural and historical realities surrounding the text with particular attention to the representation of women. Prerequisite: French 100 level course or permission of instructor. Spring 2004 and alternate years.
- 220. Contemporary French Culture** (Ljungquist) One course
 Political, social, economic, and cultural developments in contemporary France. Prerequisite: two 100-level French courses, or permission of the chair of the department. Spring 2002 and alternate years.

German

- *pages 146-149. There are no changes to the current information.*

History

- *page 149. History Professors, Change:*

Professor Clauss, chair of department of History, International Relations and Political Science; Professor Pubantz; Assistant Professor Kalman

- *page 149-152. History Courses, Changes:*

101. Survey of Western Civilization to 1715 (Pubantz, Kalman) One course

The evolution of modern European social, cultural, and political institutions from the 11th century to 1715. Fall.

102. Survey of Modern Western Civilization

Since 1715 (Pubantz, Kalman) One course

Western civilization from 1715 to the present, stressing the growth and spread of western ideas and institutions, the impact of two world wars, and western influence in world affairs. Spring.

203. Early American Social and Intellectual History (Clauss) One course

Aspects of American society and thought in the colonial and national eras.

Emphasis on topics such as political and social reform, the impact of religion, and sectionalism. Fall 2003.

204. American Social and Intellectual History

Since 1865 (Clauss) One course

Problems in American life from 1865 to the present. Emphasis on topics such as race relations, immigration, women's rights, urbanization, and social reform movements. Spring 2004.

209. African-American History (Clauss) One course

A survey of the African-American experiences from 1619 to the present.

Attention to the trans-Atlantic slave trade, colonial slavery, antebellum slavery, Civil War and Reconstruction, the Age of Jim Crow, and the rise of the civil rights movement. Spring 2004.

219. U.S. Diplomatic History (Clauss) One course

The diplomacy of the United States from its emergence as a world power in the 1890s to the debacle in Vietnam and its aftermath. Emphasis on such themes as Latin American interventionism, the historic involvement in East Asia and the experience of World War I, World War II, and the Cold War. Fall 2003.

227. The Emergence of the British Nation from

Anglo-Saxon Times to 1688 (Kalman) One course

A political, social, and cultural study of Britain from Alfred the Great to the Glorious Revolution of 1688. Fall 2003 and alternate years.

228. Modern Britain (Kalman) One course

Political, social, and economic aspects of Britain's evolution into a modern democracy, 1688 to the present. Spring 2004.

- 231. Renaissance and Reformation Europe** (Kalman) One course
A study of European society and thought from the Renaissance to the Reformation. Fall 2003.
- 235. The French Revolutionary and Napoleonic Era, 1715-1815** (Kalman) One course
A background in the 18th-century Age of the Enlightenment and ancient regime and a survey of the French Revolution (1787-1799) and Napoleonic Era in Europe (1799-1815). Fall 2003.
- 237. Europe's Radical Century, 1815-1914** (Kalman) One course
An examination of the clashes between the Old Regime and modern industrial Europe, and of how Europeans grappled with new forms of government and new forms of identity. Radical new ideas such as universal suffrage, socialism, women's rights, evolution, and nationalism tore European society apart, culminating in World War I. Spring 2004.
- 239. Holocaust** (Claus) One course
A survey of the Holocaust (or Shoah) in deep historical perspective. Attention to such themes as Christian anti-Semitism, "racial" anti-Semitism, Nazi ideology, perpetrators, victims, and bystanders. Fall 2004.
- 245. Modern Germany: From Unification to Present** (Kalman) One course
A study of the political, social and cultural history of Germany from the age of Bismarck through the Third Reich, to the fall of the Berlin Wall, and the problems of reunification. Spring 2003 and alternate years.
- 246. Modern Russian History** (Pubantz) One course
A study of the political, social, and cultural history of Russia from 1855 to the present. Emphasis on 19th-century tsarist Russia, the era of revolutions, the Soviet period, and Russia since World War II. Fall 2003.
- 255. Europe in War and Revolution, 1900-1945** (Kalman) One course
An examination of European history from the origins of World War I to 1945. Emphasis on the two world wars, the inter-war years, social, economic and intellectual development, the rise of fascism, communism, and Nazism, and international tensions during the period. Fall 2002 and alternate years.
- 256. Europe in a New World, 1945 to the Present** (Kalman) One course
A study of the end of the European hegemony, the Cold War, Western and Eastern Europe, European Community, the end of the Soviet Union and the continuing problem of Nationalism. Spring 2003 and alternate years.
- 259. Law and Early American Society to 1880** (Claus) One course
A survey of American constitutional and legal history from the English colonial period to the end of Reconstruction. Emphasis will be placed on the continuing interaction between law and socio-economic change. Offered as needed.
- 260. Law and Modern American Society Since 1880** (Claus) One course
A survey of American constitutional and legal history from the emergence of the corporate-industrial system to the modern welfare state. Emphasis will be placed on the continuing interaction between law and socio-economic change. Offered as needed.

269. America in Our Time: 1945 to Present (Clauss) One course

American domestic politics, social change, and foreign policy since World War II. Emphasis on topics such as the Cold War, McCarthyism, the civil rights movement, the women's movement, the Vietnam War, and the post-New Deal welfare state. Fall 2003.

270. Modern China and Japan (Clauss) One course

China and Japan in the 19th and 20th centuries. Emphasis on topics such as the impact of the West on traditional societies, the problems of modernization, the effects of World War I, World War II, and the Cold War on Asia, and the development of nationalism and communism in the region. Spring 2004.

Honors

- *pages 153-154. There are no changes to the current information.*

International Business

- *pages 154-156. There are no changes to the current information.*

International Relations

- *page 156. International Relations Professors, Change:*

Professor Clauss, chair of department of History, International Relations and Political Science; Professor Pubantz; Assistant Professor Kalman

Mathematics

- *pages 157-160. There are no changes to the current information.*

Modern Foreign Languages

- *pages 160-161. There are no changes to the current information.*

Music

- *page 162-164. Music, Change:*

Music Major (B.A.) through Music Theater (Voice) Major...should read...

