The Salem College Graduate Catalog includes the official announcements of academic programs and policies. Graduate students are responsible for knowledge of information contained therein. Although the listing of courses in this catalog is meant to indicate the content and scope of the curriculum, changes may be necessary and the actual offerings in any term may differ from prior announcements. Programs and policies are subject to change from time to time in accordance with the procedures established by the faculty and administration of the College.

Salem College welcomes qualified students regardless of race, color, national origin, sexual orientation, religion or disability to all the rights, privileges, programs and activities of this institution.

Salem College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award baccalaureate and master’s degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call (404) 679-4500 for questions about the accreditation of Salem College. The Department of Teacher Education and Graduate Studies at Salem College is accredited by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.org. This accreditation covers initial teacher preparation programs and advanced educator preparation programs at Salem College. All specialty area programs for teacher licensure have been approved by the North Carolina Department of Public Instruction (NCDPI). The Salem College School of Music is an accredited institutional member of the National Association of Schools of Music (NASM).

Salem College is an equal-opportunity educational institution as defined by Title VI of The Civil Rights Act of 1964.

The Salem College Graduate Catalog is published every year by Salem College, 601 South Church Street, Winston-Salem, North Carolina 27101. Phone: (336) 721-2600.
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PREFACE

Salem College is an independent college committed to the liberal arts and quality professional preparation. Founded by the Moravian Church in 1772 as a school for girls, Salem strives to set its signature upon its students by encouraging them to recognize and strengthen their human faculties and their capacities for service, professional life and leadership. In light of evidence that such powers flourish when women live and learn within a community dedicated to their education, Salem affirms its commitment to young women in a residential setting. As a result of the historical evolution of its mission, the College educates both men and women in the community through the Martha H. Fleer Center for Adult Education and the Graduate Program in Education.

Salem believes that a liberal education endows students with a fundamental understanding of the human condition, of our cultural and spiritual heritage and of our pluralistic and technological society. The College provides a rigorous academic program which fosters clarity of thought and expression and enables students to become familiar with the humanities, the natural and social sciences, the fine arts and to concentrate on a chosen field. Building on its liberal arts foundation, the College offers pre-professional and career programs that prepare students for creative and productive lives after graduation.

Drawing on our Moravian heritage in education, Salem College seeks to be a community of scholars. Its faculty is committed to excellence in teaching and advising, continued scholarship and concern for the intellectual and personal growth of students. Acting as mentors and friends, the faculty provides Salem students with the challenges, individual attention and encouragement requisite to the development of confident, independent learners. By its commitment to self-government and the honor code, the College preserves a humane community of shared values in which each member is treated with dignity and respect. Salem’s size, campus environment and diverse student body enrich the sense of community.

Located in Historic Old Salem in the city of Winston-Salem, the College seeks to demonstrate the relevance of more than two centuries of liberal education to the demands of contemporary society. Salem provides a special environment where students experience the rewards of rigorous academic work; expand their capacity for creative, analytical and ethical thought; and prepare for positions of leadership and responsibility in a changing world.

Salem College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award the baccalaureate and master’s degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call (404) 679-4500 for questions about the accreditation of Salem College.
Salem College Statement of Values
Rooted in the distinct Moravian commitment to education, our core values are:

Learning Grounded in the Pursuit of Excellence
   Instilling commitment to scholarly inquiry
   Educating the whole person
   Transforming knowledge into action

Learning Grounded in Community
   Recognizing individual potential
   Embracing diversity
   Exemplifying honor

Learning Grounded in Responsibility to Self and the World
   Developing personal accountability
   Cultivating leadership
   Preparing global citizens

Salem College Mission Statement
Salem College, a liberal arts college for women, values its students as individuals, develops their unique potential and prepares them to change the world.
## COLLEGE CALENDAR 2010-2011

### 2010 Fall Term

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 21</td>
<td>Saturday</td>
<td>New Student Orientation begins</td>
</tr>
<tr>
<td>August 23</td>
<td>Monday</td>
<td>Orientation/Advising</td>
</tr>
<tr>
<td>August 24</td>
<td>Tuesday</td>
<td>Registration</td>
</tr>
<tr>
<td>August 25</td>
<td>Wednesday</td>
<td>Opening Convocation</td>
</tr>
<tr>
<td>September 22</td>
<td>Wednesday</td>
<td>Classes begin (8:00 a.m.)</td>
</tr>
<tr>
<td>October 8</td>
<td>Friday</td>
<td>Fall Fest Day (classes suspended)</td>
</tr>
<tr>
<td>October 13</td>
<td>Wednesday</td>
<td>Classes resume (8:00 a.m.)</td>
</tr>
<tr>
<td>November 24</td>
<td>Wednesday</td>
<td>Thanksgiving Recess begins (8:00 a.m.)</td>
</tr>
<tr>
<td>November 29</td>
<td>Monday</td>
<td>Classes resume (8:00 a.m.)</td>
</tr>
<tr>
<td>December 7</td>
<td>Tuesday</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>December 8</td>
<td>Wednesday</td>
<td>Reading Day</td>
</tr>
<tr>
<td>December 9</td>
<td>Thursday</td>
<td>Examinations begin (8:30 a.m.)</td>
</tr>
<tr>
<td>December 13</td>
<td>Monday</td>
<td>Examinations end (5:15 p.m.)</td>
</tr>
</tbody>
</table>

### 2011 January Term

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 3</td>
<td>Monday</td>
<td>January Term begins (8:00 a.m.)</td>
</tr>
<tr>
<td>January 17</td>
<td>Monday</td>
<td>Martin Luther King Jr. Day (classes suspended)</td>
</tr>
<tr>
<td>January 26</td>
<td>Wednesday</td>
<td>January Term ends (10:00 p.m.)</td>
</tr>
</tbody>
</table>

### 2011 Spring Term

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 31</td>
<td>Monday</td>
<td>Classes begin (8:00 a.m.)</td>
</tr>
<tr>
<td>March 18</td>
<td>Friday</td>
<td>Spring Break begins (5:15 p.m.)</td>
</tr>
<tr>
<td>March 28</td>
<td>Monday</td>
<td>Classes resume (8:00 a.m.)</td>
</tr>
<tr>
<td>April 24</td>
<td>Sunday</td>
<td>Easter</td>
</tr>
<tr>
<td>April 25</td>
<td>Monday</td>
<td>Easter Monday (classes suspended)</td>
</tr>
<tr>
<td>April 27</td>
<td>Wednesday</td>
<td>Celebration of Academic Excellence (classes suspended)</td>
</tr>
<tr>
<td>April 29</td>
<td>Friday</td>
<td>Founders Day Celebration</td>
</tr>
<tr>
<td>May 11</td>
<td>Wednesday</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>May 12</td>
<td>Thursday</td>
<td>Reading Day</td>
</tr>
<tr>
<td>May 13</td>
<td>Friday</td>
<td>Examinations begin (8:30 a.m.)</td>
</tr>
<tr>
<td>May 17</td>
<td>Tuesday</td>
<td>Examinations end (5:15 p.m.)</td>
</tr>
<tr>
<td>May 21</td>
<td>Saturday</td>
<td>Commencement</td>
</tr>
</tbody>
</table>
### 2011 Summer Term I

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 23</td>
<td>Monday</td>
<td>Classes begin</td>
</tr>
<tr>
<td>June 23</td>
<td>Thursday</td>
<td>Classes end</td>
</tr>
<tr>
<td>June 24</td>
<td>Friday</td>
<td>Examinations begin</td>
</tr>
<tr>
<td>June 25</td>
<td>Saturday</td>
<td>Examinations end</td>
</tr>
</tbody>
</table>

### 2011 Summer Term II

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 5</td>
<td>Tuesday</td>
<td>Classes begin</td>
</tr>
<tr>
<td>August 4</td>
<td>Thursday</td>
<td>Classes end</td>
</tr>
<tr>
<td>August 5</td>
<td>Friday</td>
<td>Examinations begin</td>
</tr>
<tr>
<td>August 6</td>
<td>Saturday</td>
<td>Examinations end</td>
</tr>
</tbody>
</table>

*The dining hall will be closed during the following vacation periods: Fall Break, Thanksgiving, Christmas and Spring Break. The dining hall will have limited services during the summer. The residence halls will be closed during Christmas Break.*
INTRODUCTION TO SALEM COLLEGE
DEPARTMENT OF TEACHER EDUCATION AND GRADUATE STUDIES

The early Moravians who settled in Salem, believing that young women as well as young men would profit from education, began a school for girls in 1772. This school evolved into a boarding school for girls and young women in 1802, Salem Female Academy in 1866 and a college for women in 1890. Today, Salem College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award baccalaureate and master’s degrees.

As early as the 1850s, Salem Academy was recognized as providing preparation for the teaching profession. When formalized licensure practices were initiated in North Carolina, Salem College adapted its curriculum to meet the requirements of the state. The teacher education program of the College has been accredited by the state of North Carolina since 1964; the most recent accreditation visit took place in the spring of 2008.

Today, Salem College continues its commitment to both liberal arts and the preparation of teachers with two graduate degree programs: the Master of Arts in Teaching (M.A.T.) and the Master of Education (M.Ed.). These two graduate programs offer post-baccalaureate students the chance to prepare for or to enhance a career as a classroom teacher. The M.A.T. program is designed for the college graduate who seeks professional teaching licensure and a master’s degree. The M.Ed. program is ideally suited for licensed teachers wanting to enhance their professional practice and obtain a master’s degree.

Salem College offers teacher education programs at the graduate level in the following areas.
- Academically and Intellectually Gifted (AIG), add-on initial licensure
- Art (K-12), M.A.T.
- Birth-Kindergarten (B-K), add-on initial licensure
- Elementary Education (K-6), M.A.T. or M.Ed.
- English as a Second Language (ESL, K-12), add-on initial licensure
- Language and Literacy (K-12), M.Ed.
- Second Languages (K-12), M.A.T.
- Middle Grades (6-9): Language Arts, Mathematics, Social Studies, Science, M.A.T.
- Music (K-12), M.A.T.
- Reading (K-12), add-on initial licensure
- Secondary (9-12): Biology, Chemistry, Comprehensive Science, English, Mathematics, Social Studies, M.A.T.
- Special Education (K-12), M.A.T. or M.Ed.

All programs are designed to meet the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards as well as the North Carolina Professional Teaching, Specialty and Graduate Standards, which are described below.
INTASC Standards

1. Content Pedagogy
   The teacher understands the central concepts, tools of inquiry and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

2. Student Development
   The teacher understands how children learn and develop, and can provide learning opportunities that support a child’s intellectual, social and personal development.

3. Diverse Learners
   The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

4. Multiple Instructional Strategies
   The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving and performance skills.

5. Motivation and Management
   The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self motivation.

6. Communication and Technology
   The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.

7. Planning
   The teacher plans instruction based upon knowledge of subject matter, students, the community and curriculum goals.

8. Assessment
   The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

9. Reflective Practice: Professional Growth
   The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, professionals in learning community) and who actively seeks out opportunities to grow professionally.

10. School and Community Involvement
    The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support students’ learning and well-being.

North Carolina Professional Teaching Standards

North Carolina Specialty Area Standards
The North Carolina Specialty Area Standards are published on the website of the North Carolina Department of Public Instruction, www.ncpublicschools.org/ihe/materials/.
North Carolina Graduate Teacher Candidate Standards
The North Carolina Graduate Teacher Candidate Standards are approved by the North Carolina State Board of Education.

1. Teacher Leadership
   Teacher leaders assume the roles and responsibilities of collaborative leaders in schools and communities. Teachers demonstrate leadership in their classrooms, schools and professional organizations; they advocate for students and effective educational practices and policies; and they are role models for ethical leadership.

2. Respectful Educational Environments
   Teacher leaders model leadership by establishing a positive and productive environment for a diverse population of students, their families, and the community. Teachers are knowledgeable about cultures and global issues and how they are contextualized locally. Teachers help colleagues develop effective strategies for students with special needs. They encourage positive, constructive relations among colleagues and students.

3. Content and Curriculum Expertise
   Teacher leaders have a deep knowledge of the subjects they teach and understanding of curriculum theory and development. They value collaboration and the interconnectedness of disciplines. They understand the importance of curriculum relevance in engaging students in content.

4. Student Learning
   Teacher leaders facilitate student learning through evidence-based practice informed by research. They understand and apply research in child and adolescent development, cognitive development, and general and specialized pedagogy. They encourage critical reading, writing and thinking in the learning process. They foster instructional and evaluation methods that embrace variety and authenticity. They promote student reflection and self-assessment. They encourage colleagues and students to take on leadership roles and work in teams.

5. Reflection
   Teacher leaders contribute to systematic, critical analysis of learning in their classrooms and beyond. They are lifelong learners who model and support ongoing professional development. Teachers embrace critical thinking, problem solving, and innovation.

Goals of the Graduate Teacher Education Program at Salem College
Candidates for initial licensure at Salem College
1. understand the nature of learning from a constructivist perspective
2. believe all students can learn
3. accept responsibility for creating the conditions of learning for all students
4. model best constructivist practice in teaching, classroom management, assessment and use of technology
5. reflect upon their teaching using higher-level cognitive processes
6. develop appropriate professional relationships with all members of the learning community and model ethical behavior.

Candidates for the Advanced Master’s Competency licensure will be:
1. informed consumers of educational research
2. skilled action researchers in their classrooms
3. effective leaders in their school settings.

Conceptual Framework
Teacher education programs at Salem College are based upon our conceptual framework of *Learning for All Students*. We seek to help candidates demonstrate two basic dispositions: the belief that all students are learners and the belief that teachers are responsible for creating the conditions of learning for all students. Licensure candidates at Salem College pursue the following educational goals and outcomes: 1) to understand the nature of learning (constructivism); 2) to believe that all students can learn (diversity); 3) to accept responsibility for creating the conditions of learning for all students; 4) to model best constructivist practices in teaching, class-room management, assessment and use of technology; 5) to reflect upon teaching, using higher-level cognitive processes; and 6) to demonstrate and promote professionalism.

Accreditation
Salem College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award baccalaureate and master’s degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call (404) 679-4500 for questions about the accreditation of Salem College. The Department of Teacher Education and Graduate Studies at Salem College is accredited by the National Council for Accreditation of Teacher Education (NCATE), [www.ncate.org](http://www.ncate.org). This accreditation covers initial teacher preparation programs and advanced educator preparation programs at Salem College.

