

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 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.

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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. Flier 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.

**SALEM COLLEGE CALENDAR
2012-2013**

2012 Fall Term

August 25	Saturday	New Student Orientation begins
August 27	Monday	Orientation/Advising
August 28	Tuesday	Registration
		Opening Convocation (7:00 pm)
August 29	Wednesday	Classes begin (8:00 am)
September 5	Wednesday	Deadline to drop or add courses without a grade (5:00 pm)
September 26	Wednesday	Fall Fest Day (classes suspended)
October 5	Friday	Fall Break begins (5:15 pm)
October 10	Wednesday	Classes resume (8:00 am)
November 21	Wednesday	Thanksgiving Recess begins (8:00 am)
November 26	Monday	Classes resume (8:00 am)
December 11	Tuesday	Last day of classes
December 12	Wednesday	Reading Day
December 13	Thursday	Examinations begin (8:30 am)
December 17	Monday	Examinations end (5:15 pm)

2013 January Term

January 3	Thursday	January Term begins (8:00 am)
January 4	Friday	All classes meet
January 21	Monday	Martin Luther King, Jr. Day (classes suspended)
January 30	Wednesday	January Term ends (10:00 pm)

2013 Spring Term

February 4	Monday	Classes begin (8:00 am)
March 22	Friday	Spring Break begins (5:15 pm)
March 31	Sunday	Easter
April 1	Monday	Easter Monday (classes suspended)
April 2	Tuesday	Classes resume (8:00 am)
April 24	Wednesday	Celebration of Academic Excellence (classes suspended)
April 26	Friday	Founders Day Convocation (4:15 pm)
May 15	Wednesday	Last day of classes
		Honors Convocation (4:00 pm)
May 16	Thursday	Reading Day
May 17	Friday	Examinations begin (8:30 am)
May 21	Tuesday	Examinations end (5:15 pm)
May 25	Saturday	Commencement

2013 Summer Term I

May 28	Tuesday	Classes begin
June 27	Thursday	Last day of classes
June 28	Friday	Examinations begin
June 29	Saturday	Examinations end

2013 Summer Term II

July 8	Monday	Classes begin
August 8	Thursday	Last day of classes
August 9	Friday	Examinations begin
August 10	Saturday	Examinations end

INTRODUCTION TO SALEM COLLEGE DEPARTMENT OF TEACHER EDUCATION

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
- School Counseling, M.Ed.
- 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

The North Carolina Professional Teaching Standards are published on the website of the North Carolina Professional Teaching Standards Commission, www.cptsc.org.

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 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.

Equal Opportunity Policy

Salem College Department of Teacher Education 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
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 alumnae) 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. 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), Language & Literacy (reading, K-12), and School Counseling (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 a writing sample (see application for prompt and directions)
5. a \$30 application fee (waived for Salem alumnae)
6. an interview with the Director of Teacher Education or The Director of Graduate Studies in Education, 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 or the Director of Graduate Studies in Education, 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. writing sample (see application for prompt and directions)

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 or the Director of Graduate Studies in Education, 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 lateral-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

All students who plan to continue into licensure and/or graduate programs at Salem College must be admitted to the Department of Teacher Education *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 Graduate Studies in Education.

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 Graduate Studies in Education. 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 may 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 2012-2013, graduate tuition has been set to \$360 per semester credit hour (\$1080 per typical three-credit course). Courses offered at locations other than the Winston-Salem campus may be billed at a rate of \$400 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 \$60.00/year
Technology Fee (campus programs)	\$145.00/year
Technology Fee (fully online programs)	\$240.00/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. 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 Scholarship 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.

The Strong Scholar was first awarded in 2011, named in honor of Hattie M. Strong. This \$5000 award is given to any student (undergraduate, Fler, or graduate) during the student teaching/practicum semester. Every student is offered the opportunity to apply for this award as part of the student teaching application (form attached to application). A committee of education faculty chooses one winner each semester. The award is non-renewable.

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).

Information on Federal Perkins Loans and Federal Direct Student Loans is available from the Financial Aid Office and its website, www.salem.edu/financialaid.

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 ($9 \times .67 = 6$).

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 percent 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 or the Director of Graduate Studies in Education 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 or the Director of Graduate Studies in Education.

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 or the Director of Graduate Studies in Education.

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-seven (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:

A	4.00	C+	2.33
A-	3.67	C	2.00
B+	3.33	C-	1.67
B	3.00	F	0.00
B-	2.67		

Other valid grades are:

I	Incomplete; grade deferred
P	Pass (To earn a grade of "P" (pass) for a course that is graded pass/no credit, the student must earn at least the equivalent of a B- (2.67).
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 I) Policy

A grade of I is a temporary indication on the student's record that the requirements of the course have not been completed for justifiable reasons. A grade of I may only be granted by a faculty member to a student who cannot complete her/his course work due to illness, accident or death in her family. Students requesting an Incomplete for reasons other than these conditions must submit an appeal to the Graduate Education Council. Such requests must be made by the student and should be accompanied by a written recommendation from the faculty member. It is the student's responsibility to maintain contact with the faculty member and to ensure that her work is submitted to the faculty member in a timely fashion. By Friday of the seventh full week of the regular term immediately following the term in which the I 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 is converted to an F. Replacement grades for Incompletes earned in a fall or January term course must be on record by the end of the seventh full week of the following spring term. Replacement grades for Incompletes earned in a spring or summer term course must be on record by the end of the seventh full week of the following fall term.