Music Major

The candidate for the bachelor of arts degree with a major in music must complete three semesters of music theory (Music 112, 211, 212; for most students, success in Music 112 will be dependent upon completion of Music 111), Principles of Musical Structure and Style (Music 117), three semesters of music history (Music 118, 217, 218), and four semesters of Class Piano (Music 10), totalling one course (keyboard majors may take two semesters of class piano and two semesters of Keyboard Harmony, Music 247 and 248). In addition, bachelor of arts music majors study their preferred instrument each semester they are enrolled as full-time students, for a minimum of eight semesters. Performance courses (Music 20, 30, or 40) are normally one-quarter course per semester for bachelor of arts music majors, totalling at least two courses. Bachelor of arts music majors take at least two

semesters of ensemble (any two from Music 50-55), and Senior Seminar (Music 390). The following courses must be completed at Salem: two years of applied music, one year of ensemble, one course each in music theory and music history, and Senior Seminar.

Music Major (B.M.)

First two paragraphs...should read...The bachelor of music degree in performance is available with a concentration in flute, organ, piano, or voice. The following courses must be completed at Salem: two years of applied music, one year of ensemble, one advanced course in music theory, one course in music history, one course in music pedagogy, one music literature course, and Senior Seminar. In addition, organ majors will take Sacred Music, voice majors must take Sight Singing and Diction, and piano majors will take Piano Sight Reading and Accompanying.

Bachelor of Music students must audition for the degree by taking an extended jury in the spring semester of the first year. Students will normally enroll in .25 credits of lessons during the first year and will enroll in a full credit of lessons for each subsequent semester.

In addition to the basic distribution requirements for the bachelor of music (see p. 70 of the 2001 2003 Academic Catalog), all bachelor of music students must complete four semesters of music theory (Music 112, 211, 212, 315; for most students, success in Music 112 will be dependent upon completion of Music 111), four semesters of Class Piano (Music 10), totalling one course (keyboard majors may take two semesters of class piano and two semesters of Keyboard Harmony, Music 247 and 248), Principles of Musical Structure and Style (Music 117), three semesters of music history (Music 118, 217, 218), one semester of music literature in the primary instrument, a second music literature course chosen from Music 303, 305, or 307), Conducting and Orchestration (Music 240), Pedagogy of Music (Music 246), an Internship in Music (Music 270, which also satisfies the College's Salem Signature requirement of an internship), and Senior Seminar (Music 390). Bachelor of Music students must perform a half-recital in the Sophomore year (Music 285), a major jury in the Junior year, and a full recital in the Senior year (Music 385).

Additional Requirements for Performance Major in Piano

8 semesters of Performance (Music 20-P, 30-P, and 40-P; totalling 6.5 courses)

8 semesters of Ensemble (4 semesters of Music 50 or 51; 4 additional semesters of Music 50, 51, 53, 55)

Piano Sight Reading (Music 243)

Accompanying (Music 244)

Additional Requirements for Performance Major in Voice

8 semesters of Performance (Music 20-V, 30-V, and 40-V, totalling 6.5 courses)
8 semesters of Ensemble (4 semesters of Music 50 or 51; 4 additional semesters of Music 50, 51, 52, or 55)
Sight Singing and Diction (Music 242)

Additional Requirements for Performance Major in Organ

8 semesters of Performance (Music 20-O, 30-O, and 40-O, totalling 6.5 courses)
8 semesters of Ensemble (4 semesters of Music 50 or 51; 4 additional semesters of Music 50, 51, or 55)
Sacred Music (Music 245)

Additional Requirements for Performance Major in Flute

8 semesters of Performance (Music 20-X, 30-X, and 40-X, totalling 6.5 courses)
8 semesters of Ensemble (4 semesters of Music 50 or 51; 4 additional semesters of Music 50, 51, 54, or 55)

Music Minor

The minor in music (in the bachelor of arts degree program) consists of the following course requirements: Music 112, 211, Music 117 and 118, and four semesters of performance (Music 20, 30, or 40 in the student's preferred instrument; one-quarter course each for a total of one course). All courses must be taken at Salem.

Music Minor

The minor in music (in the bachelor of arts degree program) consists of the following course requirements: Music 112, 211, Music 117 and 118, and four semesters of performance (Music 20, 30, or 40 in the student's preferred instrument; one-quarter course each for a total of one course). All courses must be taken at Salem.

Music Theater (Voice) Minor

The minor in music theater with voice emphasis (in the bachelor of arts program) consists of the following course requirements: One semester of music theory (Music 112), The Musical in America (Music 103), four semesters of voice performance (Music 20-V, 30-V, and 40-V; one-quarter course each, totalling one course), Acting (Music 151), and 4 semesters of Musical Theater (Music 150). All courses must be taken at Salem.