Equal Opportunity Policy
Salem College Department of Teacher Education and Graduate Studies welcomes qualified students regardless of gender, race, color, national origin, religion or disability to all the rights, privileges, programs, and activities of this institution.

Family Educational Rights and Privacy Act of 1974
Salem College complies with the Family Educational Rights and Privacy Act of 1974 (FERPA) as amended. This act protects the privacy of educational records, establishes the right of students to inspect and review their educational records and provides guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with the FERPA Office concerning alleged failures by the institution to comply with the act.

Under this act, Salem College is permitted to release directory information [the student’s name, photo, 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.] However, it is Salem College’s policy not to release lists of student names and addresses or telephone numbers to outside parties with the exception of state and federal agencies, or as required by law. Any student who wishes to place a further privacy hold on any of the above directory information must notify the registrar in writing.

Questions concerning FERPA may be referred to the Office of the Registrar.
Transcripts from other institutions which have been submitted to Salem College become the property of Salem College and cannot be returned or reissued.
ADMISSIONS INFORMATION

Application
Application materials are available electronically at www.salem.edu/graduate. Hard-copy materials may be obtained by writing or calling:

The Department of Teacher Education and Graduate Studies
Salem College
601 South Church Street
Winston-Salem, NC 27101
(336) 721-2658

New students may begin in any term; however, all application materials and test scores must be received by the graduate education office before any final admissions action will be taken. A nonrefundable application fee of $30 (waived for Salem College alumnai) must be included with the application materials.

Salem offers two graduate degrees: the Master of Education (M.Ed.) and the Master of Arts in Teaching (M.A.T.). See specific admission requirements below

Specific Admission Requirements – Master of Education (M.Ed.)
The M.Ed. degree is offered to licensed practitioners who intend to remain in the classroom and who seek to increase their professional knowledge and skills. Teachers who meet the requirements for this degree program will be recommended for a K-12 reading license at the graduate level. This program will provide the practitioner with the opportunity to develop excellence in teaching as well as leadership skills and research. Currently, the M.Ed. degree is offered in Elementary Education (K-6), Special Education (K-12), and Language & Literacy (reading, K-12).

M.Ed. Program Admission
Application requirements for admission to the M.Ed. program include:
1. submission of a complete application packet, including two reference letters/forms, a signed statement of adherence to the college honor code, a CPL (Candidate for Professional Licensure) form and an immunization record (or evidence that one is on file with Salem College)
2. submission of an official transcript from a regionally-accredited college or university showing completion of a baccalaureate degree
3. submission of a copy of the candidate’s teaching license
4. submission of official test scores from the Graduate Record Examination (GRE) with a minimum verbal score of 360 (GRE designated institution (DI) code 4176)
5. a $30 application fee (waived for Salem alumnai)
6. an interview with the Director of Teacher Education and Graduate Studies and acceptance by the Graduate Education Council

Specific Admission Requirements – Master of Arts in Teaching (M.A.T.)
The M.A.T. degree is offered in Art (K-12), Elementary Education (K-6), General Curriculum Special Education (K-12), Middle (6-8)/Secondary (9-12) content areas and Music (K-12).
Candidates completing phase 1 of these programs qualify for initial (A-level) licensure; candidates qualify for advanced competency (M-level) licensure and a graduate degree at the conclusion of phase 2. The M.A.T. programs are also appropriate for teachers who are currently licensed, but not in one of these areas. Add-on licensure programs in academically and intellectually gifted (AIG), birth-kindergarten, English as a second language (ESL), and reading are available for teachers who already hold valid teaching licenses in other areas.

**M.A.T. Program Admission**

Admission to the **M.A.T. programs** occurs in two phases. Phase 1 of the program is a licensure phase; application requirements include:

1. submission of a complete application, including two reference letters/forms, a signed honor code, a CPL (Candidate for Professional Licensure) form, a background authorization form and an immunization record (or evidence that one is on file with Salem College)
2. submission of an official transcript from a regionally-accredited college or university showing successful completion of a baccalaureate degree
3. a 2.5 cumulative undergraduate GPA or completion of a previous graduate degree
4. a $30 application fee
5. an interview with the Director of Teacher Education and Graduate Studies and acceptance by the Graduate Education Council

All M.A.T. candidates will be provisionally admitted to the program. Following successful completion of the first two professional studies courses, she/he will be unconditionally admitted.

Upon successful completion of phase 1, students may make application for admission to graduate candidacy, or phase 2. Requirements for admission to phase 2 of the M.A.T. program include:

1. submission of the Graduate Studies Application to Enter M.A.T. Phase 2
2. submission of official test scores from the Graduate Record Examination (GRE) with a minimum verbal score of 360 (GRE designated institution (DI) code 4176).

Students who do not meet the requirements for admission to the graduate program (phase 2) may complete teacher licensure (phase 1). However, completion of the licensure phase (phase 1), even with an acceptable grade point average, does not automatically qualify one for admission to the graduate degree (phase 2) program. Taking courses as a special student does not automatically qualify the student to enter the graduate degree (phase 2) program.

**Admission to Obtain Add-On Licenses**

Add-On licensure programs are available for Academically and Intellectually Gifted (AIG), birth-kindergarten (BK), English as a Second Language (ESL), and reading (K-12). Students with a baccalaureate degree and a valid NC teaching license may apply for an add-on licensure program. Application requirements include:

1. submission of a complete application, including two reference letters/forms, a signed honor code, and a CPL form
2. submission of a copy of a valid NC teaching license
3. a $30 application fee
4. an interview with the Director of Teacher Education and Graduate Studies and acceptance by the Graduate Education Council.
Admission to Pursue Selected Graduate Coursework (Special Student Status)
A student with a baccalaureate degree from an accredited institution may enroll for selected coursework at the graduate level as a “special student.” This designation is particularly well-suited for later-entry teachers seeking to clear their license, but special student status does not automatically guarantee the student subsequent admission to the graduate program. If a “special student” later applies to the graduate program and is accepted, credit earned on courses already taken may be applied to the degree, provided the course grade is B or better.

Application requirements for admission to selected graduate coursework include:
1. submission of a complete application, including two reference letters/forms, a signed honor code statement and a CPL form
2. Regional Alternative Licensure Center (RALC) planning sheet (if applicable)
3. a $30 application fee
4. an interview with the Director of Teacher Education and Graduate Studies

All students who plan to continue into licensure and/or graduate programs at Salem College must be admitted to the Department of Teacher Education and Graduate Studies prior to the end of their fourth course.

Notification of Admission
Each applicant will be notified of the acceptance or rejection of his or her application for admission within two weeks, once all application requirements have been met. Any appeal of the decision must be made in writing within ten (10) days to the Director of Teacher Education and Graduate Studies.

Additional Admissions Information
A licensed teacher who seeks to add a new teaching license may enter the M.A.T. program. A teacher licensed, but not currently teaching, may enter the M.Ed. program, but she/he will be required to complete a practicum prior to graduation to demonstrate teaching effectiveness.

The College retains the right to inspect undergraduate transcripts for the appropriate breadth of liberal-arts courses for entrance to the M.A.T. programs and the appropriate professional coursework and practicum experience for entrance to the M.Ed. programs. Candidates may be required to pursue supplemental undergraduate coursework if deficiencies are perceived.

Transfer Credit Policy
Up to six (6) graduate credit hours (2 three-credit courses) may be transferred from another accredited institution into a Salem College graduate degree program. Official transcripts from the credit-granting institution must be submitted to the graduate education office. Acceptance of transfer credit is subject to the approval of the Director of Teacher Education and Graduate Studies. Transfer credit will not be given for courses with a grade lower than a B, correspondence courses or undergraduate education courses.

Appeals
Any appeal of admission or transfer credit decisions will be decided by the Graduate Education Council (GEC). Appeals must be made in writing to the Director of Teacher Education and
Graduate Studies. The Director will present the appeal to the Graduate Education Council for deliberation and will report the GEC’s decision back to the candidate.

**Salem College Graduate Orientation**
An orientation will be held for new graduate students prior to the beginning of the fall and spring terms. Candidates who have been accepted into the graduate program will be notified of upcoming orientation sessions. In order to obtain additional information about Salem’s programs, prospective candidates are also welcome to attend.
FINANCIAL INFORMATION

Tuition and Fees
Tuition is determined by credit hours attempted. For 2010-2011, graduate tuition has been set to $302 per semester credit hour ($906 per typical three-credit course). Courses offered at locations other than the Winston-Salem campus may be billed at a rate of $342 per semester credit hour.

Other fees include:
- Application Fee $ 30.00
- Returned Check Fee $ 25.00/each
- Graduation Fee $ 55.00
- Parking $ 30.00/semester or $ 55.00/year
- Technology Fee $140.00/year

Refunds
Students enrolled in graduate courses may receive a full refund if they drop courses prior to the last day of the drop/add period. No refunds will be given for courses dropped at a later date.
FINANCIAL AID

Students must be formally admitted into either a degree or licensure program to obtain financial aid. Maximum eligibility for aid is the equivalent of two years of full-time enrollment. Financial aid awards are based upon an analysis of the Free Application for Federal Student Aid (FAFSA). The FAFSA can be completed online at [www.fafsa.gov](http://www.fafsa.gov). For more information, call the Financial Aid Office at (336) 721-2808 or visit them in Lehman Hall. Appeals regarding decisions and financial eligibility for financial aid awards should be made through the Financial Aid Office.

PLEASE NOTE: If you are in phase 1 of the MAT Program you must complete your FAFSA as follows in order to be eligible for Federal Student Aid. (If these questions are not answered in the manner indicated below, it could result in a change to your financial aid eligibility.) Phase 1 students should input the following on their FAFSA:

- Grade level…………………………5th year undergraduate
- Program…………………………….teaching credentials
- Working on Master’s? ……..No

(Students are not considered to be working on their Master’s degree until they are admitted to phase 2.)

Scholarships
The Nancy Hayes EECS is an award of $500 given yearly in memory of Nancy Hayes, a former Salem College student who majored in elementary education. The award is based on both merit and financial need. To be eligible to receive this award, the student must be accepted into the Master of Arts in Teaching (M.A.T.) program in elementary education, must have completed a minimum of 12 semester hours and must have a 3.5 GPA or above. The award will be determined and awarded in the spring of each year by the department of teacher education and graduate studies. The award is non-renewable.

The Davis Education Fund is an award of $500, to be given yearly, beginning in spring 2007, at the annual Honors Convocation. Mr. and Mrs. Lee Davis (Mary Ann Campbell Davis ’74) established this fund as a campaign gift to support a candidate in the Master of the Arts in Teaching (M.A.T.) program with a preference for a student continuing directly from the undergraduate program at Salem College.

Loans
Graduate students at Salem College may be eligible for Federal Perkins Loans and/or Federal Direct Student Loans.

Federal Perkins Loans are federally funded, low-interest loans administered by the College. The current interest rate is five percent with repayment and interest commencing nine months after leaving school or dropping to less than half-time study. Students may borrow a maximum of $4,000 annually. Priority for funding is given to high-need students who have already received Perkins Loan funds.

Federal Direct Student Loans are federally insured loans, administered by the federal government, for students enrolled at least half-time in an approved degree or certificate program.
Eligibility is determined in accordance with federal regulations and determined by responses to the FAFSA. A loan is made in the student’s name and becomes repayable on a monthly basis six months after the student leaves school or drops to less than half-time study. (For graduate students, an academic load of three credit hours is required for half-time status.) The interest rate is fixed annually with a cap of 8.25 percent. For some students who qualify on a need basis, interest is paid (subsidized) by the federal government during in-school and grace periods. Those who do not qualify on a need basis will be required to pay or capitalize their interest during in-school and grace periods (unsubsidized).


Graduate candidates may also apply for private educational loans at a variety of lending institutions such as banks or credit unions. Information on private lenders and applications are available from the Financial Aid Office and its website, www.salem.edu/financialaid.

Financial aid awards are made for no more than one academic year and must be renewed each year the student is enrolled in the College. Renewal of financial aid will depend upon maintenance of a satisfactory academic progress and demonstration of continued financial need by the student.

State Grants
North Carolina Legislative Tuition Grants (NCLTG) may be available for qualifying graduate students in the M.A.T. program phase 1 only (initial licensure or “post-bac” candidacy) who meet specific state residence and other requirements. The State of North Carolina Legislature determines the amount and enrollment requirements of the NCLTG each year in the annual state budget. Once they notify our office of the amount, we will update financial aid awards to reflect the accurate amount. Please remember this amount can change each semester, not only year to year. Additional information is available from the Financial Aid Office and its website, www.salem.edu/financialaid. Please note that no state grants are reflected on a student’s award letter until after drop/add of each term.

Satisfactory Academic Progress (SAP)
The federal and state governments require each educational institution to define standards of progress for students seeking financial aid. All students who wish to qualify for financial aid while attending Salem College will be assessed on the following criteria:

- Minimum G.P.A.
- Minimum semester course/credit hour completion rate
- Completion of a degree within a maximum number of courses/credit hours
- Grades of F, W or I are not acceptable for SAP

These standards are applied uniformly to all Salem College financial aid applicants. If a student meets these standards, he/she is eligible to be considered for financial aid. If he/she does not meet these standards, she will not be eligible to receive financial aid. Procedures for re-establishing financial aid eligibility are described in this policy.
Financial aid is defined as all federal, state and institutional programs (except as otherwise noted).

In this policy, “eligible for financial aid” means that a student meets the standards of the Satisfactory Academic Progress Policy for financial aid. A student must also meet all other financial aid requirements in order to receive financial aid.

**Minimum Grade Point Average**
Graduate students’ cumulative and semester G.P.A. must meet standards established in the Salem College Graduate Catalog. Financial aid will be cancelled immediately for any student who is academically excluded.

**Minimum Course/Credit Hour Completion Rate Requirement**
At the end of the academic year (except summer) a student must earn a minimum of 67 percent of the courses she was registered for at the end of drop/add. For example, if she was enrolled in a total of nine semester hours at the end of drop/add, then the student would have to complete at least six semester hours to remain eligible for further financial aid (9 x .67 = 6).

**Completion of a Degree within a Maximum Number of Courses/Credit Hours**
A student meets the completion rate requirement if the overall attempted course credits are less than or equal to 150 percent of course credits required for the degree.

**Disbursement of Aid and SAP**
A student may be required to repay funds to Salem College if his/her financial aid is disbursed and he/she reduces his/her total credit hours before the last day of drop/add.