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 or the Director of Graduate Studies in Education (or to the Dean of Undergraduate Studies if the Director of Teacher Education or the Director of Graduate Studies in Education 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 Vice President of Academic and Student Affairs & Dean of the College for a final decision.

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 must be made in writing to the Director of Graduate Studies in Education 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: March 1st of the preceding term

Spring TAP semester application deadline: October 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. Prior to this semester, students must complete and receive approval of the IRB application for the College. 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 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 Director of Teacher Education 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 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 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. 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 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, 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 Graduate Studies in Education. The director will present the letter then 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.

The Graduate Honor Council

The Graduate Honor Council acts as a neutral body established to hear all cases involving possible Honor Code infractions. 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 Graduate Honor Council is chaired by the Director of Graduate Studies in Education, and includes the Director of Teacher Education, the chair of the undergraduate Honor Council, at least one graduate faculty member, and a Graduate Education Council student representative. 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 Council. The Graduate Honor Council will handle cases related to 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 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 Graduate Honor Council by way of the Director of Teacher Education. 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 or the Director of Graduate Studies in Education 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. 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 Council deems as serious any violations of the Honor Tradition and other areas of jurisdiction. The Council may recommend one of the sanctions discussed below. Failure to fulfill a sanction by the date specified by the Graduate Honor Council will result in an automatic exclusion from the college.

A student brought before the Graduate Honor 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 Graduate Studies in Education 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 the Department of Teacher Education 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

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 the Department of Teacher Education for at least 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.

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 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 a when there is immediate danger to one or more students).

Appeal Process

An accused student who feels that the Director of Teacher Education, the Director of Graduate Studies in Education, the Graduate Education Council, or the Graduate Honor 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 Graduate Studies in Education. 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 Graduate Honor 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 Council Chair (the Director of Graduate Studies in Education) 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 Council or the Graduate Honor 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 Council or the Graduate Honor Council representatives (usually the Director of Graduate Studies in Education) will enter the room and detail the decision. The Appeal Board may pose questions to the Graduate Education Council or the Graduate Honor 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 Council or the Graduate Honor 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.

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.

IRB Process

Graduate students completing research projects should follow the IRB guidelines established by the College. Students are required to submit an application to the College IRB Committee for approval prior to beginning EDUC 699, as well as the required application to the Department of Teacher Education. Students in EDUC 620 will be given support for completing this application. These are examples of what information will be addressed:

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 confidentiality 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*, sixth 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 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 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 \$60 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 salem.bncollege.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 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 the Department of Teacher Education also provides a closed education wireless access point and has a wireless printer/scanner for use by graduate candidates.

All students are required to purchase a Foliotek account. Graduate courses frequently make use of other 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 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 or the Director of Graduate Studies in Education so that adequate preparations can be made to facilitate program participation.

Child Care

Although the Department of Teacher Education 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 Flier 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), special education or school counseling 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. The M.Ed. in school counseling requires 48 hours of graduate coursework; other than practicum and internship credit, all coursework in the M.Ed. in school counseling is conducted online. 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 conducted primarily through face-to-face instruction are typically completed in two to three years of evening coursework. The online M.Ed. program in school counseling is offered in a cohort model, with programs expected to be completed in four years.

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

Phase 1

Professional Studies Core (18 credits):

EDUC 510. 21 st 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	Three credits
EDUC 572. Integrated Content Areas	Three credits
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	Three credits
EDUC 621. Collaboration and Leadership for the Flat World	Three credits
EDUC 630. Literature for Diverse Learners	Three credits
EDUC 623. Teach 2.0	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 630. Literature for Diverse Learners	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 Required for the M.A.T. in General Curriculum Special Education (K-12)

Phase 1

Professional Studies Core (18 credits):

EDUC 510. 21 st 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

Special Education Specialty Program Courses

EDUC 555. Primary Literacy	Three credits
EDUC 556. Intermediate Literacy	Three credits
EDUC 570. Integrated Math	Three credits
EDUC 580. Exceptional Students – Exceptional Characteristics	Three credits

EDUC 581. Exceptional Students – Exceptional Strategies Three credits
 Passing scores on PRAXIS II specialty area exams
 Passing scores on required electronic evidences

Phase 2X

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

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 Three credits
 EDUC 575. English in the MS/HS *or*
 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

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

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. 21 st 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
<i>Specialty Area Methods Course</i>	Three credits
EDUC 583. Art in the K-12 School	

Phase 2X

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

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. 21 st 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
<i>Specialty Area Methods Course</i>	Three credits
EDUC 584. Music in the K-12 School	

Phase 2X

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

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 <i>or</i>	Three credits
EDUC 630. Literature for Diverse Learners	
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 <i>or</i>	Three credits
EDUC 623. Teach 2.0	
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 Education Concentration 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 I <i>or</i> EDUC 615. Understanding the AIG learner	Three credits
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

Language and Literacy Concentration 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