• *pages 166-167. Music Courses, Deletions:*

215. Advanced Music Theory (Borwick) One course
233. Chamber Literature (Staff) One course
234. Choral Literature (Schildkret) One course

• *page 169. Music Courses, Addition:*

- 315. Advanced Music Theory** (Borwick) **One course**
 Structural principles in music of various periods, with reference to underlying aesthetic and technical principles. Emphasis will be placed upon the relationship between musical form and performance. Prerequisite: Music 212. Fall 2001 and alternate years.
- *pages 164-169. Music Courses, Changes:*
- 10. Class Piano** (Hayes) **one-quarter course**
 Functional use of the piano. All music majors are required to take a total of four semesters of Class Piano. Keyboard majors will substitute Music 247 and 248 for two semesters of Class Piano. Also open to non-music majors by permission of the instructor. May be repeated for credit. Fall and Spring.
- 111. Fundamentals of Music** (Hayes) **One course**
 This course will provide an introduction of the basic principles of music including pitch, rhythmic notation, key signatures, and fundamental chord relationships. Tools include computer programs in tandem with a MIDI keyboard. Open to non-majors and strongly recommended for all beginning music majors. Students may not officially become music majors until they have either completed this course satisfactorily (a grade of C or better) or demonstrated their mastery of its material. This course does not count towards the major. Fall.
- 117. Principles of Musical Structure and Style.** (Borwick) **One course**
 This course is intended for any student with an interest in the performance of music as well as for music majors and minors. It presents an in-depth study of the materials, forms and styles of music from a variety of traditions, including western art music, western popular music, and non-western music. Recommended as a BDR for students with prior musical background. Fall.
- 118. Music History I** (Staff) **One course**
 A survey of music and musical styles from the ancient world through the death of J.S. Bach. Prerequisites: Music 211, Music 117. Spring.
- 217. Music History II** (Staff) **One course**
 Continuing studies of Music History, beginning around 1750 and focusing on the nineteenth century through the death of Wagner. Prerequisites: Music 212, Music 118. Fall.
- 218. Music History III** (Staff) **One course**
 Continuing studies of Music History, beginning with the late Romantics through recent developments. Prerequisite: Music 217. Spring.
- 247. Intermediate Keyboard Harmony and Improvisation** (Lister-Sink) **One-quarter course**
 A thorough exploration of keyboard skills, including simple harmonic progressions and figured bass, harmonization, modulation, transposition, an introduction to reading open scores and C clefs, as well as the development of rudimentary skills in improvisation. Prerequisite: Music 212, two semesters of Music 10. Required of all piano and organ majors (B.A. or B. M); open to others based on demonstrated ability. Fall.

**248. Advanced Keyboard Harmony
and Improvisation**

(Mitchener) **One-quarter course**

A continuation of Music 247, with more emphasis on advanced harmonic progression, figured bass and continuo playing, harmonization, modulation, transposition, reading open scores and C clefs, as well as the development of more refined skills in improvisation. Prerequisite: Music 247. Required of all piano and organ majors (B.A. and B.M.); open to others who demonstrate exceptional ability at the keyboard. Spring.

285. Intermediate Recital

A half-recital (one half-hour of music). This is one of two required recitals for Bachelor of Music students, who normally give this recital in the sophomore year. Bachelor of Arts degree students who give a senior recital may also sign up for this course. Course work includes preparation of all music for the recital and preparation of program materials, including program notes and translations. One-half course, taken concurrently with applied music lessons. Prerequisites: three semesters of music 20, 30, or 40 in the instrument or voice for this recital; Music 211 and Music 121. Fall and Spring.

303. The Musical in America

A course for Bachelor of Music students offered concurrently with Music 103 (see Music 103 for a complete description). Students enrolled in Music 303 will do additional research and presentations on a level suitable for an upper division course in the Bachelor of Music.

305. Women in Music

A course for Bachelor of Music students offered concurrently with Music 105 (see Music 105 for a complete description). Students enrolled in Music 305 will do additional research and presentations on a level suitable for an upper division course in the Bachelor of Music.

307. Introduction to Music of the World

A course for Bachelor of Music students offered concurrently with Music 107 (see Music 107 for a complete description). Students enrolled in Music 307 will do additional research and presentations on a level suitable for an upper division course in the Bachelor of Music.

385. Advanced Recital

A full recital (one hour of music). This is the second of two required recitals for Bachelor of Music students, who normally give this recital in the senior year. Course work includes preparation of all music for the recital and preparation of program materials, including program notes and translations. One course, taken concurrently with applied music lessons. Prerequisites: six semesters of music 20, 30, or 40 in the instrument or voice for this recital; Music 222. Fall and Spring.

Not-for-Profit Management

• page 169-170. *Not-for-Profit Minor, Change:*

First paragraph...should read...The minor in not-for-profit management requires

the completion of four and one-half courses: The Not-for-Profit Corporation (NFPM 240), Not-for-Profit Fundraising (NFPM 250), Introduction to Strategic and Market Planning (NFPM 301), Principles of Financial Accounting and Analysis I (ACCT 120), and Principles of Management (BUAD 201).

• *page 170. Not-for-Profit Management Courses, Change:*

301. Introduction to Strategic and Market

Planning

(Borwick) One-half course

A study designed to teach and develop skills in strategic and market planning for not-for-profit corporations.

Philosophy

• *pages 170-172. There are no changes to the current information.*

Physical Education

• *page 173. Physical Education Professors, Change:*

Assistant Professor Hixson, chair; Assistant Professor Godfrey; Instructors Nunn

• *page 173. Physical Education, Change:*

First paragraph, first sentence...should read...The physical education requirement is the completion of two terms of non-credit activity courses, including a full-term course in fitness or wellness, normally to be taken during the freshman and sophomore years.

• *page 173. Physical Education Schedule, Changes:*

Classes are scheduled according to terms as follows:

<i>Fall Term (13 weeks)</i>	<i>Fall Term I (6 1/2 weeks)</i>	<i>Fall Term II (6 1/2 weeks)</i>
Beginning Jazz	Aquacise	Badminton
Beginning Ballet	Conditioning	Cardio Combo/Aerobics
Beginning Modern Dance	Yoga	Functional Intergrated Strenght Training

Cross Country Team

Field Hockey Team

Lifeguard Training**

Riding Team*

Swim Team

Volleyball Team

Fitness

Wellness

<i>Spring Term (13 weeks)</i>	<i>Spring Term I (6 1/2 weeks)</i>	<i>Spring Term II (6 1/2 weeks)</i>
Soccer Team	Cardio Combo/Aerobics	Advanced Swimming
Tennis Team	Conditioning	Aquacise
Equestrian Team*	Functional Intergrated	Badminton
Fitness	Strenght Training	Beginning Swimming***
Int/Adv Modern Dance	Yoga	Social Dance
Int/Adv Ballet		Scuba Diving*
Int/Adv Jazz		

• *page 173. Physical Education Note, Changes:*

First parpgraph, fourth and fith sentences...should read...Horseback riding team: \$420.00 per term. Scuba Diving: \$250. Fees subject to change.