**Reestablishing Financial Aid Eligibility**
The Financial Aid Office will notify students of their failure to meet the standards of this policy. Each student is responsible for knowing their own status, whether or not they receive this notification.

Students who fail to meet the standards of this policy may reestablish their financial aid eligibility at Salem College in one of two ways:

- **The student can earn the number of courses/credit hours for which he/she is deficient or improve his/her G.P.A. without financial aid.** These hours may be earned at Salem College or they may be earned at another institution and transferred to Salem College for any term after the deficiency occurs. Students should get prior approval from the Office of the Registrar to ensure that courses taken at another institution will be accepted. After the deficiency is resolved, the student must submit a written appeal requesting the Financial Aid Office to review his/her eligibility to receive financial aid.

- **If there were circumstances beyond the student’s control that prohibited the student from keeping the standards of this policy, and those circumstances are now resolved, the student**
must submit a written appeal to the Financial Aid Office, according to the SAP appeal calendar.

**SAP Appeal Calendar**
To receive financial aid for any semester, students should appeal to the Financial Aid Office no later than 5 p.m. on the last day of drop/add.

Appeals must include a detailed description of the extenuating circumstances that occurred during the semester in which the student failed to meet this policy. The appeal must also include all necessary documentation to support the existence of the circumstances described and evidence that the circumstances have been resolved.

Appeals may be approved, approved with conditions or denied. If an appeal is denied the student may submit a second appeal to the director of financial aid. Once the appeal has been reviewed by the director, notification will be sent to the student along with any other options available. If an appeal is denied, the student is only eligible for private/alternative loans.

Students seeking to reestablish financial aid eligibility remain ineligible to receive financial aid or deferment of payment until the appeal process is complete and a decision has been made by the Financial Aid Office. Students should be prepared to pay tuition, fees and other educational expenses until they have been approved to receive financial aid.

**Enrollment and Withdrawals**
Graduate students’ initial financial aid awards are based on full-time status. If you are not enrolled full-time at the end of drop/add, your award will be adjusted. If you are enrolled less than half-time, your award will be canceled.

- 6+ credit hours = full-time
- 3 to 5 credit hours = half-time
- < 3 credit hours = less than half-time (ineligible for financial aid)

If you withdraw from Salem before attending 60% of the term, any refund of money will be made first to the financial aid program from which you benefited for that term. In addition, you may be required to repay some or all of the financial aid funds you received for the term.

*You should always talk with a financial aid administrator before dropping a course or withdrawing from Salem College.*
ACADEMIC POLICIES

Governing Catalog
The catalog issued the year in which a student enters the graduate program at Salem College as a fully-admitted student governs the degree and licensure-area requirements, provided that coursework is completed within five years of entrance and that the student’s enrollment has not been interrupted for one calendar year or more. Changes to specific courses and/or evidences required for the degree and/or licensure may be necessary in order to conform to state of North Carolina requirements. A student may petition the Graduate Education Council with a request to follow the general degree requirements listed in a subsequent catalog in force during her period of enrollment. Any student who is approved for readmission after an absence of one calendar year or more will be bound by all requirements of the catalog in force in the student’s semester of re-enrollment after readmission.

Academic Advising
The candidate will have an initial interview with the Director of Teacher Education and Graduate Studies prior to admission; at this meeting, the course of study will be established. Any exceptions to established course requirements must be approved by the Director of Teacher Education and Graduate Studies.

Upon enrollment, the candidate will be assigned an advisor from among the graduate faculty. She/he may also continue to consult with the Director of Teacher Education and Graduate Studies.

Academic Load
A full-time graduate course load will be six (6) hours (two three-hour courses) per term. Half-time status will be defined as three (3) credit hours. In order to meet particular financial aid criteria, additional credit hours/term may be required.

The M.A.T. programs are offered in two phases. Phase 1 culminates with initial licensure, and phase 2 (graduate candidacy) leads to the graduate license and the master’s degree. Phase 2 has been designed to be completed during the candidate’s induction or first few years of teaching.

Thirty-three (33) hours are required for phase 1 of the M.A.T. in elementary education or special education; twenty-seventy (27) hours plus possible undergraduate content area credit hours are required for phase 1 of M.A.T. in middle/secondary grades. Phase 2 of the M.A.T. is offered in two permutations. Phase 2X requires 15 credit hours of graduate common core and specialty coursework; phase 2L requires eight (8) credit hours in graduate common core coursework and 24 credit hours of additional specialty content.

The M.Ed. program has been designed for teachers who are currently in the classroom and may be completed on a part-time basis over two to three years. Thirty-six (36) hours are required for the elementary, language and literacy and special education M.Ed. programs.
Grading
Salem College uses the following system of grading:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
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<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
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<tr>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Other valid grades are:

- I = Incomplete; grade deferred
- P = Pass
- NC = No credit
- W = Withdrawal

A = Distinction as demonstrated by excellence in effort and quality of work extending beyond the minimal requirements of assignments, substantiated through tests, papers, discussions, etc.; clearly reflects a creative and superior understanding of topic areas; outstanding professional writing skills.

B = Quality expected of a graduate student which shows an adequate integration of topics via tests, papers, discussions, etc.; average professional writing skills.

C = Quality not up to the standards of graduate work, demonstrated by below-average performance in fulfilling assigned requirements; shows minimal effort in understanding topics as substantiated through tests, papers, discussions, etc.; below-average professional writing skills.

F = Failure to fulfill course requirements.

I = Incomplete. See policy below.

Incomplete (Grade of I) Policy
Incompletes may be granted by the faculty for medical reasons, death in the immediate family or for extenuating circumstances as determined by the professor in consultation with the Director of Teacher Education and Graduate Studies. Graduate students may not have more than two incomplete grades at one time. Within one year following the term in which the Incomplete was earned, the instructor must submit a change-of-grade form, indicating a replacement grade, to the Office of the Registrar. If no grade is submitted by that date, the I will be converted to an F. Extensions beyond these deadlines will be awarded only for extreme extenuating circumstances and must be approved in advance by the Director of Teacher Education and the Graduate Education Council.

Grade Appeal Policy
Student appeals of grades earned in a course are welcomed on a professional basis by the faculty. Students must explain to the instructor involved their specific disagreement with the grading outcome. If the matter is not resolved at this level, the student may then take the matter to the director of teacher education and graduate studies (or to the dean of undergraduate studies if the director of teacher education and graduate studies is the instructor involved in the appeal). If the matter is not resolved at the director's level, the student may then refer the matter to the
Minimum Grades / Requirements for Persistence
If a graduate student earns one (1) F or more than two (2) C’s in graduate courses – regardless of his/her status (degree, licensure only, or special student) – he or she will not be permitted to continue to enroll in graduate courses. Appeals regarding persistence and or re-admission to the Department of Teacher Education and Graduate Studies must be made in writing to the Director of Teacher Education and Graduate Studies who will present them to the Graduate Education Council for deliberation and decision.

Graduate students must have a 3.0 cumulative grade point average in all graduate courses at Salem College to be admitted to a program, to be permitted to enter the Teachers As Practitioners (Student Teaching) term, to be permitted to enter the Graduate Research Seminar semester and to be recommended for licensure (initial or advanced competency).

Checkpoints
Progress checkpoints have been established at various points during the program. At some checkpoints, candidates’ progress will be evaluated with input from school-based cooperating teachers and administrators. Checkpoints are typically established at admission, admission to Teachers as Practitioners semester (EDUC 594/599), application for initial licensure, application for graduate candidacy, application for the Graduate Research Seminar (EDUC699), and application for advanced competency licensure.

Teachers as Practitioners (TAP) Semester
All candidates for licensure in the M.A.T program will complete the TAP Semester, a full term of supervised/guided practice (student teaching) experience in a school within the Winston-Salem/Forsyth County Schools or within an adjoining county. Graduate candidates have either the fall or spring terms as options for the TAP semester; however, candidates must have completed or be currently enrolled in all required licensure courses. Candidates may take no more than one additional course during student teaching, but they are strongly advised not to take any additional courses during the Teachers as Practitioner (TAP) semester. When the program is available, candidates may apply to student teach in the summer.

Graduate candidates for initial licensure must apply for the TAP Semester on or before the published deadline of the term preceding the term in which they will student teach.

Fall TAP semester application deadline: April 1st of the preceding term
Spring TAP semester application deadline: November 1st of the preceding term
All candidates must be admitted to the Teacher Education program at least one semester prior to the student teaching semester.

Students approved for the TAP semester must register for EDUC 599, Teachers as Practitioners, as well as the companion seminar EDUC 594, Teachers as Practitioners Seminar. EDUC 599 and EDUC 594 will be graded pass/no credit.

Each student teacher will be evaluated using the state-required LEA/IHE Certification of Teaching Capacity Form. This is a collaborative evaluation completed by the cooperating
teacher, the Salem supervisor and the candidate. Successful student teaching experiences require the approval and certifying signature of school officials. All candidates also prepare an extensive portfolio to document their progress toward meeting state teaching standards and program dispositions for teaching. All portfolios will be completed, evaluated and archived electronically using the Foliotek web-based assessment system, www.foliotek.com.

**Professional Research Seminar Semester**

All candidates for advanced competency licensure will complete a full-term Professional Research Seminar (EDUC 699) semester as a capstone to their graduate studies. During this term, graduate candidates will complete the Master Practitioner Portfolio (MAPP), an advanced competency reflective portfolio and the Action Research Thesis (ART). The MAPP will demonstrate candidates’ advanced competency with the North Carolina Specialty Area Standards (elementary, reading or special education) particular to their graduate degree. The MAPP will be completed, evaluated and archived electronically using the Foliotek web-based assessment system, www.foliotek.com. The ART is a written research paper and oral defense that demonstrates candidates’ competency with the North Carolina Graduate Standards. The ART will be also be archived electronically using Foliotek.

All other graduate coursework must be completed before the Professional Research Seminar term, and candidates may not take any other coursework simultaneously with the Professional Research Seminar. Application to participate in the Professional Research Seminar term must be made on or before the published deadlines of the term preceding the term in which candidates plan to complete the Professional Research Seminar.

- Fall oral defense application deadline: August 1st of the preceding summer term
- Spring oral defense application deadline: November 1st of the preceding term
- Summer oral defense application deadline: April 1st of the preceding term

Candidates must identify and request a graduate faculty member (knowledgeable in the specialty area) to serve as a mentor/advisor for the Professional Research Seminar. This faculty mentor will approve the application for the Professional Research Seminar Term as well as evaluate the MAPP and the written portion of the ART.

Students approved for the Professional Research Seminar semester must register for EDUC 699, Professional Research Seminar. EDUC 699 will be graded pass/no credit.

In order to receive a grade of P for EDUC 699, Professional Research Seminar, and to be recommended for graduation and for advanced competency licensure, candidates must present and successfully defend the ART to an oral defense panel. The oral defense presentation will be scheduled once in each of the spring, summer and fall terms. In general, oral defense presentations will occur on the day denoted as “Reading Day” for each semester. Any three professors from the Department of Education may serve as the oral defense panel; candidates will not be told in advance which faculty members will serve.

All oral defense presentations are audio-recorded. Each professor in attendance will score the candidate’s oral presentation according to a holistic rubric established for this purpose. Candidates who earn a score of nine (9) or better receive a pass for the ART. Candidates who receive a total score of six (6), seven (7), or eight (8) (with no less than two points awarded per
faculty member) must compose a written defense to specific questions within three days following the oral presentations. Candidates must earn a score of nine (9) on the written defense in order to receive a pass for the ART. Candidates who earn any faculty score of less than two (2) or a cumulative score of five (5) or less will not pass the ART.

Candidates who do not receive a score of pass on the oral defense presentation may repeat it at the scheduled time for the subsequent semester. It is the candidate’s responsibility to reapply for the next oral defense presentation by the published deadline.

Candidates who earn a score of 11 or 12 on the oral defense presentation will receive an accolade of Pass With Distinction.

Graduation Requirements
To be eligible for graduation, the student must:
1. Complete all course requirements, as reflected in a degree audit, including:
   a. M.A.T Candidates:
      • Successfully completion (with a grade of P) of the Teacher As Practitioner guided practicum (student teaching)
      • Completion of the practicum portfolio
      • Receive recommendation for licensure, including receiving a passing score on the appropriate Praxis II Specialty Area exams (if applicable).
      Praxis II scores must be received by Salem College before the degree will be granted. Praxis tests are required for “highly qualified” status by candidates in elementary education and special education.
   b. M.Ed. Candidates:
      • Successful completion (with a grade of P) of the Professional Research Seminar semester, including the MAPP and the written portion of the ART
2. Pass the oral defense presentation of the ART.
3. Obtain an overall grade point average of 3.0 or above.
4. File an application for graduation and pay the required graduation fee.

All degree requirements must be completed within five (5) years of initial enrollment in the program.

Degrees are conferred in May, December and August. However, actual graduation ceremonies are held only in May. Students graduating in December or August may choose to participate in the ceremony held the following May.

Transcripts and Grade Records
Grades and records may be accessed through the secure Salem Information System (SIS) portal on the Salem College website. Grade reports are not mailed to students. Students may request official copies of their academic transcript from the Office of the Registrar. A fee is payable in advance of the release of each transcript. Please note that transcripts cannot be released for students who are indebted to the College or if any other holds (including, but not limited to, library fines, unreturned equipment or missing immunization records) are on the student’s record.
Access to Student Records
Salem College complies with the Family Educational Rights and Privacy Act of 1974 (FERPA) as amended. This act protects the privacy of educational records, establishes the rights of students to inspect and review their educational records and provides guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with the FERPA office concerning alleged failures by the institution to comply with the Act.

Under this act, Salem College is permitted to release directory information (the student’s name, home and residence hall address, home and residence hall telephone listings, home and school email addresses, date and place of birth, major, participation in officially recognized extracurricular activities, photos, dates of attendance, degree(s) awarded, awards and most recent previous educational institution attended). However, it is Salem College’s policy not to release lists of student names and addresses or telephone numbers to outside parties with the exception of state and federal agencies or as required by law. Any student who wishes to place a further privacy hold on any of the above directory information must notify the Registrar in writing.

Questions concerning FERPA should be referred to the Office of the Registrar.