Special Education Concentration Courses

EDUC 600. Foundations of Literacy	Three credits
EDUC 622. Assessment, Measurement and Evaluation	Three credits
EDUC 635. Instructional Systems and Models	Three credits
EDUC 640. 21 st Century Issues in EC	Three credits
EDUC 641. Understanding Global Exceptionalities I	Three credits
EDUC 642. Understanding Global Exceptionalities II	Three credits
EDUC 643. Practicum for SPED Policies and Procedures	Three credits
EDUC 649. Trends and Legalities in Education	Three credits
Professional Research Defense Presentation	

Courses for the M.Ed. in School Counseling (K-12)

Required Courses (48 semester hour credits total)

EDUC 620. Action Research and Writing for Publication	Three credits
EDUC 622. Assessment, Measurement and Evaluation	Three credits
EDUC 649. Trends and Legalities in Education	Three credits
EDUC 660. Counseling, Leadership, Learning Theory and Practice	Three credits
EDUC 661. Introduction to the School Counseling Profession	Three credits
EDUC 662. 21 st Century Career and Educational Counseling and Development	Three credits
EDUC 663. Culturally-Relevant Counseling: Exploring Educational Equity	Three credits
EDUC 664. Individual Counseling and Consultation: The Application of Theory and Practice for School Counselors	Three credits
EDUC 665. Managing the Comprehensive School Counseling Program	Three credits
EDUC 666. Group Counseling: Strategies & Techniques for School Counselors	Three credits
EDUC 667. Intro to the School Setting: Practicum for School Counselors	Three credits
EDUC 668. Focus on Student Advocacy and the School Counselor	Three credits
EDUC 669. Practicum in School Counseling	Three credits
EDUC 670. Internship in School Counseling	Six credits
EDUC 699. Professional Research Seminar	Three credits
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 compromised 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, exceptionalities, 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 examines an historical and philosophical overview of education for exceptional learners, including ways in which a variety of disabilities are presented in today's schools affecting access to the general curriculum. Candidates will develop an understanding of current legislation, court cases, school based services, placements, methods and collaborative strategies for students with exceptionalities from a general education teacher perspective. The process from referral and implementation of interventions through eligibility and IEP development will be explored. Field experience is required.

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 **3 credits**

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. Case studies, professional research and writing and field experience are required.

572. Integrated Content Areas **3 credits**

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 **3 credits**

This course presents curriculum, methods and assessment for teaching English in the middle and secondary grades.

576. Foreign Language in the MS/HS **3 credits**

Instructional techniques, materials and resources for teaching foreign languages in grades K through 12.

577. Math in the MS/HS **3 credits**

This course presents curriculum, methods and assessment for teaching mathematics in the middle and secondary grades.

578. Science in the MS/HS **3 credits**

This course presents curriculum, methods and assessment for teaching science in the middle and secondary grades.

579. Social Studies in the MS/HS **3 credits**

This course presents curriculum, methods and assessment for teaching social studies in the middle and secondary grades.

580. Exceptional Students – Exceptional Qualities **3 credits**

This course examines an historical and philosophical overview of education for exceptional learners, including ways in which a variety of disabilities are presented in today's schools affecting access to the general curriculum. Candidates will develop an understanding of current legislation, court cases, school based services, placements, methods and collaborative strategies for students with exceptionalities from a special education teacher perspective. The EC

paperwork process from referral through eligibility will be explored. Field experience is required.

581. Exceptional Students – Exceptional Strategies **3 credits**

This course examines current trends, instructional strategies, and development of individual education plans (IEPs) for implementation in the EC classroom. Candidates will identify strategies for accommodations and modifications for EC students in general education. The EC paperwork process including the development of individual education plans (IEP), reevaluations, behavior intervention plans, functional behavioral assessments and transition plans will be explored. Field experience is required. EDUC 580 is a prerequisite.

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. Passing Praxis II scores required when indicated.

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.

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.

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 be examined in relationship to gifted/talented learners.

620. Action Research and Writing for Publication

3 credits

This course will introduce educational professionals to their roles as research practitioners within a comprehensive, equitable, results-based school program. 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. Field experience will be required. The program-required Master Practitioner Portfolio (MAP) and Action Research Thesis (ART) will be introduced.

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.

622. Assessment, Measurement and Evaluation

3 credits

This course will examine and analyze quantitative and qualitative methods of assessment and evaluation in schools. The basic statistical and measurement concepts utilized in educational testing and for test interpretations will be addressed. Emphasis will be placed on the selection, administration, and interpretation of a variety of formal and informal assessment procedures that facilitate the academic, career, and personal/social development of students in school settings K-12. Topics include: qualitative and quantitative measures such as portfolios, rubrics, teacher-

made tests, standardized testing and criterion-referenced tests; formative and summative concepts of assessments; practical application of Bloom's taxonomy as it applies to student assessment in the classroom; and the inter-relationship of curriculum, developmental and content standards and performance-based assessment. Candidates will practice ways to use assessment strategies for ongoing systematic evaluation, diagnosis and instruction. Research, student analysis and field experience will be required.

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.

640. 21st Century Issues For EC **3 credits**

This course overviews current service delivery models such as inclusion, resource and separate settings following the continuum of services and how these models impact the total school environment. The views expressed by special education professionals about the impact of various school reform efforts on special education generally have not led to convincing alternative models for blending education services. In this course, we will explore major issues such as these and the many variations of them. Relevant issues and trends facing special educators will be researched and discussed.