• *page 174. Physical Education Courses, Change:*

201. Choreography (PEDC) (Staff) One course

The art of making dances by studying the elements of structure, time, space, dynamics, and movement invention. Approaches to choreography and techniques of handling choreographic material. Spring 2002 and alternate years.

• *page 174-175. Dance Minor, Changes:*

At Wake Forest University & Salem College:

Two of three ballet courses, for a total of one Salem College course credit:

Dance 127. Beginning Classical Ballet

Techniques

Two credits at WFU = One-half course

Dance 229. Intermediate Classical

Ballet

Two credits at WFU = One-half course

Dance 231. Advanced Classical

Ballet

Two credits at WFU = One-half course

PHED 034. Beginning Ballet

PHED 035. Int/Adv Ballet

Two of three jazz courses, for a total of one Salem course credit:

Dance 126. Beginning Jazz Dance

Two credits at WFU = One-half course

Dance 226. Intermediate Jazz

Dance

Two credits at WFU = One-half course

Dance 227. Advanced Jazz Dance

Two credits at WFU = One-half course

PHED 036. Beginning Jazz Dance

PHED 037. Int/Adv Jazz Dance

Physics

• *page 175. There are no changes to the current information.*

Political Science

• *page 175. Political Science Professors, Change:*

Professor Clauss, chair of department of History, International Relations and Political Science; Professor Pubantz; Assistant Professor Kalman

• *page 176. Political Science Courses, Change:*

240. American Foreign Policy (Pubantz) **One course**

A study of U.S. foreign policy and of the decision-making process in the American foreign affairs establishment. Analysis of American foreign policy trends and contemporary political, military, and economic policies. A prerequisite is one of the following: History 102, History 106, Political Science 110, or Political Science 120. Fall 2003.

Psychology

• *page 177. Psychology Major, Change:*

First paragraph, third sentence...should read...In addition, a student must complete a minimum of one course from the experimental areas (Psychology 225, 240, 262); a minimum of two courses from the applied area (Psychology 100, 130, 140, 150, 220); and at least one other Salem psychology course excluding Psychology 280.

• *page 177. Psychology Minor, Change:*

First paragraph, first sentence...should read...The minor in psychology requires completion of five courses including Psychology 10, one methodology course (to be chosen from Psychology 101, 102, and 220), at least one experimental course (to be chosen from Psychology 225, 240, and 262), plus two courses from among the applied area (Psychology 100, 130, 140, and 150).

• *pages 178-179. Psychology Courses, Change:*

110. Psychology of Women (Staff) **One course**

Given the different life experiences of men and women, this course considers psychological theory and research from a feministic perspective in such areas as women's development, achievement, sexuality, and work.

Prerequisite: Psychology 10. Fall 2002 and alternate years.

160. Human Sexuality (Fay) **One course**

An analysis of the psychological, physiological, and sociocultural aspects of human sexual behavior and attitudes. Prerequisite: Psychology 10. Fall 2003 and alternate years.

240. Experimental Psychology: Cognition (Ersoff) **One course**

The theoretical and experimental issues in the area of perceptual and cognitive processes. Topics to be covered include problem solving, visual thinking, human information processing and attention. Includes lecture and laboratory periods. Prerequisite: Psychology 10. Fall.

262. Experimental Psychology: Applied

Human Learning (Ersoff) **One course**

Current theories and recent research on learning and related processes. Includes lectures and laboratory periods. Prerequisite: Psychology 10. Spring.

Religion

• *pages 180-184. There are no changes to the current information.*

Salem Signature Courses

- *pages 184-185. There are no changes to the current information.*

Sociology

- *pages 186-190. There are no changes to the current information.*

Spanish

- *page 191. Spanish Courses, Deletions:*

100. Introductory Spanish Readings (Staff) One course

207, 208. Business Spanish I, II (Bowers) Two half-courses

- *pages 191-192. Spanish Courses, Additions:*

110. Introductory Spanish Readings (Staff) One course

An introduction to literary readings, this course emphasizes reading comprehension and vocabulary building in order to prepare students for more advanced study of literature. Prerequisite: Spanish 105 or permission of instructor. Spring.

210. Business Spanish (Bowers) One courses

Practice in both oral and written forms of communication, with emphasis on their application to practical problems encountered in social or business situations. Attention to social and economic practices which differ from those of the U.S. Two meetings. Prerequisites: Spanish 105 or permission of the instructor.

211. () One courses

An opportunity for students to speak Spanish in an informal setting. Topics might include current events, work, cultural issues and one's personal life. Prerequisite: Spanish 105 or 110 or permissions of instructor.

- *page 191. Spanish Courses, Change:*

105. Verbal Communication (Hammer) One course

A course that reviews the fundamentals of Spanish grammar, increases oral fluency, develops reading and writing skills and deepens knowledge of Hispanic cultures. Prerequisite: Spanish 30, placement or permission of instructor.

Women's Studies

- *pages 193-194. There are no changes to the current information.*

Salem Scholarship Funds

- *page 197. General Scholarships, Addition:*

Insert after Mary L. Stroud Scholarship...Algernon Sydney Sullivan Foundation Endowed Scholarship

- *page 197. General Scholarships, Deletion:*

The Algernon Sydney Sullivan and Mary Mildred Sullivan Awards—

Honor Organizations

• *pages 202-203. Honor Organizations, Changes:*

Beta Beta Beta

Beta Beta Beta is the national biological honor society that emphasizes Scholarship, dissemination of scientific knowledge, and promotion of Biological research. Regular members of the chapter must be Biology majors and have completed at least 3 courses of biology above Biology 100 and must have a GPA in their major of 3.0 or higher. Associate members are those undergraduates whose interests include the life but who are ineligible for regular membership.