Background Checks and Drug Screening
In order to ensure compliance with North Carolina professional teacher licensure eligibility requirements, all candidates for initial licensure will be required to have a background check prior to admission to the M.A.T. program. A drug screening will be required prior to admission to the Teachers as Practitioners (TAP) semester (student teaching). These requirements may be waived for students who are currently employed by organizations that required a background check and/or a drug screening. Such candidates must provide written evidence of clear screenings to the Director of Teacher Education and Graduate Studies.

All applicants will complete the Candidate for Professional Licensure (CPL) form as required by the state. This form requires that candidates document a felony or crime other than a minor traffic violation to determine eligibility for a teaching license in N.C.

During their programs, graduate students who are convicted of a felony or crime (other than a minor traffic violation) should notify the Director of Teacher Education and Graduate Studies or contact the Licensure Division of the North Carolina State Department of Public Instruction in Raleigh regarding continued eligibility for licensure.

Immunization Records
In adherence with North Carolina state law, all candidates are required to submit, as part of the application process, documentation of having met the immunization requirements applicable to the student’s age and degree program (or evidence that such documentation is on file with the human resources department of the candidate’s employer). The form and guidelines for completing the immunization record are included with the application materials.
The completed immunization record must be received and approved by the Director of Health Services BEFORE the student will be allowed to attend class. The immunization record should be submitted directly to the Health and Counseling Center located in the lower level of Clewell Residence Hall. Staff is available to accept immunization records and to answer questions Monday through Friday from 8:30 a.m. to 12:00 noon and from 1:00 pm to 4:00 p.m. Records may also be faxed to (336) 917-5763. The phone number is (336) 721-2713.

Class Attendance
Students are expected to attend classes regularly and promptly. The individual faculty member has the right to establish attendance regulations for his or her classes and the responsibility to inform students of these regulations at the beginning of each term. Students assume responsibility for class attendance by meeting the standards set by their instructors and are also responsible for discussing with the faculty member any extenuating circumstances that affect their attendance. If the student is absent from class, it is her responsibility to meet with her faculty members who will determine whether or not the absence was excused and how missing work will be handled. Authority for granting excused absences or extensions for missed class time or assignments rests with each individual faculty member. Faculty may request that the students provide written verification of health or counseling appointments, but this information serves as notification/verification only.

In the event of a family emergency or an extended illness that results in absence from more than two class sessions, students may contact the Direct of Teacher Education and Graduate Studies, who will provide information regarding the absences to the appropriate faculty. The director does not excuse absences.

Criminal Records
All applicants will complete the Candidate for Professional Licensure (CPL) form as required by the state of N.C. This form requires that candidates document a felony or crime other than a minor traffic violation to determine eligibility for a teaching license in N.C.

During their programs, graduate students who are convicted of a felony or crime (other than a minor traffic violation) should notify the Director of Teacher Education and Graduate Studies or contact the Licensure Division of the North Carolina State Department of Public Instruction in Raleigh regarding continued eligibility for licensure.

Graduate candidates are also required to complete a background check (at admission) and a drug screening (prior to the Teacher as Practitioner semester). Information on both will be provided as part of the admissions and Teachers as Practitioners (student teaching) application materials.

Sexual Harassment
Salem College reaffirms its belief that the quest for knowledge can only flourish in an atmosphere free from sexual harassment and will continually take steps for the prevention of such behavior. Conduct in violation of this policy may result in disciplinary action. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature when:
- submission is made by an express or implied term or condition of employment or status in
a class, program or activity
- submission to or rejection of the behavior is used to make an employment or educational decision (such as hiring, promotion or grading a course)
- the conduct has the purpose or could be reasonably judged to have the effect of interfering with a person’s work or educational performance
- the conduct has the purpose or could be reasonably judged to have the effect of creating an intimidating, hostile or offensive environment for work or learning.

The College has considered the rights and concerns of both the complainant and the accused in the following special procedures for redress of incidents of sexual harassment:

**Grievance Board**
1. The President of Salem College will appoint a standing grievance board to receive complaints of sexual harassment from students, faculty and staff members. The Board will emphasize mediation and conciliation, and will rely on discreet inquiry, persuasion, confidentiality, and trust in dealing with complaints brought for its consideration. When the Board cannot resolve a complaint to the satisfaction of those concerned, it will, in an advisory capacity, refer the matter with recommendations to the President of the College. All members of the Salem community are expected to cooperate fully with the Board.
2. The Board will be composed of seven members: three faculty members, the Dean of the College, the Dean of Students, two staff members and three faculty alternates (two faculty members and one staff member). Members of the Board will serve three-year terms and no more than two terms consecutively. Initial appointments will be made to the Board for one, two or three year terms to assure a regular rotation of the Board membership each year. The President’s appointments will be guided by consideration of continuity, experience and sensitivity to the concerns of students, faculty and staff. Recommendations for Board membership may be made by any member of the Salem community; in addition, the President will solicit recommendations from appropriate representative groups. After the initial appointments, the President will seek the advice of the existing Board and appropriate representative groups on new appointments.
3. The President will appoint a chairperson of the Board. This member will act as convener of the Board and will facilitate administrative operations and equitably assign Board members responsibilities for Board activity.

**General Procedure for Students, Faculty, and Staff Members**
1. Any student, faculty member or staff member may ask questions about procedures, seek advice or lodge a complaint to any member of the Board, either orally or in writing. No one will be penalized for inquiring about or reporting incidents of sexual harassment. A complainant should be assured that confidentiality will be maintained to the fullest extent possible; however, no promise of inaction or anonymity can be made once a complaint has been lodged. The chairman of the Grievance Board must be informed in writing of any formal complaints made to the Board members within five days after the complaint has been received. The individual will be encouraged to make a written complaint; if she/he declines, consultation and advice from a Board member is still available.
2. Malicious gossip or unsubstantiated hearsay about individuals with regard to sexual harassment may irreparably affect the standing of any member of the Salem community.
False statements will be considered as a violation of this policy. In the event that the Board observes a pattern of complaints against the same individual over a period of time, it shall notify the President and the individual involved and may conduct an investigation.

3. The Board will be generally available to consult with the Salem community on the issue of sexual harassment, and will be responsible for helping to educate the College about issues related to sexual harassment.

4. The Board will refer matters that do not fall under its purview to the President or appropriate officer of the college for action.

Student Grievances and Appeals

Salem College’s Department of Teacher Education and Graduate Studies publishes policies regarding appeals of admission, grading and grade appeals, appeals regarding retention, judicial review of Honor Council rulings, the appeal of financial aid awards and the appeal of campus parking/traffic citations. These policies and procedures may be found in the respective sections of the Salem College Graduate Catalog. Salem College graduate students who have concerns in areas not covered by these policies may seek resolution through the following general grievance policy and procedure:

Candidates are encouraged first to try to resolve other concerns themselves by talking directly with the College personnel involved. If resolution is not reached, students may file a written grievance with the Director of Teacher Education and Graduate Studies. This process should be initiated as soon as possible, preferably within 30 days of the occurrence. The student should complete the Student Grievance Form, which is available in the Office of Teacher Education and Graduate Studies, and submit it to the director. The director will review the written grievance and respond to the student within 15 business days (while the College is in session). Depending upon the nature of the grievance, the director may request that all parties involved meet to mediate the situation and find a reasonable solution.

If the matter is not resolved in consultation with the Director of Teacher Education and Graduate Studies, the student may then refer the matter to the Graduate Education Council. The student should submit a letter addressed to the Graduate Education Council describing the grievance to the Director of Teacher Education and Graduate Studies. The director will present the letter them to the Graduate Education Council for deliberation and decision and will report the Graduate Education Council’s decision back to the student.

If the Graduate Education Council’s resolution is not satisfactory to the student, she/he may refer the matter in writing to the vice president for academic and student affairs and dean of the College for further consideration.

The Honor Tradition

The Honor Tradition is a vital and unifying aspect of the Salem College community that encourages each member to ethical and responsible living. The Honor Code is upheld by the entire student body and stands on the principle of mutual respect. It is only as strong as the community that lives by it. Graduate students are bound by the Salem College Honor Code.
The Honor Tradition is longstanding at Salem College and is highly regarded by students, faculty, staff and administration. In keeping with its custom, each student assumes full responsibility for her/his actions in all phases of life at Salem. Such a tradition is only possible in a community that respects the individual and maintains a commitment to communication. Every student is responsible for encouraging other students to uphold the Honor Tradition.

The Honor Code
Salem College is a community of honor. I will show respect for my community by behaving with honesty, integrity and civility.

As a responsibility to my honor community:

- I will show respect for my classmates and faculty by maintaining honesty in my academic work and refraining from cheating.
- I will show respect for my community and peers by maintaining integrity and honesty in my daily life and refraining from stealing and lying.
- I will show respect for faculty, staff and members of the administration by maintaining civility and refraining from disruptive and abusive language and behavior.

I will acknowledge responsibility and accept the consequences of my actions. In choosing Salem College, I pledge to uphold the principles of the Honor Code and will cherish and guard its traditions.

Privileges of the Honor Code
By virtue of the strength of the Honor Tradition, students are extended the following privileges:

- Self-scheduled exams
- Unproctored and take-home tests (at the discretion of the professor)
- Faculty and administration trust and respect

The Graduate Honor Code Council
The Graduate Honor Code Council acts as a neutral tribunal that is supportive of the student. The Council does not judge the accused student as a person but rather judges the student’s action as it relates to the Honor Tradition. The judicial process is intended to be educational rather than punitive.

The Graduate Honor Code Council is chaired by the Director of Teacher Education and Graduate Studies and includes the chair of the undergraduate Honor Council, at least one graduate faculty member and the Graduate Education Council student representatives. Any member of a judicial body who has a role or personal interest in a case must recuse her/himself from the proceedings related to that case.

Honor Code Infractions
Infractions of the Honor Code will be investigated and acted upon by the Graduate Honor Code Council. The Graduate Honor Code Council will also handle cases of infractions of test and examination procedures; cases involving the unauthorized removal of library materials; and issues of plagiarism or dishonesty. The administration of the College reserves the right to investigate and take any action in any violation of the Honor Code. The Director of Teacher
Education and Graduate Studies will hear minor infractions. The administration will hear cases of the most serious nature including alleged violations of the following policies: weapons, illegal drugs, hazing, harassment and other cases of an urgent nature (such as when there is immediate danger to one or more students).

Procedures for reporting Honor Code infractions:

A. **Self-reported infractions**
   Acknowledging an Honor Code violation is the first step in correcting it. A student who wishes to acknowledge a violation should report it to the Honor Code Council by way of the Director of Teacher Education and Graduate Studies. The director will talk to all parties involved and will gather evidence for the hearing of the case.

B. **Infractions reported by a student**
   A student who witnesses a violation of the Honor Code by another student is expected to confront the accused and explain the nature of the infraction to her/him. She/he should tell the accused to contact the Director of Teacher Education and Graduate Studies to report the violation. The accuser must reveal the nature of the infraction to the student before contacting the director.

C. **Infractions Reported by a Faculty or Staff Member**
   All faculty members are to report actual or suspected violations of the Honor Code to the Director of Teacher Education and Graduate Studies. The faculty member will contact the director after communicating with the accused explaining the nature of the infraction to her/him.

**Sanctions for Honor Code Infractions**

The Graduate Honor Code Council deems as serious any violations of the Honor Tradition and other areas of jurisdiction. The role of the Graduate Honor Code Council in hearing cases and determining sanctions is intended to be educational in nature, not punitive. Therefore, the Graduate Honor Code Council may require that the student seek additional support through Academic Support Services on campus. In addition, the Council may recommend one of the sanctions discussed below. Failure to fulfill a sanction by the date specified by the Graduate Honor Code Council will result in an automatic reappearance before the Council.

A student brought before the Graduate Honor Code Council will be notified of the Council’s decision following a deliberation period immediately after the hearing. Additionally, the student will be notified in writing by the Director of Teacher Education and Graduate Studies within 48 hours of the hearing.

One or more of the following sanctions may be deemed appropriate, depending on the nature and severity of the violation, and whether the student is a repeat violator of community standards. Specific terms of a sanction will be determined by the Council in accordance with precedent set by previous cases and the seriousness of the violation.

**Warning**

This sanction is given when a student is responsible for a violation that does not warrant severe action. When a student acknowledges responsibility or is found responsible by the Council, a warning is put in the graduate student’s folder in the Office of Teacher
Education and Graduate Studies until graduation. The Council advises the student to learn from this experience as she/he reflects on the importance of the Honor Tradition to the Salem College community.

**Probation**
This sanction is given when the student is responsible for a violation that is of a serious nature. It is stressed to a student that this is a time for reflection and contemplation about what she/he has done and what it means to live and abide by the Honor Tradition. Probation may entail educational assignments and a punishment to fit the violation based on the decision of the Council.

**Suspension-Held-In-Abeyance**
This sanction is given when a student is found responsible for a violation of a very serious nature but who, in the Council’s judgment, should be allowed to continue her coursework at Salem. A Suspension-Held-In-Abeyance will entail appropriate educational assignments and/or a consequence to fit the violation based on the decision of the Council.

If the student is found responsible for any other violation by the Graduate Honor Code Council while on Suspension-Held-In-Abeyance, this violation may activate a sanction of suspension, and the student will be required to leave campus immediately.

**Suspension**
This sanction is given when the student is found responsible for a violation of an extremely serious nature. The student must leave campus immediately unless he/she decides to appeal the decision. A student who chooses to appeal shall continue attending classes during the appeal process. Continued class attendance, however, shall have no effect upon the outcome of the appeal. Once the sanction has been served, the student is free to return to Salem. Suspension remains on the student’s record in the Office of Graduate Studies and Teacher Education for two years after graduation or licensure completion.

**Expulsion**
This sanction is given when a student is found responsible for a violation that is of the most severe nature. This sanction is given when the Council feels that the student grossly neglected the importance of the Honor Tradition. This may include such violations as being a repeat violator of the Honor Tradition. The student must leave campus immediately unless he/she appeals the decision. A student who chooses to appeal shall continue attending classes during the appeal process. Continued attendance, however, shall have no effect upon the outcome of the appeal. A student who receives the sanction of expulsion may not return to Salem’s campus for any reason, including alumnae events. The sanction remains on the student’s record in the Office of Teacher Education and Graduate Studies.

**College Administration**
The Administration of the College reserves the right to investigate and take action in any violation of honor tradition. The Director of Teacher Education and Graduate Studies will hear minor infractions. The Administration will hear cases of the most serious nature including alleged violations of the following policies: weapons, illegal drugs, hazing, harassment and other cases of an urgent nature (such as when there is immediate danger to one or more students).