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. Ethics and Legalities in Education

3 credits

This course will explore current trends in education with emphasis on ethical and legal issues that influence the practice of the professional educator as a student advocate working in a school setting. The course examines the function and application of ethical standards for educators and legal statutes that affect educational professionals. Course topics will include, but are not limited to ethics in education, issues relating to English Language Learners (ELL), academically and intellectually gifted students, No Child Left Behind (NCLB) legislation and state educational trends. Current and emerging technologies affecting school professionals and students will be explored. Legal and ethical issues pertaining to parent conferencing and the role of school professionals in the IEPs and 504 processes will be discussed as will the development of Functional Behavior Assessments, Behavior Intervention Plans, Disciplinary Procedures, Manifestation Determinations and Due Process procedures.

650. Elementary STEM

3 credits

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.

660. Counseling, Leadership, Learning Theory and Practice

3 credits

This course examines prominent counseling, leadership, and learning theories and theories of human growth and development across the lifespan. The course provides an orientation to techniques involved in the application of these theories used to advocate for and support students in addressing developmental challenges and life transitions. Learners will begin to develop a personal counseling philosophy.

661. Introduction to the School Counseling Profession

3 credits

This course provides an overview of current trends in professional school counseling preceded by an historic overview of the profession. Specifically, the course will focus on the role of the professional school counselor within a dynamic and comprehensive, developmental school counseling program, based on the American School Counseling Association (ASCA) National Model, ASCA School Counselor Competencies, and applicable state models of school counseling. Current school improvement and success initiatives will be explored. Compilation of the Master Practitioner Portfolio (MAPP) will be emphasized.

662. 21st Century Career and Educational Counseling and Development

3 credits

This course offers an overview of the individual educational and career development process from various theoretical perspectives, detailing career and educational planning and counseling in elementary, middle and secondary schools. Perspective school counselors will examine how counselors facilitate the career and educational development of students within the context of a comprehensive K-12 career guidance model. The course considers developmentally relevant strategies such as curriculum, group and individual interventions, decision-making skills and the access, use and analysis of information. The course emphasizes how students acquire career/educational competencies, knowledge, skills and abilities, which lead to effective career decision-making. Workplace realities relating to the 21st Century global economy are examined. Current and emerging technologies supporting the career and educational development of students will be examined.

663. Culturally-Relevant Counseling: Exploring Educational Equity **3 credits**

This course will explore educational equity in schools. Students will increase their awareness of cultural issues, identity and personal values. Students will acquire knowledge of diverse groups and learning culturally appropriate counseling skills. Learners will examine culture, gender, race and socio-economic issues as they relate to educational equity. Learners will examine implicit and explicit bias and explore concepts including stereotyping and stereotype-threat, harassment and bullying. This course is likely to include synchronous sessions.

664. Individual Counseling and Consultation:

The Application of Theory and Practice for School Counselors **3 credits**

The theory and practice related to short-term individual counseling and consultation strategies in the school setting are examined during this course. The course analyzes theories of human growth and development across the lifespan as well as the application of counseling theory, methods and techniques that may be used to help students address developmental challenges. Learners will practice individual counseling and consultation interventions used with children, adolescents, educators/colleagues, or parents. Learners will develop basic counseling/consultation skills, including active listening, attending, rapport building and the demonstration of empathy. Skills including observing, interviewing and consulting will be developed. Prominent counseling and consultation theories will be applied to face-to-face interactive encounters and counselor interviews with individuals in counseling dyads. Applications to crisis counseling and life transitions will be analyzed. This course includes face-to-face weekend sessions.

665. Managing the Comprehensive School Counseling Program **3 credits**

This course helps the perspective school counselor acquire the necessary competencies to organize and manage a professional, results-based, equitable school counseling program within the educational system. Emphasis is on planning, designing, implementing, evaluating, and transforming the dynamic school-counseling program. Crisis management strategies will be examined. The application of peer helping programs will be investigated. Engaging stakeholders in support of the counseling programs through the implementation of school counseling department advisory councils will be examined. Action planning, time management, data management, program appraisal, and reporting strategies will be analyzed. The ASCA National Model and ASCA School Counseling Competencies will guide discussion. Field experience will be required.

666. Group Counseling: Strategies and Techniques for School Counselors **3 credits**

This course will explore the implementation of child and adolescent groups in the school setting. The course will provide strategies and techniques for developing educationally sound student groups at the elementary, middle and secondary level. Group counseling techniques are related to the development and growth of children at each level. The course will include the application, nature, and variety of student groups in the school setting, as well as the process involved in the development of group dynamics, the formation and operation of groups, the organization and structure of groups and the influence of groups. Applications to crisis counseling and life transitions will be discussed. This course includes face-to-face weekend sessions.

667. Introduction to the School Setting: Practicum for School Counselors **3 credits**

This course is designed to assist students in their preparation for Practicum and Internship Experiences. Pre-service research and planning will be required of students. The course will also offer the opportunity for prospective counselors to work on their School Counselor Portfolio Project. This course may include weekend face-to-face sessions and will require individual consultations with Salem College SCE faculty.