Omicron Delta Kappa

Omicron Delta Kappa, the national leadership honor society, recognizes junior and senior students who have attained success in scholarship, athletics, service, journalism and creative arts through effective leadership and constructive participation in the life of the community.

Organization of the College

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Velma Watts
Winston-Salem, North Carolina
Steven B. Wiggs
Winston-Salem, North Carolina

College Faculty

Julianne Still Thrift (1991)

President, Salem Academy and College

B.A., M.Ed., University of South Carolina; Ph.D., George Washington University

Eileen Wilson-Oyelaran (1995)

Vice President, Salem Academy and College; Dean of the College; Professor of Education

B.A., Pomona College; M.A., Ph.D., The Claremont Graduate School

Marlin Adrian (1997)

Assistant Professor of Religion

B.A., University of Kansas; M.A., Mennonite Biblical Seminary; M.A., Ph.D., University of Virginia

Hidemi Arai (2001) †

Instructor in Math

B.A., Salem College; M.A., Wake Forest University

Craig D. Atwood (1994)

Chaplain, Salem Academy and College; Starbuck Chaplaincy and Chair of Religion

B.A., University of North Carolina at Chapel Hill; M.Div., Moravian Theological Seminary; Ph.D., Princeton Theological Seminary

Christopher J. Baker (1989)

Professor of Education

B.A., B.Ed., The University of New England, Australia; M.Ed., The University of Alberta, Canada; Ph.D., University of Texas at Austin

Kathryn Taylor Bowers (2000)

Assistant Professor of Spanish

B.A., James Madison University; B.S., Virginia Commonwealth University; M.A., Ph.D., University of Virginia

John R. Boyst (1998) †

Instructor in Spanish

B.S., Appalachian State University; M.A., University at North Carolina at Greensboro

Otto B. Burianek (2001)

Assistant Professor of History

B.A., Davidson College; M.A., Ph.D., Emory University

Herbert I. Burns Jr. (1997) †

Instructor in Art

B. Architecture, University of Kentucky; M.S., University at North Carolina at Greensboro

- Melissa A. Capitano (2000) †**
Visiting Instructor in Communication
 B.A., Millikin University; M.A., University of North Carolina at Greensboro
- W. Douglas Cardwell Jr. (1972)**
Professor of Modern Languages
 A.B., Transylvania College; Ph.D., Yale University
- Errol MacGregor Clauss (1963)**
Professor of History
 B.A., Gettysburg College; M.A., Ph.D., Emory University
- Michael M. Cummings (1992)**
Associate Professor of Accounting
 B.S., George Mason University; M.B.A., East Carolina University
- Edward DeWindt-Robson (2001) †**
Assistant Professor of Psychology
 B.S., Louisiana State University; Ph.D., University of North Carolina at Chapel Hill
- Suzanne E. Dorsey (1999)**
Assistant Professor of Biology
 B.A., Drew University; M.S., University of Maryland; Ph.D., State University of New York at Stony Brook
- Linda Motley Dudley (1971)**
Professor of Psychology
 B.A., University of North Carolina at Chapel Hill; M.A., Ph.D., University of North Carolina at Greensboro
- Jo Dulan (1997)**
Assistant Professor of English, Director of Honors Program
 B.A., M.A., Northern Michigan University; Ph.D., Wayne State University
- Rebecca C. Dunn (1996)**
Assistant Professor of Biology; Coordinator, Women in Science Program
 A.B., University of Chicago; Ph.D., Duke University
- Truman L. Dunn (1993) †**
Assistant Professor of Religion
 B.A., Pennsylvania State University; M.Div., Duke University Divinity School; Ph.D., Union Theological Seminary
- Carol R. Dykers (1995)**
Assistant Professor of Communication
 B.A., University of North Texas; M.A., Ph. D., University of North Carolina at Chapel Hill
- Shellie Ellis (2001) †**
Instructor in Sociology
 B.A., University of Oklahoma; M.A., Wake Forest University

Jeffrey A. Ersoff (1979)

Associate Professor of Psychology and Computer Science

B.A., Cornell University; M.A., Florida Atlantic University; Ph.D.,
University of Texas

Nita A. Eskew (2001)

Assistant Professor of Chemistry

B.S., Ph.D., University of North Carolina at Chapel Hill

Robert E. Esleeck (2000)

Executive-in-Residence

B.S., M.B.A., J.D., University of North Carolina at Chapel Hill

Todd L. Fay (1976)

Professor of Psychology

B.A., University of Michigan; M.S., Ph.D., Northwestern University

Christine Ann Glenski (1997) †

Instructor in Accounting

B.S., William Jewell College; M.P.A., University of Texas at Austin

Heidi Echols Godfrey (2001)

Instructor in Dance

B.A., University of North Carolina at Chapel Hill

Tamara Moss Greenwood (1998) †

Instructor in Computer Technology

B.S., High Point University; M.S., University of North Carolina at
Greensboro

Penny Griffin (1975)

Assistant Professor of Art

B.A., Appalachian State University; M.A., Florida State University

Leigh Ann Hallberg (1997) †

Assistant Professor of Art

B.A., Mount Union College; M.F.A., University of Colorado at Boulder

Graciela Lucero Hammer (1995)

Assistant Professor of Spanish

B.A., M.A., University of South Florida; Ph.D. University of North
Carolina at Chapel Hill

Kaitlin Hanger (2001)