**Appeal Process**
An accused student who feels that the Director of Teacher Education and Graduate Studies, the Graduate Education Council or the Graduate Honor Code Council violated her/his rights or that the decision (handling and/or sanction) reached was arbitrary shall have the right to appeal to the office of the Vice President and Dean of the College. Students wishing to appeal all administrative cases must do so in writing within 24 hours of receiving written notification from the Director of Teacher Education and Graduate Studies. Appeals must first be made to the Vice President and Dean of the College and then to the President of the College.

**General Appeal Procedures**

*Filing an Appeal*
The appellant must inform the Vice President and Dean of the College in writing concerning the basis on which the appeal is being made and the reasons why she/he deems her/his case worthy of hearing by the Appeal Board. The student must file this formal appeal within 24 hours after the student receives written notification of the decision of the Graduate Education Council or the Honor Code Council. A student who chooses to appeal shall continue attending classes during the appeal process. Continued class attendance, however, shall have no effect upon the outcome of the appeal.

*Convening the Appeal Board Hearing*
The Vice President and Dean of the College will notify the Graduate Education Council or the Honor Code Council Chair (the Director of Teacher Education and Graduate Studies) regarding the appeal and will convene the board. A formal hearing date will be set by the board so that the complete process will not exceed seven days (from the time the Dean of the College receives the written appeal to the time of the hearing). When possible, a decision must be rendered no less than three days before commencement. The guidelines for the hearing are as follows.

- The Appeal Board will meet to consider the appeal. If the board decides the case has no merit, the decision of the Graduate Education or Honor Code Council stands.
- The Dean of the College will explain the board procedure to the student who is appealing the decision of the Council.
- During the appeal hearing, the Graduate Education or Honor Code Council representatives (usually the Director of Teacher Education and Graduate Studies) will enter the room and detail the Graduate Education or Honor Code Council decision. The Appeal Board may pose questions to the Graduate Education or Honor Code Council representative. At the conclusion of the statement, the representative will be excused from the meeting.
- The student who has submitted the appeal is then asked to enter the meeting and provide a statement. The student is permitted to be accompanied by an adviser for the judicial process during the hearing. The board may ask the student questions. When the student
has made the statement and all questions asked by the board have been answered, the student is excused from the hearing.

- The Appeal Board will render a decision in writing. If issues related to the appeal are sufficiently problematic, the Appeal Board holds the right to reopen the substantive case.
- The Dean of the College will notify all parties involved of the decision that was reached. In Honor Council cases brought by the faculty, the faculty member will be notified by the sanction.

**Decision**

Should the Appeal Board uphold the original sanction, the sanction becomes effective as soon as the student receives written notification of the decision. Should the Appeal Board render a different sanction, the student will be notified in writing of the sanction and its stipulations. The Appeal Board cannot render a more severe sanction than that of the Graduate Education or Honor Code Council.

**Appeal to the President**

If the student feels that he/she was not treated justly by the Appeal Board, he/she may appeal to the President of the College. The student must appeal in writing to the President of the College within 24 hours after the student receives notification of the outcome of the Appeal Board hearing.

**Graduate Registration Policy**

The registration period each term begins and ends on the dates designated on the graduate calendar. Graduate students are responsible for following the policies governing registration. Students sign the registration agreement as part of the application process and each time they complete the registration card. It reads as follows:

I understand that I may add or drop a course any time from the opening of registration until the last day of the drop/add period of a term (specified in the published schedules for each semester). I also understand that if I drop a class/classes after the last day of the drop/add period, I will be financially responsible for the class/classes. I further understand that – if I have applied for financial aid for the term – it is my responsibility to inform the Office of Financial Aid that I have decreased or increased the number of course credits I am carrying.

I acknowledge that I am financially responsible for the payment of tuition costs due to Salem College. If I have not dropped a course (by completing the appropriate drop/add card in the Education Office) on or before the specified last day of the drop/add period, I am fully aware that I will owe the full tuition for the course. I understand that my name remains on the class roster until I officially drop the class (by completing the appropriate drop/add card in the Education Office). If I do not fulfill my payment obligations to Salem College, I agree to pay all costs of collection, including attorney fees.
A late fee of $30 is charged for continuing degree-seeking students who register after the last posted date of the registration period. This fee will not be applied to new graduate students or students with special-admission status.

**Drop/Add Policy**
To add or drop a course, the student must submit a change of registration card signed by the student’s academic advisor to the Department of Teacher Education and Graduate Studies.

A student may drop a course with the following conditions:
1. With no grade or conditions during the specified drop/add period for each regular term (no tuition charge).
2. With a grade of Withdrawal (W) after the first week and through the ninth week of the regular term.
3. With a grade of F after the ninth week of the regular term unless the student successfully appeals to Graduate Education Council.

A student may add another course during the first complete week of classes. Courses may not be added after that time.

Specific dates, including for January and summer term courses, are published annually on the Salem College website.

**Human Subjects Review**
Graduate students completing research projects with human subjects should consult the appropriate faculty member for advice about informed consent. Faculty members may require students to prepare a written proposal for review by the Graduate Education Council. Students will submit the following information to the Graduate Education Council for consideration:
1. What is the purpose of the study? This should be a specific statement including the kind of measurements to be made of the subjects, the type of analysis and potential relevance of the results. Indicate:
   a. number of subjects required
   b. subjects
   c. time required per subject in the study
   d. the manner in which subjects will be recruited for the study
   e. how “informed consent” is obtained from the subject
   f. how anonymity is maintained
   g. how this will be an educational experience for the subjects involved
2. If a questionnaire is to be administered, a cover letter that conveys a brief description of the study and the nature of the items contained in the questionnaire should be included. The letter should emphasize the voluntary nature of participation and assure anonymity and confidentiality of results. Finally, it must instruct students of their right to withdraw from the study at any time.

**Documentation for Writing Assignments**
The following statement regarding the documentation of papers has been adopted by the faculty:

It is customary in all of your writing to acknowledge all ideas and phraseology which you have not thought of yourself. There are various specialized ways of making such acknowledgements,
but in general two principles should be kept in mind: (1) that you must state the source from which you get an idea or expression; and (2) that you must indicate what it was (idea, fact, technical term or phrase) that you got from this source.

The method of stating where your source for a statement is located varies with the kind of writing you are doing. In a formal paper, you will use the elaborate methods of citation detailed in your term paper guide; in a less formal paper, you will often simply mention the name of the author in the statement. In a test, when you are referring to a matter of fact you learned from your textbook or from class, you will assume that it is common knowledge and needs no specific citation. Matters of opinion or distinctive phrases, however, require some mention of the name of the person who uttered them.

Showing what you got from a source, once you have cited it, is done by making the following distinction in your writing: an idea, a fact or an opinion, stated entirely in your own words, needs no further acknowledgement beyond citation of the source. Any quotation (including technical terms which might not be recognized by your reader), however, must be included in quotation marks; or if the quoted matter is long, it may be single-spaced and indented. You must quote exactly, showing omissions by the use of three spaced periods and insertions by the use of square brackets. (For an example, consult the APA Style Manual, fifth edition.)

In order to show that you understand your subject beyond what is implied by the ability to copy someone else’s words and in order to make what you cite serve your purposes rather than those of the original author, you will normally paraphrase material written by someone other than yourself. Remember that when you paraphrase you must use the words that come naturally to you rather than those suggested by your source. Even short phrases of two or three distinctive words — and long ones regardless of their degree of distinctiveness — that come from your source must be set in quotation marks.

Failure to make acknowledgement by these forms gives a false impression to your reader. The reader may think some idea, perception or elegance of phrasing is your own when it really is not. It is your responsibility to go out of your way to play fair with your reader in giving credit where it is due by means of scrupulous acknowledgement of sources. If you have any doubt as to the correct way to treat a source, ask your instructor what to do. Failure to document papers properly is plagiarism and an honor code offense.

The style and formatting manual for the Department of Teacher Education and Graduate Studies at Salem College is the Publication Manual of the American Psychological Association, 6th edition.
OTHER INFORMATION FOR GRADUATE STUDENTS

Campus Traffic and Parking
Campus traffic and parking are monitored by the Salem College Department of Public Safety. Graduate students should be mindful of any traffic reminders or directions indicated by Public Safety by means of emails, signs, traffic cones or personnel. Parking is permitted in the lot immediately in front of the Fine Arts Center. Candidates wishing to register a vehicle and obtain a parking pass must complete the application form available online, in the Office of Teacher Education and Graduate Studies or at the Public Safety Office. Commuter parking passes cost $30 per semester or $55 per year. Additional off-street parking may be available on a first-come first-served basis. Appeals of campus parking/traffic citations should be made to the Public Safety Office.

Salem College Identification Cards
Photo IDs are made in the Public Safety Office at no charge to registered students. Hours for ID photos are posted by Public Safety. Identification cards are required to check out library materials or to use the fitness center and/or the pool.

Bookstore
The Salem College Bookstore is located on Salem Square. The bookstore is open extended hours in the first few days of each term to facilitate graduate candidates’ purchase of textbooks. Gramley Library, located just south of Salem Square, houses the Curriculum Materials Center. Library and bookstore hours are typically posted on their websites, www.salem.edu/library and www.salem.bkstore.com. A list of required and optional textbooks for each course may be obtained in the bookstore or on their online site.

Technology
After being admitted to the graduate program, students will be notified of their Salem student number, login and password information. This information allows students to activate and use their MySalem account on the main Salem website. MySalem includes access to many Salem features including Salem email, Moodle online course information, directories, documents and forms and Salem Information Services (SIS). A technology fee is due each semester.

The Salem College e-mail address is an official and primary means of disseminating information to students. Graduate students are expected to regularly check their Salem email account for correspondence with the department and faculty.

The Salem Information System (SIS) serves as an important resource for graduate students. Along with indicating students’ schedules, SIS provides access to final course grades.

Three campus computer labs are available to students on a 24-hour basis (excluding holidays). Students should obtain a current access code from the Office of Teacher Education and Graduate Studies in order to enter the computer labs. The Fine Arts Center computer lab is located in room 327 of the Fine Arts Center. The Learning Center lab is located in the history wing of Main Hall. The third lab is located in room 304 of the Rondthaler Science Building. The Learning Center and Science Building labs offer laser printers. Charges for printing apply.
In addition to the computer labs, wireless access is available at many locations on campus. The Office of Teacher Education and Graduate Studies also provides a closed education wireless access point and has a wireless printer/scanner for use by graduate candidates.

Graduate courses frequently make use of online resources including (but not limited to): Moodle, Google Apps, edu2.0, email, webquests, blog sites, wikis, web page tools, etc.

Graduate students must follow all guidelines for responsible and ethical use of the shared technology resources of Salem Academy and College. Specific guidelines are available at www.salem.edu.

Changes in Address/Phone
Graduate students must notify the Office of Teacher Education and Graduate Studies of changes in name, address, telephone or employment as soon as possible after they occur.

Services for Students with Disabilities
In accordance with the Americans with Disabilities Act (ADA), Salem College seeks to provide reasonable accommodations for individuals with documented disabilities. A student with a learning disability should seek assistance through the Office of the Dean of Undergraduate Studies, Salem College’s designated ADA officer. When the student presents the appropriate documentation, the Office of the Dean of Undergraduate Studies will work with the student to make reasonable accommodations within the confines of the College’s program. In the past such accommodation has included referral for tutoring and extended time limits on tests. It is the responsibility of the student to contact the Dean of Undergraduate Studies early in the academic year for assistance.

Appropriate documentation must include testing results and recommendations from a licensed professional in the field of the student’s particular disability. The report must be no older than three years or have been prepared during the student’s undergraduate career and must include the current status of the disability. The documentation must relate how the student’s disability affects him/her in the post-secondary setting.

Because Salem is an historic institution, not all facilities are easily accessible to the mobility-impaired. Food service is accessible. Limited classroom facilities are available; however, all administrative and library services can be provided. Interested applicants should discuss their individual needs with the Director of Teacher Education and Graduate Studies so that adequate preparations can be made to facilitate program participation.

Child Care
Although the Department of Teacher Education and Graduate Studies does not provide child care services, a list of Salem students interested in babysitting is available from the Alumnae Office after mid-September. Additionally, the Fleer Center for Adult Education often has information regarding local childcare.
ACADEMIC PROGRAMS

The Masters of Arts in Teaching (M.A.T.) degree is offered in art, elementary education, general curriculum special education (K-12), middle/secondary content-areas, music and second language (French or Spanish). The program is planned for students who have never been licensed as well as those teachers who wish to add new teaching areas to existing areas of expertise. Candidates enrolled in the M.A.T programs typically qualify for initial licensure (A-level) after phase 1. Students may earn advanced licensure upon successful completion of phase 2. Candidates who complete all licensure requirements are “highly qualified” to teach.

The Master of Education (M.Ed.) program is offered in elementary education (K-6), language & literacy (reading) and special education and leads to advanced competency (M-level) licensure.

Curriculum Requirements
The M.A.T. programs for elementary education or special education require a total of 48 credit hours including phase 2X or 63 credit hours including phase 2L. The M.A.T. programs for art, music, second language and middle/secondary grades require 42 credit hours (plus possible content area credit hours) including phase 2X or 57 credit hours including phase 2L. All M.A.T. initial licensure candidates (phase 1) must complete the TAP Seminar with a grade of P. All M.A.T. advanced competency licensure candidates (phase 2) must complete the Professional Research Seminar semester with a grade of PASS.

M.Ed. programs for elementary education, reading or special education require 36 hours of graduate coursework. Additionally, all advanced competency candidates must complete the Professional Research Seminar semester with a grade of P.

Program Schedules
The M.A.T program may be completed on a full or part-time basis in day and/or evening coursework. Phase 1 is generally completed in 18 months to two years of day and/or evening coursework. Phase 2 may be completed during the candidate’s first year(s) as a classroom teacher in one or two years of evening coursework. M.Ed. programs are typically completed in two to three years of evening coursework.