668. Focus on Student Advocacy and the School Counselor **3 credits**

In this class, the counseling student will investigate and experience concentrated elementary school counseling practices and middle/secondary school counseling practices. The concepts of level-specific advocacy and collaborations with educational stakeholders will be examined. Students will explore level-specific community resources. Learners will reflect upon and revise their personal counseling philosophy. Field experience will be required.

669. Practicum in School Counseling **3 credits**

The counseling student will implement counseling and consultation methods and techniques in both the elementary and middle/secondary school settings. The practicum experience provides supervised field placements for students in the counselor education program. The student and supervising faculty determine the plan and scope of the field/lab experience. This course will require field experience and individual consultation with Salem College SCE faculty. Continued work on the School Counseling Portfolio Project is required. Prerequisite: All School Counselor Education (SCE) classes.

670. Internship in School Counseling **6 credits**

The counseling student will work in either an elementary or a middle/secondary school setting under supervisory educational staff, including a practicing professional school counselor. (Department faculty must approve sites.) The internship provides an opportunity to apply didactic experiences in an actual work setting. The Master Practitioner Portfolio (MAP) will be completed during this internship. Prerequisite: Practicum in School Counseling. This course will require field experience and individual consultations with Salem College SCE faculty.

683. Advanced Studies in Art Education **3 credits**

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

684. Advanced Studies in Music Education **3 credits**

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

699. Professional Research Seminar

3 credits

This is the capstone course for graduate studies and is intended to support candidates' completion of the Action Research Thesis (ART) and the Master Practitioner Portfolio (MAP) indicative of their advanced competencies with the North Carolina Graduate Standards and the NC Specialty Standards and other specialty standards (where applicable) as required for a particular area of expertise. Identification and approval of a graduate faculty mentor is a prerequisite to this course. Candidates will be expected to submit their research to a peer-reviewed professional journal of their choosing for potential publication. Except in the M.Ed. School Counseling Program, EDUC 699 may not be taken in combination with any other course. Graded pass/no credit.

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Albuquerque, NM

Liz Denton Baird (2013)

Holly Springs, NC

Julie Barton (2013)

Anderson, SC

Sarah Alice Bickley (2014)

Durham, NC

LuAnn Yost Brady (2015)

Baltimore, MD

Pamela Hardison Braxton (2014)

Deep Run, NC

Jo Stephenson Brown (2013)

Columbus, NC

Rachel Brooks Campbell (2014)

Apex, NC

William D. Demarest (2014)

Mocksville, NC

Margaret Wren de St. Aubin (2014)

Siler City, NC

Barbara Fussell Duck (2015)

Clemmons, NC

Phyllis Hemrick Dunning (2014)

Winston-Salem, NC

John Elster (2013)

Winston-Salem, NC

Sara Engram (2015)

Baltimore, MD

Lee French (2013)

Winston-Salem, NC

Cathy Lewis Garrity (2014)

Winston-Salem, NC

John Hauser (2015)

Winston-Salem, NC

Rosemary Hege (2015)

Winston-Salem, NC

James R. Helsabeck (2014)

Winston-Salem, NC

Susan L. Henderson (2013)

Winston-Salem, NC

Dorothy Robinson Henley (2013)

Winston-Salem, NC

Henry H. Jordan II (2014)

Winston-Salem, NC

Tish Johnston Kimbrough (2013)

Davidson, NC

Mary Annette Leight (2015)

Winston-Salem, NC

Annette Perritt Lynch (2013)

Winston-Salem, NC

Lee Ann Manning (2013)

Winston-Salem, NC

Brenda A. Murray (2013)

Winston-Salem, NC

Joan Troy Ontjes (2015)

Chapel Hill, NC

Susan Maley Rash (2014)

Midlothian, VA

Margaret Williams Rose (2013)

Charlottesville, VA

John S. Rushton (2013)

Lewisville, NC

Richard L. Sides (2015)

Winston-Salem, NC

Virginia Mewborne Spykerman (2014)

Charlotte, NC

Gwynne Stephens Taylor (2015)

Winston-Salem, NC

D. Joeff Williams (2013)

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

Susan Calovini (2011)

Vice President for Academic and Student Affairs and Dean of the College

B.S., Ohio University; M.A., Ph.D., The Ohio State University

Richard Vinson (2008)

Associate Dean for Undergraduate Studies and Professor of Religion

B.A., M.A., Samford University; M.Div., Southern Baptist Theological Seminary; Ph.D., Duke University

Ida Turner Davis (2000)

Director of Academic Support

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

Sydney Davis-Richardson (2007)

Director of the Writing Center, Instructor of Education and Writing

B.A., University of North Carolina at Greensboro; M.A., North Carolina Agricultural and Technical University; Ph.D., University of North Carolina at Greensboro

Ramona P. Raines (1998)

Staff Associate, Academic Programs

B.S., North Carolina Central University

Gail Adams (2010)

Coordinator of Cultural Events

B.B.A., Belmont University

Rosemary Loftus Wheeler (2002)

Executive Assistant

B.A., George Mason University

Martha H. Fler Center for Adult Education

Suzanne Williams (1996)

Dean, Martha H. Fler Center for Adult Education

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

Edgar L. Hartgrove (2007)

Executive-in-Residence; Program Director and Coordinator for Academic Advising, Martha H. Fler Center for Adult Education

B.S., M.B.A., University of South Carolina

Shari Asplund (2011)