Assistant Professor of Communication

B.F.A., Kendall College of Art and Design; B.F.A., Aquinas College; M.A.,
University of Michigan; Ph.D., Wayne State University

Deborah L. Harrell (1980)

Assistant Professor of Mathematics

B.S., Wake Forest University; M.S., North Carolina State University

Donald G. Hayes (2001)

*Visiting Professor of Special Education and Coordinator of the Learning
Disabilities Program*

Ph.D., University of North Carolina at Chapel Hill

Karen Avery Hixson (1992)

Assistant Professor of Physical Education; Director of Aquatics

B.S., Springfield College; M.A., University of North Carolina at Chapel Hill; Ph.D., University of North Carolina at Greensboro

Betsy Hoppe (1998) †

Instructor in Computer Technology

B.A., Duke University; M.B.A., Texas Christian University

John W. Hutton (1990)

Associate Professor of Art

A.B., Princeton University; M.A., University of London; M.A., Ph.D., Harvard University

Micha J. Jefferies (2000)

Assistant Professor of Education

B.S., University of North Carolina at Greensboro; M.S., Gardner-Webb University; Ph.D., University of North Carolina at Chapel Hill

Richard E. Johe (1988)

Assistant Professor of Business Administration

B.A., Dickinson College; M.A., University of Idaho; Ph.D., Duke University

Susan L. Keane (1979)

Laboratory Instructor in Biology

B.S., University of North Carolina at Greensboro; M.T. (A.S.C.P.), Penrose Hospital

Andrea S. Kurtz (2001) †

Instructor in Women's Studies

B.A., Smith College; J.D., University of Iowa

Michele Leverett (2000)

Instructor in English

B.A., University of North Carolina at Charlotte; M.A., North Carolina A&T

Susannah J. Link (2001) †

Instructor in History

B.A., Stanford University; M.A., University of Virginia

Gary Ljungquist (1979)

Professor; Louise G. Bralower Chair in Modern Languages

B.A., Clark University; Ph.D., Cornell University

Ann McElaney-Johnson (1998)

Associate Dean of the College; Associate Professor of French

B.A., College of the Holy Cross; M.A., Middlebury College; Ph.D., University of Wisconsin-Madison

George F. McKnight (1978)

Associate Professor of Chemistry

B.A., LaSalle College; M.S., Ph.D., University of Illinois

- Brian Meehan (1972)**
Professor of English
 B.A., M.A., C.Phil., Ph.D., University of California, Los Angeles
- Lucy M. Milner (1992) †**
Instructor in Education
 B.A., Agnes Scott College; M.A.Ed., Wake Forest University
- Gloria Mitchell (1999) †**
Instructor in Business
 B.S., M.B.A., St. Louis University
- Penelope Niven (1997)**
Writer-in-Residence
 B.A., Greensboro College; M.A., L.D., Wake Forest University; L.H.D.,
 Greensboro College
- Stephen R. Nohlgren (1966)**
Professor of Biology
 B.A., Augustana College; M.S.P.H., University of North Carolina at Chapel
 Hill; Ph.D., The Bowman Gray School of Medicine of Wake Forest
 University
- Nash G. Nunn (1999)**
Interim Director of Athletics; Instructor of Physical Education
 B.S., University of Nevada, Las Vegas; M.S., University of Tennessee
- Edyta K. Oczkovicz (1994)**
Associate Professor of English
 B.A., Albright College; M.A., Ph. D., Lehigh University
- Edward Opoku-Dapaah (2000)**
Assistant Professor of Sociology
 BA., University of Ghana; M.A., Lakehead University, Canada; Ph.D., York
 University, Canada
- Charles B. Pate (1971)**
Associate Professor of Chemistry
 B.S., Ph.D., University of South Carolina
- Teresa Anne Porter (2001)**
Assistant Professor of Biology
 B.A., Carleton College; Ph.D., University of Wisconsin
- Jerry Pubantz (1976)**
Ivy May Hixson Professor of Humanities
 B.S.F.S., School of Foreign Service, Georgetown University; M.A., Ph.D.,
 Duke University
- Delia M. Rhodes (1998) †**
Instructor in Arts Management
 B.S., M.P.A., University of North Carolina at Greensboro
- Craig J. Richardson (1991)**
Associate Professor of Economics
 B.A., Kenyon College; Ph.D., University of North Carolina at Chapel Hill

Greg Romeo (2001)

Instructor in Communication

B.A., Siena College; B.A., SUNY-Buffalo; M.Ed., University of North Carolina at Greensboro

D. Kenneth Rumble (2000) †

Instructor in English

B.A., Beloit College; M.F.A., Pennsylvania State University

Natalia M. Rushing (1984)

Associate Professor of Philosophy

B.A., M.A., Ph.D., University of Texas at Austin

Rose A. Sackeyfio (1997) †

Assistant Professor of English

B.A., Brooklyn College, City University of New York; M.S., Hunter College, City University of New York; Ph.D., Ahmadu Bello University, Nigeria

Robin L. Smith (1994)

Associate Professor of Education; Director of Graduate Studies and Teacher Education; Coordinator for Lateral Entry Program

B.A., University of North Carolina at Greensboro; M.A., Appalachian State University; Ed.D., University of North Carolina at Greensboro

Teresa R. Smith (1998)

Assistant Professor of Sociology

B.S., M.A., Ph.D., University of Florida

Richard H. Snelsire (1997)

Executive-in-Residence

B.A., Bethany College; M.A., University of Pittsburgh

Susan Stewart (1998)

Assistant Professor of Education; Director, Birth to Kindergarten Program

B.S., Colorado State University; M.Ed., Vanderbilt University; Ph.D., University of Oregon

Adam Stiener (1966)

Associate Professor of German

B.A., M.A., University of Oregon

Wenzhi Sun (1991)