Courses Required for the M.A.T in Elementary Education (K-6)

Phase I

Professional Studies Core (18 credits):
EDUC 510. 21st Century Teaching and Learning Three credits
EDUC 522. Learners in Context Three credits
EDUC 530. Instructional Design Three credits
EDUC 532. Development and Cognition Three credits
EDUC 594. Teachers as Practitioners Seminar One credit
EDUC 599. Teachers as Practitioners Five credits

Elementary Education Specialty Program (15 credits):
EDUC 534. Introduction to Exceptionalities Three credits
EDUC 555. Primary Literacy Three credits
EDUC 556. Intermediate Literacy Three credits
EDUC 570. Integrated Math  
EDUC 572. Integrated Content Areas  
Passing scores on PRAXIS II specialty area exams  
Passing scores on required electronic evidences

Phase 2X (15 credits)
GRE scores (Designated Institution (DI) code 4176) and phase 2 application required  
EDUC 620. Action Research and Writing for Publication  
EDUC 621. Collaboration and Leadership for the Flat World  
EDUC 630. Literature for Diverse Learners  
EDUC 623. Teach 2.0  
EDUC 699. Professional Research Seminar  
Professional Research Defense Presentation

or

Phase 2L
GRE scores (Designated Institution (DI) code 4176) and phase 2 application required  
EDUC 620. Action Research and Writing for Publication  
EDUC 621. Collaboration and Leadership for the Flat World  
EDUC 630. Literature for Diverse Learners  
EDUC 699. Professional Research Seminar  
Additional required coursework for selected add-on specialty area (see below)  18 credits  
Professional Research Defense Presentation

Courses Required for the M.A.T. in General Curriculum Special Education (K-12)

Phase 1
Professional Studies Core (18 credits):
EDUC 510. 21st Century Teaching and Learning  
EDUC 522. Learners in Context  
EDUC 530. Instructional Design  
EDUC 532. Development and Cognition  
EDUC 594. Teachers as Practitioners Seminar  
EDUC 599. Teachers as Practitioners  

Special Education Specialty Program Courses
EDUC 555. Primary Literacy  
EDUC 556. Intermediate Literacy  
EDUC 570. Integrated Math  
EDUC 580. Exceptional Students – Exceptional Characteristics  
EDUC 581. Exceptional Students – Exceptional Strategies  
Passing scores on PRAXIS II specialty area exams  
Passing scores on required electronic evidences
Phase 2X
GRE scores (Designated Institution (DI) code 4176) and phase 2 application required

- EDUC 620. Action Research and Writing for Publication Three credits
- EDUC 621. Collaboration and Leadership for the Flat World Three credits
- EDUC 623. Teach 2.0 Three credits
- EDUC 635. Instructional Systems and Models Three credits
- EDUC 699. Professional Research Seminar Three credits
Professional Research Defense Presentation

or

Phase 2L
GRE scores (Designated Institution (DI) code 4176) and phase 2 application required

- EDUC 620. Action Research and Writing for Publication Three credits
- EDUC 621. Collaboration and Leadership for the Flat World Three credits
- EDUC 635. Instructional Systems and Models Three credits
- EDUC 699. Professional Research Seminar Three credits
- Additional required coursework for selected add-on specialty area (see below) 18 credits
Professional Research Defense Presentation

Courses for the M.A.T. in Middle (6-8)/Secondary Grades (9-12) Content or K-12 Second Language (French or Spanish)
Requires an undergraduate major or equivalent coursework/competencies in the content area or language that matches licensure area.

Phase 1
Professional Studies Core (18 credits):

- EDUC 510. 21st Century Teaching and Learning Three credits
- EDUC 522. Learners in Context Three credits
- EDUC 530. Instructional Design Three credits
- EDUC 532. Development and Cognition Three credits
- EDUC 594. Teachers as Practitioners Seminar One credit
- EDUC 599. Teachers as Practitioners Five credits

Middle/Secondary Grades Program Specialty Courses

- EDUC 534. Introduction to Exceptionalities Three credits
- EDUC 568. Adolescent Pedagogy Three credits

Specialty Area Methods Course

- EDUC 575. English in the MS/HS or Three credits
- EDUC 576. Foreign Language in the MS/HS or
- EDUC 577. Mathematics in the MS/HS or
- EDUC 578. Science in the MS/HS or
- EDUC 579. Social Studies in the MS/HS
Phase 2X
GRE scores (Designated Institution (DI) code 4176) and phase 2 application required
- EDUC 620. Action Research and Writing for Publication Three credits
- EDUC 621. Collaboration and Leadership for the Flat World Three credits
- EDUC 623. Teach 2.0 Three credits
- EDUC 631. Cross-Curricular Literacy for MS/HS Three credits
- EDUC 699. Professional Research Seminar Three credits
Professional Research Defense Presentation

or

Phase 2L
GRE scores (Designated Institution (DI) code 4176) and phase 2 application required
- EDUC 620. Action Research and Writing for Publication Three credits
- EDUC 621. Collaboration and Leadership for the Flat World Three credits
- EDUC 631. Cross-Curricular Literacy for MS/HS Three credits
- EDUC 699. Professional Research Seminar Three credits
- Additional required coursework for selected add-on specialty area (see below) 18 credits
Professional Research Defense Presentation

Courses for the M.A.T. in Art (K-12)
Requires an undergraduate major or equivalent coursework/competencies (24 credit hours) in art.

Phase 1
Professional Studies Core (18 credits):
- EDUC 510. 21st Century Teaching and Learning Three credits
- EDUC 522. Learners in Context Three credits
- EDUC 530. Instructional Design Three credits
- EDUC 532. Development and Cognition Three credits
- EDUC 594. Teachers as Practitioners Seminar One credit
- EDUC 599. Teachers as Practitioners Five credits

Middle/Secondary Grades Program Specialty Courses
- EDUC 534. Introduction to Exceptionalities Three credits
- EDUC 568. Adolescent Pedagogy Three credits
Specialty Area Methods Course
- EDUC 583. Art in the K-12 School Three credits

Phase 2X
GRE scores (Designated Institution (DI) code 4176) and phase 2 application required
- EDUC 620. Action Research and Writing for Publication Three credits
- EDUC 621. Collaboration and Leadership for the Flat World Three credits
- EDUC 623. Teach 2.0 Three credits
- EDUC 683. Advanced Studies in Art Education Three credits
- EDUC 699. Professional Research Seminar Three credits
Professional Research Defense Presentation
or

**Phase 2L**

GRE scores (Designated Institution (DI) code 4176) and phase 2 application required

- EDUC 620. Action Research and Writing for Publication  
  Three credits
- EDUC 621. Collaboration and Leadership for the Flat World  
  Three credits
- EDUC 683. Advanced Studies in Art Education  
  Three credits
- EDUC 699. Professional Research Seminar  
  Three credits

Additional required coursework for selected add-on specialty area (see below)  
18 credits

Professional Research Defense Presentation

**Courses for the M.A.T. in Music (K-12)**

Requires an undergraduate major or equivalent coursework/competencies (24 credit hours) in music.

**Phase 1**

Professional Studies Core (18 credits):

- EDUC 510. 21st Century Teaching and Learning  
  Three credits
- EDUC 522. Learners in Context  
  Three credits
- EDUC 530. Instructional Design  
  Three credits
- EDUC 532. Development and Cognition  
  Three credits
- EDUC 594. Teachers as Practitioners Seminar  
  One credit
- EDUC 599. Teachers as Practitioners  
  Five credits

Middle/Secondary Grades Program Specialty Courses

- EDUC 534. Introduction to Exceptionalities  
  Three credits
- EDUC 568. Adolescent Pedagogy  
  Three credits

Specialty Area Methods Course

- EDUC 584. Music in the K-12 School  
  Three credits

**Phase 2X**

GRE scores (Designated Institution (DI) code 4176) and phase 2 application required

- EDUC 620. Action Research and Writing for Publication  
  Three credits
- EDUC 621. Collaboration and Leadership for the Flat World  
  Three credits
- EDUC 623. Teach 2.0  
  Three credits
- EDUC 684. Advanced Studies in Music Education  
  Three credits
- EDUC 699. Professional Research Seminar  
  Three credits

Professional Research Defense Presentation

or

**Phase 2L**

GRE scores (Designated Institution (DI) code 4176) and phase 2 application required

- EDUC 620. Action Research and Writing for Publication  
  Three credits
EDUC 621. Collaboration and Leadership for the Flat World  Three credits
EDUC 684. Advanced Studies in Music Education  Three credits
EDUC 699. Professional Research Seminar  Three credits
Additional required coursework for selected add-on specialty area (see below)  18 credits

Professional Research Defense Presentation

Courses for the Add-On License in AIG (Academically and Intellectually Gifted)
EDUC 600. Foundations of Literacy  Three credits
EDUC 615. Understanding AIG Learners  Three credits
EDUC 616. Methods and Materials across AIG Domains  Three credits
EDUC 622. Assessment, Measurement and Evaluation  Three credits
EDUC 623. Teach 2.0 or  Three credits
EDUC 630. Literature for Diverse Learners  Three credits
EDUC 635. Instructional Systems and Models  Three credits

Courses for the Add-On License in BK (birth-kindergarten)
EDUC 603. Language and Literacy Development  Three credits
EDUC 611. Foundations of Early Education  Three credits
EDUC 612. Methods and Assessment for Infants and Toddlers  Three credits
EDUC 613. Methods and Assessment for PK and K  Three credits
EDUC 614. Administration and Intervention in BK  Three credits
EDUC 623. Teach 2.0  Three credits

Courses for the Add-On License in ESL (K-12)
EDUC 600. Foundations of Literacy  Three credits
EDUC 622. Assessment, Measurement and Evaluation  Three credits
EDUC 623. Teach 2.0  Three credits
EDUC 632. The English Language  Three credits
EDUC 633. ESL Pedagogy and Content  Three credits
EDUC 634. Methods for TESOL  Three credits

Courses for the Add-On License in Reading (K-12)
EDUC 600. Foundations of Literacy  Three credits
EDUC 601. Assessment in Literacy  Three credits
EDUC 602. Teaching Process Writing  Three credits
EDUC 603. Language and Literacy Development  Three credits
EDUC 630. Literature for Diverse Learners or  Three credits
EDUC 623. Teach 2.0  Three credits
EDUC 631. Literacy and Learning across the Curriculum for MS/HS  Three credits
Courses for the M.Ed. in Elementary Education (K-6)

Advanced Licensure Common Core
- EDUC 620. Action Research and Writing for Publication Three credits
- EDUC 621. Collaboration and Leadership for the Flat World Three credits
- EDUC 623. Teach 2.0 Three credits
- EDUC 699. Professional Research Seminar Three credits

Elementary Courses
- EDUC 600. Foundations of Literacy Three credits
- EDUC 602. Teaching Process Writing Three credits
- EDUC 622. Assessment, Measurement and Evaluation Three credits
- EDUC 630. Literature for Diverse Learners Three credits
- EDUC 635. Instructional Systems and Models Three credits
- EDUC 649. Trends and Legalities in Education Three credits
- EDUC 650. Elementary STEM Three credits
- EDUC 641. Understanding Global Exceptionalities or Three credits
  EDUC 615. Understanding the AIG learner

Professional Research Defense Presentation

Courses for the M.Ed. in Language and Literacy (K-12 Reading)

Advanced Licensure Common Core
- EDUC 620. Action Research and Writing for Publication Three credits
- EDUC 621. Collaboration and Leadership for the Flat World Three credits
- EDUC 623. Teach 2.0 Three credits
- EDUC 699. Professional Research Seminar Three credits

Elementary Courses
- EDUC 600. Foundations of Literacy Three credits
- EDUC 601. Assessment in Literacy Three credits
- EDUC 602. Teaching Process Writing Three credits
- EDUC 603. Language and Literacy Development Three credits
- EDUC 630. Literature for Diverse Learners Three credits
- EDUC 631. Literacy and Learning across the Curriculum for MS/HS Three credits
- EDUC 632. The English Language Three credits
- EDUC 635. Instructional Systems and Models Three credits

Professional Research Defense Presentation

Courses for the M.Ed. in General Curriculum Special Education (K-12)

Advanced Licensure Common Core
- EDUC 620. Action Research and Writing for Publication Three credits
- EDUC 621. Collaboration and Leadership for the Flat World Three credits
- EDUC 623. Teach 2.0 Three credits
- EDUC 699. Professional Research Seminar Three credits
### Elementary Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDUC 600</td>
<td>Foundations of Literacy</td>
<td>Three</td>
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<td>EDUC 622</td>
<td>Assessment, Measurement and Evaluation</td>
<td>Three</td>
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<tr>
<td>EDUC 635</td>
<td>Instructional Systems and Models</td>
<td>Three</td>
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<tr>
<td>EDUC 640</td>
<td>21st Century Issues in EC</td>
<td>Three</td>
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<tr>
<td>EDUC 641</td>
<td>Understanding Global Exceptionalities I</td>
<td>Three</td>
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<tr>
<td>EDUC 642</td>
<td>Understanding Global Exceptionalities II</td>
<td>Three</td>
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<tr>
<td>EDUC 643</td>
<td>Practicum for SPED Policies and Procedures</td>
<td>Three</td>
</tr>
<tr>
<td>EDUC 649</td>
<td>Trends and Legalities in Education</td>
<td>Three</td>
</tr>
</tbody>
</table>

Professional Research Defense Presentation
COURSE DESCRIPTIONS

Classes in the graduate studies programs are held in the late afternoon and evening to enable employed students and working teachers to attend. Summer-term classes are also held in the evening, with additional sections sometimes offered during the day.

The Salem College academic year is comprised of fall term, January term, spring term and two five-week summer-school sessions. Graduate courses are offered in all of these terms. Generally, fall term runs from the beginning of September to mid-December, and classes usually meet once each week. January Term takes place during the month of January, and classes meet two or three times each week. Spring term is from the beginning of February to mid-May, and classes meet once each week. Summer session I is scheduled from late May through June, and summer session II is held early July through early August. Summer classes typically meet twice each week in the evenings.

Education Courses (EDUC)

500. Independent Study 1, 2 or 3 credits
Independent Study. Candidates must select a topic and complete a self-directed inquiry form in consultation with an advisor or graduate faculty sponsor. Proposal form required prior to registration.

510. 21st Century Teaching and Learning 3 credits
This course overviews the kinds of distinct characteristics that distinguish 21st century learning including: instructional technology applications and skills in authentic performance-based context (including the most updated NETS standards); the Framework for 21st Century Learning and the updated NC Professional Teaching Standards; professional organizations and professional development; academic reading and writing; and electronic portfolio creation and use. EDUC510 is blocked with EDUC522.