Administrative Assistant

B.A., Salem College

Betty S. Telford (2007)

Coordinator of Student Services and Courses for the Community

B.S.Ed., M.A.Ed., Western Carolina University; Ed.S., Appalachian State University

Office of the Registrar

Amelia Penland Fuller (2002)

Interim Registrar, Associate Registrar; Director of Summer School

B.A., High Point University

Susan C. Brawley (2008)

Administrative Associate

B.S.Ed., University of North Carolina at Greensboro

The Library

Rose Simon (1979)

Director of Libraries

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

Peter Austin (2000)

Technical Services Librarian

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

Terrence Collins (1993)

Serials and Technical Services Assistant

B.S., North Carolina State University

William King (2000)

Part-time Reference Librarian

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

Laura Lyons (2011)

Part-time Reference Librarian

B.A., Indiana University – Bloomington; M.L.I.S., University of North Carolina at Greensboro

Kay McKnight (2007)

Library Acquisitions Assistant

B.A., Salem College

Elizabeth Novicki (2009)

Public Services Librarian

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

Anna Rainey (2007)

Circulation Assistant

B.A., Davidson College

Donna Rothrock (1999)

Fine Arts Center Librarian

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

Office of Information Technology

Paul Benninger (2007)

Director of Information Technology

B.S., Athens State College

Richard Clark (2003)

Systems/Database Administrator

B.A., East Carolina University

Kris Kelley (2011)

Systems Administrator

A.A.S., Forsyth Technical Community College; B.S., East Carolina University

Ronald C. Lewis (2001)

PC Support Technician

A.A.S., Forsyth Technical Community College

Ed Watson (2006)

PC Support Technician

A.A.S., B.A., M.A.T., Marshall University

Faculty Secretaries

Gerry Hayes (2008)

Secretary, Main Hall

Suzanne (Suzi) Moore (1996)

Secretary, Science Building

B.A., University of Pittsburgh

Robert Cortes (2011)

Administrative Assistant, School of Music/Art, Coordinator of the Fine Arts Center

B.A., Florida International University; M.A., University of South Florida

Phyllis Vaughn (2008)

Administrative Assistant for Teacher Education and Graduate Education

B.A., Salem College

Office of the Dean of Students

Krispin W. Barr (2000)

Dean of Students

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

Brooke Barber (2008)

Director of Student Activities

B.A., Salem College

Esther Gonzalez-Freeman(2009)

Director of Student Professional Development, International Student Services

B.A., The College of New Jersey; M.S., Duquesne University

Leslie Rogers (2007)

Assistant Dean of Students

B.A., Indiana Wesleyan University; M.Ed., University of North Carolina at Greensboro

Julie Collins (2011)

Administrative Assistant, Office of the Dean of Students

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)

Nursing Assistant

B.A., Salem College

Office of the Chaplain

Rev. Amy J. Rio-Anderson (2007)

Chaplain, Salem Academy and College

B.A., Greensboro College; M.Div., Duke Divinity School, Duke University; D.Min., Wesley
Theological Seminary

Athletics

Melissa Barrett (2011)

Athletic Director

B.A., Belmont Abbey College; M.B.A., University of North Carolina at Greensboro

Betsy Pryor (2003)

Assistant Athletic Director, Director of Aquatics, Instructor of Physical Education

B.S., St. Lawrence University; M.A.T., University of North Carolina at Chapel Hill

Jay Callahan (2005)

Soccer Coach, Sports Information Director, Instructor of Physical Education

B.S. West Virginia University; M.Ed., Salem College

Mike Dryman (2011)

Tennis Coach

A.S., A.S., College of the Low Country; B.S., University of North Carolina at Asheville;

M.S., University of North Carolina at Greensboro

Anita P. Howard (2012)

Basketball Coach

B.A., Armstrong Atlantic State University

Scott Long (2010)

Softball Coach

B.A., Winston-Salem State University

Eddie Stevens (2006)

Athletic Trainer, Instructor of Physical Education

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

Dana Wall (2012)

Volleyball Coach

James Williams (2011)

Cross-Country and Track/Field Coach

B.A., Emory and Henry College

Office of Admissions and Financial Aid

Katherine Knapp Watts (1992)

Dean of Admissions and Financial Aid

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

Kathy Marakas Barnes (2007)

Associate Dean of Admissions

B.A., Salem College

Christy Ann Chesnut (2000)

Assistant Director of Financial Aid

A.A.S., Forsyth Technical Community College

Shari White Dallas (2008)

Director of Transfer Recruitment and Special Events

B.A., Salem College

Amber Lankford Fleming (2010)

Admissions Counselor

B.A., Salem College

Brynn Lewallen (2010)

Financial Aid Counselor

B.A., Denison University

Lori Lewis (2009)

Director of Financial Aid

B.A., Lees McRae College; M.B.A., King College

Krystyna Martin (2012)

Admissions Counselor

B.A., Salem College

Kathy S. McAdams (1997)

Office Systems Manager

A.A., Davidson County Community College

Livni Mendez (2006)

Assistant Dean of Admissions

B.A., Salem College

Meredith Perritt (2012)

Admissions Counselor

B.A., Salem College

Linda Pritchard (2003)

Receptionist/Administrative Assistant

Anna Rucker (2012)