Associate Professor of Mathematics

B.S., M.S., Nanjing University; Ph.D., Pennsylvania State University

Cynthia Sutton (1999) †

Instructor in Business

B.S., University of North Carolina at Chapel Hill; M.B.A., Wake Forest University

Gregory K. Thomas (1999) †

Instructor in Sociology

B.A., Tennessee State University; B.S.W., University of North Carolina at Greensboro; M.S.W., University of North Carolina at Chapel Hill

Suzanne S. Trask (1989)

Associate Professor of Sociology

B.A., Drake University; M.A., University of Tennessee, Knoxville; Ph.D.,
University of Georgia

Pamela Uschuk (2002)

*Associate Professor of Creative Writing; Director of the Center for Women
Writers*

B.A., Central Michigan University; M.F.A., University of Montana

Kimberly Varnadoe (1994)

Associate Professor of Art

B.F.A., University of South Alabama; M.F.A., Memphis State University

Steven Wicker (2000) †

Instructor in Computer Science

B.S., M.A. University of North Carolina at Greensboro

Paula G. Young (1993)

Associate Professor of Mathematics

B.S., M.S., Ph.D., University of Arkansas

Janet S. Zehr (1985)

Associate Professor of English

B.A., State University of New York, College of Geneseo; M.S., Columbia
University; Ph.D., University of Illinois at Urbana-Champaign

School of Music Faculty

David Schildkret (1995)

Dean of the School of Music; Associate Professor of Music

B.A., Rutgers University; M.M., D.M., Indiana University

Lynn H. Beck (2000) †

Instructor in Music

B.M., Eastman School of Music of the University of Rochester M.M.,
University of Southern California

Christina Jacobs Beeler (1997) †

Assistant Professor of Music

B.M., M.M., Rice University; D.M.A., University of Texas at Austin

Douglas B. Borwick (1985)

Professor of Arts Management and Music; Salem Distinguished Professor

B.M., M.M., Baylor University; Ph.D., Eastman School of Music

Joan E. Jacobowsky (1951)

Professor of Voice

B.S., The Juilliard School; M.A., Teachers College of Columbia University

Kerry E. Lawson (1995)

Director of Pierrettes; Instructor in Acting

B.A., Western Illinois University; M.S., Wake Forest University

Barbara Lister-Sink (1986)

Professor of Piano, Artist-in-residence

A.B., Smith College; Soloist Diploma and Prix d'Excellence, Utrecht Conservatory

John E. Mitchener (1995)

Associate Professor of Organ and College Organist

B.M., North Carolina School of the Arts; M.M. (Organ Performance and Literature), M.M. (Harpsichord Performance and Literature), D.M.A., Eastman School of Music

Debra L. Reuter-Pivetta (1993) †

Instructor in Flute

B.M., North Carolina School of the Arts

Michael Rowland (1991) †

Accompanist

B.A., Wake Forest University; M.C.M., The Southern Baptist Theological Seminary

Reeves Shultstad (2001) †

Assistant Professor of Music

B.A., Converse College; M.M., Ph.D., Florida State University

Charles J. Stein (1998) †

Instructor in Music

B.M., M.M., University of Tennessee

Ruth M. Tutterow (1998) †

Instructor in Music

B.A., University of North Carolina at Chapel Hill; M.F.A., University of North Carolina at Greensboro

Adjunct Faculty in Medical Technology

Program in Medical Technology, Wake Forest University Baptist Medical Center

Marbry B. Hopkins, III, M.D.

Medical Adviser

Candace Culton, MT (ASCP) SH, M.A.

Interim Program Director and

Instructor in Clinical Microscopy

Elizabeth Gaither, MT (ASCP) SM, M.B.A.

Instructor in Clinical

Microbiology

Judi Scaro, MT (ASCP) SC

Instructor in Clinical Chemistry

Julie H. Simmons, MT (ASCP) SBB

Instructor on Blood Bank/Serology

Administration and Staff

Office of the President

Julianne Still Thrift (1991)

President, Salem Academy and College

B.A., M.Ed., University of South Carolina; Ph.D., George Washington University

Paige French (1994)

Chief Planning Officer

B.M., Salem College; M.A.Ed., Wake Forest University

Lynne S. McDaniel (1999)

Director of Board Relations

B.A., Salem College

Wanda R. Motsinger (1991)

Executive Secretary

Office of the Vice President and Dean of the College

Eileen B. Wilson-Oyelaran (1995)

Vice President, Salem Academy and College; Dean of the College; Professor of Education

B.A., Pomona College; M.A., Ph.D., Claremont Graduate School

Ann M. McElaney-Johnson (1998)

Associate Dean of the College; Associate Professor of French

B.A., College of Holy Cross; M.A. Middlebury College; Ph.D., University of Wisconsin-Madison

Ida Turner Davis (2000)

Director of Academic Support

B.B.A., University of Central Arkansas; M.A., Webster University

Heidi H. Curtis (2000)

Administrative Assistant

B.A., Queens College; M.A.Ed., Wake Forest University

Ramona P. Raines (1998)

Staff Associate, Academic Programs

B.S., North Carolina Central University

Office of Continuing Studies

Alice Conger Patterson (1993)

Dean of Continuing Studies

B.A., Franklin and Marshall College; M.A., Ph.D., Arizona State University

Janet Jarabeck (2000)

Program Assistant

Elizabeth Tomasula (2000)

Program Assistant

Office of the Registrar

Joyce K. Jackson (1995)

Registrar; Director of Institutional Research

B.A., M.A., Clemson University; Ed.S., Western Carolina University

Joan W. Homokay (1994)

Assistant Registrar; Director of Summer School

B.S., University of New Hampshire

Nikki Richardson (1991)

Assistant, Registrar's Office

B.A., Florida Southern College

The Library

Rose Simon (1979)

Director of Libraries

A.B., Ph.D., University of Rochester; M.A., University of Virginia; M.S. in
L.S., University of North Carolina at Chapel Hill