522. Learners In Context 3 credits
This course introduces diversity issues and potential implications for 21st century teaching and learning. After an exploration of their personal cultural context, students will explore diversity issues of race/ethnicity, language, gender, socio-economic status, age and development, exceptionalties, religions and family/community structures. Field experiences will connect culturally-responsive teaching practices with various aspects of diversity. Students will also be introduced to School Improvement Profiles (SIP) and the interdependency of context and SIP relevance. EDUC522 is blocked with EDUC510.

530. Instructional Design 3 credits
This course introduces students to instructional design models, curriculum development and assessment (formative, summative, and performance) beginning at the specific lesson plan level and expanding to unit plan level then to courses of study. Instructional design and delivery will be explored from the constructivist perspective. Various curriculum models will be presented and the difference between accommodation and instructional planning with intentional differentiation strategies will be stressed. Each candidate will plan and construct an instructional unit specific to their area of teaching specialty. EDUC530 is blocked with EDUC532.
532. Development and Cognition  
3 credits
The aim of the course is to prepare students to work with a wide range of individual student differences in skills, motivation, experience and affect. This course introduces candidates to research-based ideas about human physical development and learning domains- cognitive, affective and psychomotor. Concepts regarding human development learning theories will be linked to their implications for classroom management, differentiation, instructional design/delivery and assessment. EDUC 532 is blocked with EDUC 530.

534. Introduction to Exceptionalities  
3 credits
This course presents an historical and philosophical overview of education for exceptional learners, including ways in which cultural, socioeconomic and family dynamics of exceptional students impact educational planning and instructional delivery. Candidates will explore current legislation and court cases involving exceptionalities, school-based services, placements and methods for students with special needs and collaborative strategies for families, school personnel and community agencies designed to accommodate students’ needs.

555. Primary Literacy  
3 credits
This course provides a developmental introduction to literacy foundations for learners in the primary grades (K-2). Includes concepts regarding content, instruction and assessment of 21st century literacy strands including: reading, writing, speaking, listening, viewing and visually representing. Candidates will be introduced to various literacy standards from the North Carolina Standard Course of Study (NCSOS), the International Reading Association (IRA) and the National Council of Teachers of English (NCTE) to enable them to develop print-rich primary classroom environments and to teach and support emerging and early readers’ efficient use of cuing strategies, fluency and comprehension. EDUC555 is a prerequisite for EDUC556. Case studies, professional research and writing and field experience are required.

556. Intermediate Literacy  
3 credits
This course provides an introduction to literacy for learners in the intermediate grades (3-6). Includes concepts regarding content, instruction, and assessment of 21st century literacy strands including: reading, writing, speaking, listening, viewing and visually representing. Candidates will explore various literacy standards from the North Carolina Standard Course of Study (NCSOS), the International Reading Association (IRA) and the National Council of Teachers of English (NCTE) to develop instructional and management strategies that support increasingly sophisticated cuing systems, writing mechanics, word origins, vocabulary development, grammatical structures and reading and writing in the content-areas. Strategies for the North Carolina End of Grade Tests will be reviewed. EDUC555 is a prerequisite for EDUC556. Case studies, professional research and writing and field experience are required.

568. Adolescent Pedagogy  
3 credits
This course presents concepts, theories, research and best practices related to adolescent development and learning. Candidates will be introduced to curricular practices and instructional and collaborative strategies appropriate to middle-grade learners. Case studies, professional research and writing and field experience are required.
570. Integrated Math  
This course presents constructivist instructional strategies, use of developmentally appropriate materials for facilitating learners’ understanding of mathematical concepts and strategies for integrating math across the elementary curriculum. Math standards from the North Carolina Standard Course of Study (NCSOS) and National Council of Teachers of Mathematics (NCTM) will be introduced. Candidates will examine and practice methods to impact diverse students and to use calculators and computers to enhance their understanding. The course includes ongoing assessment methods and strategies for the North Carolina End of Grade Tests. Case studies, professional research and writing and field experience are required.

572. Integrated Content Areas  
This course will utilize cooperative learning, brain-compatible instructional theories and technology to introduce candidates to applications and strategies for teaching science, social studies and health that are integrated across the curriculum. Instructional units will be correlated with standards from the North Carolina Standard Course of Study (NCSOS), the National Science Teachers Association (NSTA) and National Council for the Social Studies (NCSS). Strategies to assist learners with standardized tests in the content areas will be presented. Case studies, professional research and writing and field experience are required.

575. English in the MS/HS  
This course presents curriculum, methods and assessment for teaching English in the middle and secondary grades. Fall.

576. Foreign Language in the MS/HS  
Instructional techniques, materials and resources for teaching foreign languages in grades K through 12.

577. Math in the MS/HS  
This course presents curriculum, methods and assessment for teaching mathematics in the middle and secondary grades.

578. Science in the MS/HS  
This course presents curriculum, methods and assessment for teaching science in the middle and secondary grades.

579. Social Studies in the MS/HS  
This course presents curriculum, methods and assessment for teaching social studies in the middle and secondary grades.

580. Exceptional Students – Exceptional Qualities  
This course overviews the legal, historical and medical foundations regarding exceptional students including learning disabilities (LD), behavioral/emotional disabilities (BED) and mildly mentally disabilities (MMR). EDUC581 is a prerequisite to EDUC582. Case studies, professional research and writing and field experience are required.
581. Exceptional Students – Exceptional Strategies  3 credits
This course presents a study of current trends, instructional strategies and individual educational
plans (IEPs). Candidates will compare and contrast inclusive or co-teaching service models, as
well as identify strategies for accommodation and differentiation and screening/evaluation
procedures. EDUC581 is a prerequisite to EDUC582. Case studies, professional research and
writing and field experience are required.

583. Art in the K-12 School  3 credits
Instructional techniques, materials and resources for teaching art in grades K through 12.

584. Music in the K-12 School  3 credits
Instructional techniques, materials and resources for teaching music in grades K through 12.

585. Teaching Content in the MS/HS  3 credits
Curriculum, methods and assessment for teaching integrated content areas in the middle and
secondary grades.

594. Teachers as Practitioners – Seminar  1 credit
This seminar accompanies the supervised practicum (student teaching). Reflective practice,
collaboration, professional readings and speakers and collegial discussion will be used to address
contemporary issues in education and with regards to candidates’ practices. Candidates must
register for both EDUC594 and EDUC599 in the same semester. Graded pass/no credit.

599. Teachers as Practitioners  5 credits
Supervised practicum (student teaching). Required for all initial licensure candidates.
Candidates must register for both EDUC594 and EDUC599 in the same semester. Graded
pass/no credit.

600. Foundations of Literacy  3 credits
This course offers an intensive examination of the social, cognitive and linguistic foundations of
literacy development. Candidates utilize critical reading of professional literature to articulate
and support a philosophy of literacy development that emphasizes the interrelatedness of the
language arts. Incorporating the North Carolina Standard Course of Study (NCSOS) and
national standards in literacy instruction from the International Reading Association (IRA) and
National Council of Teachers of English (NCTE), candidates will explore varied instructional
and management strategies to develop print-rich classroom environments and to teach and
support learners’ efficient use of the syntactic, semantic, graphophonemic and pragmatic cue
systems and students’ understandings of story. Case studies, professional research and writing
and field experience are required. EDUC600 is a prerequisite for EDUC601.

601. Assessment and Evaluation  3 credits
This course presents procedures to assess a reader’s definition of reading, attitudes, interests, use
of cue systems, reading strategies and understanding of text. Evaluation of data to select, apply
and modify instructional strategies will be introduced. Candidates will practice ways to use
assessment strategies for ongoing systematic evaluation, diagnosis and instruction. Emphasis on
recording summaries of assessment data on graphic profiles and in written reports will prepare
candidates to communicate with parents, students and other educators. Research, student analysis and extensive field experience required. EDUC600 is a prerequisite for EDUC601.

602. Teaching Process Writing 3 credits
This course examines process-writing models and stages for encouraging writers to select, draft, revise, share, edit and publish text for topics within a variety of genres. Teaching strategies and ways to use literature for establishing the criteria of good writing will be demonstrated and evaluated. Candidates will explore writers’ workshops, effective use of authentic reasons for writing, time management, mini-lessons, teacher conferences, collaborative student revisions, peer editing groups and websites to support young writers and publish texts. Strategies for teaching phonics, spelling and grammar in context will be presented as will tips for preparing for North Carolina writing tests. Lesson/unit planning and research required.

603. Language and Literacy Development 3 credits
This course focuses on theoretical constructs of language communication and literacy development. Candidates will examine methods to support or provide interventions for language acquisition, communication and emergent literacy. The importance of language in other developmental and academic areas will be stressed. Research, case studies and field experiences required.

604. Supervised Practicum in Literacy 3 credits
Application of literacy theory and research in candidate’s own classroom. Research, reflective writing and extensive field experience required.

611. Foundations of Early Education 3 credits
This course will address early childhood education and early childhood special education from multiple theoretical perspectives. Multicultural and global perspectives are a focus, with special consideration given to the impact of class, racial and ethnic diversity on the field. History, legislation, public policy and current recommended practices in early childhood education and early childhood special education will be examined. Candidates will be required to observe, record, analyze and reflect on the development of children aged birth to six, including those with disabilities or atypical development. An emphasis will be placed on the central role of the family in early childhood education and early childhood special education. Includes clinical experiences.

612. Methods and Assessment for Infants and Toddlers 3 credits
This course focuses on the application of traditional and emerging developmental theories to assessment, activity and intervention planning for infants and toddlers with diverse abilities. The central importance of the family in assessment, intervention and programs is included. Candidates will focus on developmentally and culturally appropriate practices. Includes clinical experiences.

613. Methods and Assessment for PK and K 3 credits
This course presents the application of traditional and emerging developmental theories to assessment, activity and intervention planning for preschool children with diverse abilities. The central importance of the family in assessment, intervention and programs is included. Focus on
developmentally and culturally appropriate practices in preschool and kindergarten. Includes clinical experiences.

614. Administration and Intervention in B-K  3 credits
This course focuses on information and skills needed by administrators of early education and intervention programs including rules/regulations, budgeting/finance and program development. Candidates will explore administrative issues involved in hiring, staff development, working with parents and volunteers, health and safety and program evaluation and will examine the application of best practices for programs serving the early care and early childhood special-education community with a focus on state and federal initiatives for this population. Ethical issues regarding diverse populations are included. Methods of program evaluation are a focus. Clinical experiences required.

615. Understanding the AIG Learner  3 credits
This course provides an introduction to gifted education and the characteristics, identification and special needs of AIG students, including: state and federal definitions and regulations; identification of gifted students; social and emotional needs of gifted students; and special populations of gifted students. Candidates will analyze the dynamics of giftedness and the unique educational needs of this population. Teachers will learn to integrate and apply this knowledge base within a classroom setting and to become advocates for appropriate gifted education policies and procedures.

616. Methods and Materials Across AIG Domains  3 credits
This course presents an in-depth investigation of the educational models, teaching strategies/methods and instructional materials related to the cognitive, affective and socio-cultural domains of AIG learners. Modifications in the content, process, product, affect and learning environment of classroom and curricula will examined in relationship to gifted/talented learners.

620. Action Research and Writing for Publication  3 credits
This course will introduce in-service teachers to their roles as research practitioners. Methods for locating, reading critically and evaluating research in the profession will be presented. Skills and strategies for generating action research questions, planning a project, collecting and analyzing data and applying findings to student learning will be included. Candidates will be expected to submit their research findings for peer review and/or possible publication to a professional journal of their choosing. Extensive field experience required.

621. Collaboration and Leadership for the Flat World  3 credits
This course will focus on school organizations and cultures; forms of school governance; the change process; and the concept of collaboration among administrators, teachers, parents and community leaders as a means of bringing about more effective schools. Candidates will examine what constitutes “school” and “leadership” across the global community and propose ideas for re-conceptualizing equitable education. Fieldwork required. Possibility for study abroad.
623. Teach 2.0 3 credits
This hybrid or fully online course is provided to prepare in-service educators to be effective and innovative users of technology in 21st century teaching. Coursework focuses on current theories, technologies and strategies used in today's classrooms and also covers future advances likely to impact educational practice, especially the ramifications of web 2.0 and web 3.0. Candidates will acquire new skills in several computer applications and become confident and empowered about ways use technology for authentic and relevant teaching and learning. The goal of the course is to help candidates achieve a greater understanding of issues and techniques related to relevant integration of educational technology in K-12 educational settings. Extensive technology use is required.

630. Literature and Literacy for Diverse Learners 3 credits
This course focuses on characteristics of genres of children’s and adolescent literature, especially multicultural and international texts. Criteria for selecting quality writing in each genre will be presented, and applicability to culturally relevant teaching across the curriculum will be evaluated. Using critical examination of videos of authors and illustrators discussing their crafts as well as literature websites, candidates will examine personal biases towards text and appropriate responses (aesthetic and efferent) responses to literature. Lesson/unit planning required.

631. Cross-Curricular Literacy for MS/HS 3 credits
This course presents candidates with the current educational research in literacy and adolescent development to make instructional and programmatic decisions regarding literacy development in all content areas. Understanding and applying language and literacy learning across the curriculum and how and when to apply instructional strategies to teach process and content will be stressed. The course includes ways to create instructional tasks that respond to commonalities and differences among learners and strategies for North Carolina End of Course tests. Exams and quizzes, reflective writing, case studies, lesson/unit planning and field experience required.

632. The English Language 3 credits
This course will introduce students to the various aspects of the English language from a linguistics and mechanical standpoint. It will help students understand phonetics, phonology, morphology, semantics, syntax and pragmatics in the context of teaching English language learners (ELLs).

633. ESL Content and Pedagogy 3 credits
This course focuses on the social, cultural and political contexts of teaching English language learners (ELLs). Core concepts from the fields of bilingual education, second language acquisition, multicultural education and social foundations of education (among others) will be used to develop a critical awareness of current programs and policies related to teaching ESL as well as a culturally responsive approach to the education of ELLs.

634. Methods for TESOL 3 credits
This course will focus on the specific ways to develop a culturally responsive approach to teaching English language learners (ELLs). The course will address how to teach speaking,
writing, reading and listening to ELLs using concepts and authentic strategies such as scaffolding, integration and theme-based instruction.

635. Instructional Systems and Models  3 credits
This course emphasizes curriculum design and development using a variety of systems, particularly the “backwards design” model. Evaluation and use of research-based learning strategies, diagnostic-prescriptive procedures, and learning strategies are included. Candidates will examine the impact of cultural/linguistic diversity and family dynamics. Extensive field experiences required.