Admissions Counselor

B.A., Elon University

Carmen Sauls (2010)

Admissions Counselor

B.A., Salem College

Jean Williams (2005)

Administrative Assistant

Business Office

Derek R. Bryan, CPA (2008)

Chief Financial Officer

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

Nikki B. Brock (1971)

Accounts Receivable Manager

Jason B. Clubb, CPA (2010)

Controller

B.S., University of North Carolina at Wilmington

Cheryl Hamilton (2010)

Payroll and Benefits Administrator

B.A., Vanderbilt University

Heather Hubbard (2012)

Business Office Associate/Cashier

B.A., Salem College

Judy Sigmon (2007)

Senior Accountant, Accounts Payable Manager

Institutional Advancement

Vicki Williams Sheppard (2004)

Vice President for Institutional Advancement

B.A., Salem College

Laura Slawter (2009)

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

B.A., Salem College

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

Ellen Yarbrough (1998)

Assistant Director of Major and Planned Giving

Communications and Public Relations

Michelle Melton (2012)

Director of Communications and Public Relations

B.S., Frostburg State University

Jennifer Handy (2011)

Communications and Social Media Manager

B.A., North Carolina State University

Mark Jones (2008)

Webmaster

B.M., California State University at Northridge

Administration

Anna Gallimore (1999)

Director of Administration

B.A., Salem College

Goldia Anderson (2000)

Administrative Assistant

B.S., Winston-Salem State University

Paul Brinkman (2011)

Interim Chief of Public Safety

A.A.S., Southwestern Junior College; Law Enforcement Certificate, Riverside County,
Sheriff's Department, Riverside, CA

George Morales

Director of Physical Plant

B.S., State University of New York College at Old Westbury

Tommy Williamson (2002)

Coordinator of Institutional Services

Alice Smith (2009)

Mail and Supply Center Attendant

B.S., Bob Jones University

Janice Tuttle (2006)

Call Center Attendant

College Faculty

Susan Calovini (2011)

Vice President for Academic and Student Affairs and Dean of the College

B.S., Ohio University; M.A., Ph.D., The Ohio State University

Kathryn Adams (2011)

Visiting Assistant Professor of Education

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

Marlin Adrian (1997)

Assistant Professor of Religion

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

Melissa Barrett (2011)

Athletic Director

B.A., Belmont Abbey College; M.B.A., University of North Carolina at Greensboro

Joanne Black (2011)

Assistant Professor of Sociology and Criminal Studies

B.A., University of Wisconsin, Madison; M.S., University of New Haven; J.D., Gonzaga
University School of Law

Shawn Bowman-Hicks (2006)

Adjunct Instructor of Dance

B.A., Columbia College; M.F.A., The Ohio State University

John R. Boyst (1998)

Instructor of Spanish

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

Cristy Lynn Brown (2010)

Instructor of Voice, Associate Director of the School of Music

B.A., Artist's Diploma, North Carolina School of the Arts

Ronald O. Cardwell, CPA, CMA (2009)

Assistant Professor of Accounting

B.S., University of North Carolina at Greensboro; M.Acct., Virginia Polytechnic Institute
and State University; J.D., Wake Forest University

Michael M. Cummings, CPA (1992)

Associate Professor of Accounting

B.S., George Mason University; M.B.A., East Carolina University

Mary Ann Davis (2001)

*Instructor of Education, Interim Director of Teacher Education, Clinical Coordinator for the
Education Program*

B.A., Salem College; M.A., Gardner-Webb University

Sydney Davis-Richardson (2007)

Director of the Writing Center, Instructor of Education and Writing

B.A., University of North Carolina at Greensboro; M.A., North Carolina Agricultural and
Technical State University; Ph.D., University of North Carolina at Greensboro

Kimya Dennis (2010)

Assistant Professor of Sociology

B.A., The University of Richmond; M.S., Virginia Commonwealth University; Ph.D., North Carolina State University

Kathy S. Duckett (2005)

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

Rebecca C. Dunn (1996)

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

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

Heidi Echols (2001)

Associate Professor of Dance

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

Jeffrey A. Ersoff (1979)

Associate Professor of Psychology

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

Heather Fearnbach (2003)

Coordinator of Historic Preservation Certificate Program and Lecturer in Art

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

David Foley (2006)

Assistant Professor of Political Science

B.A., M.A., Ph.D., The State University of New York at Buffalo

Alyson Francisco (2010)

Mary Ardrey Stough Kimbrough Chair in Business and Economics

B.S., North Carolina State University; M.B.A., Duke University

Nicole Herron Galloway (2010)

Assistant Professor of Education

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

Susan Gebhard (2008)

Assistant Professor of Education

B.A., Duke University; M.A.T., University of Pittsburgh; Ed.D., Duquesne University

John Gerstmyer (2011)

Director of Graduate Studies in Education and Assistant Professor of Education

B.A., M.Ed., McDaniel College; Ph.D., University of Pennsylvania

Penny Griffin (1975)

Associate Professor of Art

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

Sharon Hardin (2002)

Instructor of Art

B.A., Western Illinois University

Deborah L. Harrell (1980)

Assistant Professor of Mathematics

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

Edgar L. Hartgrove (2007)

Executive-in-Residence; Program Director and Coordinator for Academic Advising, Martha H. Fleer Center for Adult Education