Peter Austin (2000)

Technical Services Librarian

B.A., Warren Wilson College; M.L.I.S., University of North Carolina at
Greensboro

Julia Bitting (1979)

Part-time Reference Librarian

B.A., M.L.S., University of North Carolina at Greensboro, M.A., Wake
Forest University

Terrence Collins (1993)

Serials and Technical Services Assistant

B.S., North Carolina State University

William King (2000)

Part-time Reference Librarian

B.A., M.A.T., M.S. in L.S., University of North Carolina at Chapel Hill

Donna Melton (2000)

Public Services Assistant

A.A., Forsyth Technical Community College; B.S., University of North
Carolina at Greensboro

Donna Rothrock (1999)

Fine Arts Center Librarian

B.M.Ed., University of North Carolina at Chapel Hill; M.M.Ed.,
University of Colorado at Boulder; M.L.I.S., Ed.D., University of North
Carolina at Greensboro

Kathryn Schlee (2000)

Part-time Reference Librarian

B.A., East Carolina University; M.A., Wake Forest University; M.L.I.S.,
University of North Carolina at Greensboro

Susan Taylor (1970)

Reference Librarian

B.A., Salem College; M.L.S., George Peabody College

Office of Information Technology

Kay S. McKnight (1990)

Director of Information Technology

B.A., Salem College

Ronald C. Lewis (2001)

PC Support Technician

A.A.S. Information Systems, Forsyth Technical Community College

Robert Misior (1999)

System Administrator

A.A.S., Forsyth Technical Community College, Microsoft Certified Professional

Brian E. Jones (1999)

PC/Network Support

Chris Williamson (2001)

System/Database Administrator

B.S., Wake Forest University

Faculty Secretaries

Glenda E. Fox (1992)

Secretary, Science Building

B.A., Salem College

Pauline B. Loggins (1996)

Administrative Assistant, Departments of Education, Graduate Studies and Psychology

Deborah Alexander-Gioello (2001)

Administrative Assistant, School of Music/Art

Frances Swajkoski (1993)

Secretary, Main Hall

Office of Admissions and Financial Aid

Dana E. Evans (2001)

Dean of Admissions and Financial Aid

B.A., Furman University

Kathy M. Barnes (1996)

Assistant Director of Admissions

B.A., Salem College

Mekisha Bonner (2001)

Part-time Financial Aid Counselor

A.A.S., Forsyth Technical Community College; B.S., High Point University

Monique Farrell (2001)

Admissions Counselor

B.A., Salem College

Holli Findt (2001)

Admissions Counselor

B.A., Salem College

Jennifer E. Jolly (1999)

Assistant to the Dean of Admissions

B.A., Salem College

Jeanne E. Leonard (1996)

Administrative Assistant

B.A., Meredith College

Christy C. Long (2000)

Associate Director of Financial Aid

A.A.S., Forsyth Technical Community College

Kathy S. McAdams (1997)

Office Systems Manager

A.A., Davidson County Community College

Nancy Pierce (2001)

Office Manager

Clare Seagraves (2001)

Admissions Counselor

B.A., Salem College

Julie F. Setzer (1998)

Director of Financial Aid

B.A., University of North Carolina at Chapel Hill; B.S., M.Ed., University of North Carolina at Greensboro

Jennie Thornton (2000)

Admissions Counselor

B.A., University of the South

Teleia Tollison (1999)

Assistant Dean of Admissions

B.A., Salem College

Office of Dean of Students

Krispin W. Barr (2000)

Dean of Students

B.A., Appalachian State University; M.A., Ohio State University

Allison Colglazier (2001)

Director of Residence Life

B.A., Wake Forest University; M.S., Indiana University

Andrea Hall (2001)

Director of Career Services

B.S., M.E., Ohio University

Suzanne S. Williams (1996)

Director of Counseling Services

B.A., Converse College; M.S.W., University of North Carolina at Chapel Hill

College Health Service

Sandra Bryson, RN, BSN (2000)

Director of Health Services

A.A., Peace College; B.S.N., University of North Carolina at Chapel Hill

David Raney, MD, MPH (1999)

College Physician

B.S., Augusta College; M.D., Medical College of Georgia; M.P.H., University of North Carolina at Chapel Hill

Business Office

Charles E. Moyer (1999)

Chief Financial Officer

B.S., The Pennsylvania State University; M.B.A., Wharton

Goldia Anderson (2000)

Administrative Assistant

Peggy Blackburn (2000)

Human Resources

Nikki B. Brock (1971)

Accounts Receivable Manager

Joye A. Chadwell (1992)

Cashier

Helen M. McGuire (1960)

Bursar

Institutional Advancement

Lee Ann Manning (1998)

Director of Development

B.A., Salem College

Jane A. Carmichael (1998)

Director of Foundation and Corporation Relations

B.A., Elon College; M.A., Wake Forest University

Carrie Hunoval (2000)

Director of Major and Planned Giving

B.A., Duke University

April Horton (2001)

Director of Annual Giving

B.S., Appalachian State University

Judy R. Line (1993)

Director of Special Events

Renee Taylor (2001)

Prospect Researcher

B.S., The College of William and Mary

Rosanna S. Mallon (1992)

Assistant to Director, Alumnae Relations

Arlene Arnoczy (1985)

Gift Recorder

Ellen M. Yarbrough (1998)

Assistant to Director, Institutional Advancement

Toni Smalls (2000)

Staff Assistant, Institutional Advancement

Communications

Karla Gort (2000)

Assistant Director of Public Relations

B.A., Salem College

Administration

Anna Gallimore (1999)

Director of Administration

B.A., Salem College

Fred James (2000)

Director, Technical Services, Fine Arts Center

Katherine Stephens (1978)

Supervisor, Supply Center

Steven L. Wright (1984)

Director of Institutional Services