641. Understanding Global Exceptionalities I  3 credits
This course will identify high incident populations of exceptionalities: Learning Disabled, Seriously Emotionally Disabled, Mildly and Moderately Intellectually Impaired, Speech and Language Impaired while exploring eligibility criteria, disproportionality, the identification processes and comparative practices of instruction. The nature of English Language Learners as a unique population will also be explored. Service delivery models will be compared and examined as well as the implications for the total school environment and educational practices involving the regular education environment and the special education setting.

642. Understanding Global Exceptionalities II  3 credits
This course will identify low incident populations of exceptionalities (deafness, orthopedically impaired, visually impaired, hearing impaired, deaf blind, traumatic brain injury, multiple impairments, severely and profoundly intellectually impaired and autistic) while exploring eligibility criteria, disproportionality, the identification processes and comparative practices of instruction. Service delivery models will be compared and examined as well as the implications for the total school environment and educational practices involving the regular education environment and the special education setting.

643. Practicum for SPED Policies and Procedures  3 credits
This course provides candidates with intensive field-based experience in the development of the Exceptional Children (EC) program documentation and also in the participation of meetings required during the continuum of the pre-referral Student Assistance Team (SAT) process through eligibility determination and Individual Education Plan (IEP) writing. These will include meetings related to: SAT participation, EC referral, eligibility, Manifestation Determination, Re-evaluation, Exit determination, IEP development, Behavior Intervention Plans (BIPS) and Functional Behavioral Assessments (FBA). All field experience will be in accordance with 2007 Policies Governing Services for Students with Disabilities and Individuals with Disabilities Education Act (IDEA). Extensive field work required.

649. Trends and Legalities in Education  3 credits
This course will explore current trends and issues in education and trends including but not limited to: legislation for ELLs (English Language Learners) and AIG (Academic and Intellectually Gifted) students, technology integration, NCLB legislation, state educational trends and legislation, school team meetings, parent conferencing, IEPs and 504 plans, Functional Behavior Assessments, ability grouping, Behavior Intervention Plans, Disciplinary Procedures, Manifestation Determinations and Due Process procedures. Candidates will participate in
extensive role-playing such as mock dispute resolution sessions, IEP meetings and manifestation determination meetings.

650. Elementary STEM  
This course is designed to enhance the teaching and learning of STEM areas (science, technology, engineering and mathematics) and interrelated fields. Participants will explore the signature pedagogies unique to STEM education. Topics such as STEM literacy, integrative STEM teaching/learning, purposeful design and inquiry, legislative initiatives and change theory will also be addressed in this course. Extensive field experience is required.

683. Advanced Studies in Art Education  
Advanced instructional techniques, materials and resources for teaching art in grades K through 12.

684. Advanced Studies in Music Education  
Advanced instructional techniques, materials and resources for teaching music in grades K through 12.

699. Professional Research Seminar  
This is the capstone course for graduate studies and is intended to support candidates’ completion of an action research thesis paper/presentation (ART) indicative of advanced competency with the North Carolina Graduate Standards and a professional reflective portfolio (MAPP) specific to NC Specialty Standards for a particular specialty area. Identification and approval of a graduate faculty mentor is a prerequisite to this course. EDUC 699 may not be taken in combination with any other course.
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Margaret Williams Rose (2013)
    Charlottesville, VA
John S. Rushton (2013)
    Lewisville, NC
Caroline Wannamaker Sink (2011)
    Charlotte, NC
Susan Lundeen Smith (2012)
    Atlanta, GA
Virginia Mewborne Spykerman (2011)
    Charlotte, NC
Jacqueline Smith Toulon (2012)
    Sugar Hill, GA
D. Joeff Williams (2012)
    Mocksville, NC
Administration, Faculty and Staff

Office of the President
Susan E. Pauly (2006)
President, Salem Academy and College
B.A., University of Arkansas at Little Rock; M.A., Ph.D., University of Arkansas at Fayetteville

Wanda R. Motsinger (1991)
Executive Secretary

Lynne Stewart (2005)
Director of Board Relations
B.A., Salem College

Office of the Vice President for Academic and Student Affairs and Dean of the College
Ann M. McElaney-Johnson (1998)
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Staff Associate, Academic Programs
B.S., North Carolina Central University

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**Office of the Registrar**

**Mark Ashley (2008)**
*Registrar; Director of Institutional Research*
B.A., Rutgers University; A.M., University of Chicago

**Amelia Penland Fuller (2002)**
*Associate Registrar; Director of Summer School*
B.A., High Point University

**Nikki Richardson (1991)**
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B.A., Florida Southern College

**The Library**

**Rose Simon (1979)**
*Director of Libraries*
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**Terrence Collins (1993)**
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Fine Arts Center Librarian
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Center for Women Writers
Director of the Center for Women Writers, Assistant Professor of Creative Writing and English
B.F.A., Stephens College; M.A., J.D., Ph.D., University of Nebraska at Lincoln; M.F.A., North Carolina State University

Office of Information Technology
Paul Benninger (2007)
Director of Information Technology
B.S., Athens State College

Richard Clark (2003)
System/Database Administrator
B.A., East Carolina University

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PC Support Technician
A.A.S. Information Systems, Forsyth Technical Community College

Ed Watson (2006)
PC Support Technician

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Secretary, Main Hall

Suzanne (Suzi) Moore (1996)
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Administrative Assistant, School of Music/Art, Coordinator of the Fine Arts Center
B.A., Davidson College

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Dean of Students
B.A., Appalachian State University; M.A., The Ohio State University
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_Director of Student Activities_
B.A., Salem College

Esther Gonzalez (2009)
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B.A., The College of New Jersey; M.S., Duquesne University

Leslie Rogers (2007)
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**College Health Services**

Beth Graham, RN, BSN (2005)
_Director of Health Services_
B.S.N., University of North Carolina at Greensboro

Jack LoCicero (2005)
_Director of Counseling Services_
B.A., University of North Carolina at Greensboro; M.Ed., Wake Forest University; Ph.D., Mississippi State University

Rachel Scott, CNA, CPT (2005)
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**Office of the Chaplain**

_Chaplain, Salem Academy and College_
B.A., Greensboro College; M.Div., Duke Divinity School, Duke University; D.Min., Wesley Theological Seminary

**Athletic Department**

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_Director of Athletics and Physical Education_
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Jay Callahan (2005)
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B.S. West Virginia University; M.Ed. Salem College

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Scott Long (2010)
_Softball Coach_
B.A., Winston-Salem State University

Mariana Hollman (2008)
  Tennis Coach
B.S., Pepperdine University

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  Cross Country and Track and Field Coach, Adjunct Instructor of Business Administration
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Eddie Stevens (2006)
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  Volleyball Coach
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Office of Admissions and Financial Aid

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  Dean of Admissions and Financial Aid
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  Associate Dean of Admissions
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  Admissions Counselor
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  Events and Volunteer Coordinator
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  Director of Financial Aid
B.A., Lees McRae College; M.B.A., King College

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  Office Systems Manager
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B.A., Salem College
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  Receptionist/Administrative Assistant

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  Admissions Counselor
  B.A., Salem College

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  Admissions Counselor
  B.A., Presbyterian College

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  Administrative Assistant

Business Office

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  Chief Financial Officer
  B.B.A., Campbell University; M.S., Appalachian State University;
  J.D., Wake Forest University

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  Director of Payroll and Benefits
  B.A., Goucher College; M.C.P., University of Pennsylvania

Nikki B. Brock (1971)
  Accounts Receivable Manager

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  Assistant Controller
  B.S., University of North Carolina at Wilmington

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  Business Office Associate/Cashier
  B.A., Vanderbilt University

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  Senior Accountant

Institutional Advancement

Vicki Williams Sheppard (2004)
  Vice President for Institutional Advancement
  B.A., Salem College

Marie Beswick Marritt (2007)
  Director of Major and Planned Giving
  B.A., Salem College

Cindy Wright Stubblefield (2007)
  Director of Annual Giving
  B.S., High Point University; Post-baccalaureate certificate, Not-Profit-Management

Kelly Bodsford (2005)
  Director of Donor Relations
  B.A., Salem College

Jane Carmichael (1998)
  Director of Foundation and Corporate Relations
  B.A., Elon College; M.A., Wake Forest University
Judy Eustice (2000)
   Director of Development Operations
   B.A., M.B.A., East Carolina University

Karla Gort (2005)
   Director of Alumnae Relations
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Judy R. Line (1993)
   Director of Special Events

Rosanna Mallon (1992)
   Assistant Director of Alumnae Affairs

Melissa Wilson (2007)
   Executive Assistant to the VP for Institutional Advancement

Judy S. Wood (2002)
   Assistant Director of Annual Giving
   B.A., Salem College

Ellen Yarbrough (1998)
   Assistant Director of Major and Planned Giving

Communications and Public Relations

Jacqueline McBride (2007)
   Director of Communications and Public Relations
   B.A., Florida State University; M.A., M.B.A., Wake Forest University

Ellen F. Schuette (2007)
   Associate Director of Communications and Public Relations
   B.A., Agnes Scott College

Mark Jones (2008)
   Webmaster
   B.M., California State University at Northridge

Administration

Anna Gallimore (1999)
   Director of Administration
   B.A., Salem College

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   Administrative Assistant

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   Chief of Public Safety
   B.S., East Carolina University; M.S., Eastern Kentucky University; Ed.S., Appalachian State University

Rick Duggins (1984)
   Director of Physical Plant

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   Coordinator of Institutional Services

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Instructor/ Coordinator of Special Education Program
B.S., M.S., Northern Illinois University; M.A., North Park University

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Professor of Not-for-Profit Management, Arts Management and Music;
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B.M., M.M., Baylor University, Ph.D., Eastman School of Music

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Instructor of Voice
B.A., Artist’s Diploma, North Carolina School of the Arts

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B.S., George Mason University; M.B.A., East Carolina University
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Biology Laboratory Coordinator; Staff Coordinator, Clinical Laboratory Science Program

B.S., Mars Hill College; Medical Technology Certification, Bowman Gray School of Medical Technology

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)

Salem Distinguished Professor; Associate Professor of English, Director of Honors Program

B.A., M.A., Northern Michigan University; Ph.D., Wayne State University

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Associate Professor of Biology

A.B., University of Chicago; Ph.D., Duke University

Carol R. Dykers (1995)

Associate Professor of Communication

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

Jeffrey A. Ersoff (1979)

Associate Professor of Psychology

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

Nita A. Eskew (2001)

Associate Professor of Chemistry; Director of Women in Science and Mathematics Program

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


Coordinator of Historic Preservation Certificate Program and Lecturer in Art

B.A., University of North Carolina at Greensboro, M.A., Middle Tennessee State University

Kimberly Fierke (2005)

Director of Athletics and Physical Education

B.A., Concordia College; M.S., Western Illinois University; Ed.D., Saint Mary’s University of Minnesota

David Foley (2006)

Assistant Professor of Political Science

B.A., M.A., Ph.D., The State University of New York at Buffalo
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B.A., Duke University; M.A.T., University of Pittsburgh; Ed.D., Duquesne University

Heidi Echols Godfrey (2001)
Associate Professor of Dance
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Associate Professor of Art
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Assistant Professor of Business Administration
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Assistant Professor of History
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Assistant Professor of Biology
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Barbara Lister-Sink (1986)

Acting Director, School of Music; Professor of Piano; Artist-in-Residence
A.B., Smith College; Soloist Diploma and Prix d’Excellence, Utrecht Conservatory

Gary Ljungquist (1979)

Professor of Modern Languages
B.A., Clark University; Ph.D., Cornell University


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

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Visiting Writer
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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

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Associate Professor of English
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Associate Professor of Organ
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B.E.D., University of Puerto Rico; M.Arch., Virginia Polytechnic Institute and State University; M.S.Arch., Ph.D., University of Pennsylvania

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Assistant Professor of History  
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Assistant Athletic Director, Director of Aquatics, Instructor of Physical Education  
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Adjunct Instructor in Flute  
B.M., North Carolina School of the Arts

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Natalia M. Rushing (1984)  
Associate Professor of Philosophy  
B.A., M.A., Ph.D., University of Texas at Austin

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Mary Ardrey Stough Kimbrough Chair in Business and Economics; Professor of Economics  
B.B.A, M.B.A., Ph.D., University of Michigan

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Assistant Professor of Music, Director of the Choral Program  
B.M.E., M.M., Winthrop University; D.M.A., University of South Carolina

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B.S., Winston-Salem State University; M.S., West Virginia University

Wenzhi Sun (1991)  
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B.S., M.S., Nanjing University; Ph.D., Pennsylvania State University

Assistant Professor of Music; Director, Community Music School  
B.M., Minnesota State University; M.M., University of North Carolina at Greensboro; Ph.D., University of Oklahoma

Andrew Thomas (2007)  
Assistant Professor of History  
B.A., University of Utah; M.A., Ph.D., Purdue University
Kimberly Varnadoe (1994)  
Associate Professor of Art  
B.F.A., University of South Alabama; M.F.A., Memphis State University

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Visiting Professor of Religion  
B.A., M.A., Samford University; M.Div., Southern Baptist Theological Seminary;  
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B.S., University of the District of Columbia, M.B.A.; Wake Forest University

Ho Sang Yoon (2004)  
Assistant Professor of Spanish  
B.S., M.A., University of Toronto; Ph.D., Washington University in St. Louis

Paula G. Young (1993)  
Associate Professor of Mathematics  
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Associate Professor of English  
B.A., State University of New York, College of Geneseo; M.S., Columbia University;  
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Christina Zenker (2008)  
Assistant Professor of Economics  
M.A., University of St. Gallen; Ph.D., University of Basel

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ALMA MATER

Strong are thy walls, oh Salem,
Thy virgin trees stand tall,
And far athwart the sunlit hills,
Their stately shadows fall.

Chorus:
Then sing we of Salem ever,
As proudly her name we bear,
Long may our praise re-echo.
Far may our song ring clear.
Long may our praise re-echo.
Far may our song ring clear.

Firm is thy faith, oh Salem,
they future service sure.
The beauty of thy heritage,
Forever shall endure.

Chorus

True is our love, oh Salem,
They name we proudly own.
The joy of comradeship is here,
Thy spirit makes us one.

Chorus