B.S., M.B.A., University of South Carolina

Krishnauna Hines-Gaither (2004)

Instructor of Spanish

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

Karen Avery Hixson

Associate Professor of Exercise Science

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

John W. Hutton (1990)

Associate Professor of Art

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

Mary E. Jacobsen (2005)

Associate Professor of Psychology

B.S., University of Minnesota; M.A., Psy.D., University of St. Thomas

Richard E. Johe (1988)

Assistant Professor of Business Administration

B.A., Dickinson College; M.A., University of Idaho; M.B.A., University of North Carolina at
Greensboro; Ph.D., Duke University

Tekla Agbala Ali Johnson (2010)

Assistant Professor of History

B.A., M.A., Ph.D., University of Nebraska-Lincoln

Dane Kuppinger (2010)

Assistant Professor of Biology

B.S., Emory University; M.S., Audubon Expedition Institute at Lesley University;
Ph.D., University of North Carolina at Chapel Hill

Ana León-Távora (2011)

Assistant Professor of Spanish

B.A., M.A., Ph.D., Universidad de Sevilla

Barbara Lister-Sink (1986)

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

Johnna Lyons (2009)

Assistant Professor of Education

B.S., West Virginia State College; M.S., Longwood College; Ed.D., University of Sarasota

Wade Mattox (2012)

Assistant Professor of Mathematics

B.S., M.S., Ph.D., Virginia Polytechnic Institute and State University

George F. McKnight (1978)

Associate Professor of Chemistry

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

Aimee Mepham (2012)

Visiting Assistant Professor of Creative Writing

B.A., Albion College; M.A., Washington University in St. Louis

Craig Harrison Miller (2012)

Visiting Professor of Chemistry

B.S., Lewis and Clark College; Ph.D. University of Illinois

Ronald Montequila (2010)

Executive-in-Residence in Education

B.A., East Carolina University; M.Ed., Ed.D., Duke University

Edyta K. Oczkowicz (1994)

Associate Professor of English

B.A., Albright College; M.A., Ph. D., Lehigh University

Timothy Olsen (2009)

Associate Professor of Organ

B.M., Concordia College; M.A., M.M., D.M.A., Eastman School of Music

Rosa D. Otero (2007)

Assistant Professor of Interior Design, Director of Interior Design Program

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

Jennifer Piscopo (2011)

Assistant Professor of Public Policy

B.A., Wellesley College; M. Phil., University of Cambridge; Ph.D., University of California, San Diego

Teresa Anne Porter (2001)

Associate Professor of Biology

B.A., Carleton College; Ph.D., University of Wisconsin

Daniel Prosterman (2008)

Assistant Professor of History

B.S., Northwestern University; M.A., Ph.D., New York University

Betsy Pryor (2003)

Assistant Athletic Director, Director of Aquatics, Instructor of Physical Education

B.S., St. Lawrence University; M.A.T., University of North Carolina at Chapel Hill

Eve Rapp (2009)

Associate Professor of Business

B.S., DePaul University; Ph.D., University of Illinois at Urbana-Champaign

Debra L. Reuter-Pivetta (1993)

Adjunct Instructor in Flute

B.M., North Carolina School of the Arts

Amy J. Rio-Anderson (2007)

Chaplain, Salem Academy and College

B.A., Greensboro College; M.Div., Duke Divinity School, Duke University; D.Min., Wesley Theological Seminary

Darlene Rodriguez (2012)

Assistant Professor of Not-for-Profit Management

B.A., Florida International University; M.P.A., Rutgers University, M.S.W., Ph.D., University of Georgia

Natalia M. Rushing (1984)

Associate Professor of Philosophy

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

Sonja Sepulveda (2010)

Assistant Professor of Music, Director of the Choral Program

B.M.E., M.M., Winthrop University; D.M.A., University of South Carolina

Megan Silbert (2011)

Assistant Professor of Economics

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

Teresa Rust Smith (1998)

Associate Professor of Sociology

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

Eddie Stevens (2006)

Athletic Trainer, Instructor of Physical Education

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

Thomas Swenson (2003)

Assistant Professor of Music; Director, Center for Musical Excellence at Salem College

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

Natasha Veale (2011)

Assistant Professor of Education

B.S., University of North Carolina at Greensboro, B.S., North Carolina Agricultural and Technical State University; M.Ed., University of North Carolina at Greensboro; Ph.D., Capella University

Richard Vinson (2008)

Professor of Religion and Associate Dean for Undergraduate Studies

B.A., M.A., Samford University; M.Div., Southern Baptist Theological Seminary; Ph.D.,
Duke University

Laura Watts (2012)

Assistant Professor of Biology

B.S., B.S.B.A., University of Mary Hardin-Baylor; Ph.D., University of Texas Southwestern

Elroi Windsor (2011)

Assistant Professor of Sociology

B.A., Chatham College; M.A., Ph.D., Georgia State University

Jing Ye (2011)

Assistant Professor of Chemistry

B.E., Guizhou University; Ph.D., Florida Atlantic University

Ho Sang Yoon (2004)

Associate 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

B.S., University of Arkansas-Monticello; M.S., Ph.D., University of Arkansas

Janet S. Zehr (1985)

Associate Professor of English

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

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,
thy 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