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

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

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

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

The Salem College Undergraduate Catalog is published every year by Salem College, 601 South Church Street, Winston-Salem, North Carolina 27101. Phone: (336) 721-2600.
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## COLLEGE CALENDAR 2010-2011

### 2010 Fall Term

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

### 2011 January Term

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

### 2011 Spring Term

<table>
<thead>
<tr>
<th>Date</th>
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<th>Event</th>
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</thead>
<tbody>
<tr>
<td>January 31</td>
<td>Monday</td>
<td>Classes begin (8:00 a.m.)</td>
</tr>
<tr>
<td>March 18</td>
<td>Friday</td>
<td>Spring Break begins (5:15 p.m.)</td>
</tr>
<tr>
<td>March 28</td>
<td>Monday</td>
<td>Classes resume (8:00 a.m.)</td>
</tr>
<tr>
<td>April 24</td>
<td>Sunday</td>
<td>Easter</td>
</tr>
<tr>
<td>April 25</td>
<td>Monday</td>
<td>Easter Monday (classes suspended)</td>
</tr>
<tr>
<td>April 27</td>
<td>Wednesday</td>
<td>Celebration of Academic Excellence (classes suspended)</td>
</tr>
<tr>
<td>April 29</td>
<td>Friday</td>
<td>Founders Day Celebration</td>
</tr>
<tr>
<td>May 11</td>
<td>Wednesday</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>May 12</td>
<td>Thursday</td>
<td>Reading Day</td>
</tr>
<tr>
<td>May 13</td>
<td>Friday</td>
<td>Examinations begin (8:30 a.m.)</td>
</tr>
<tr>
<td>May 17</td>
<td>Tuesday</td>
<td>Examinations end (5:15 p.m.)</td>
</tr>
<tr>
<td>May 21</td>
<td>Saturday</td>
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<tr>
<th>Date</th>
<th>Day</th>
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<tbody>
<tr>
<td>May 23</td>
<td>Monday</td>
<td>Classes begin</td>
</tr>
<tr>
<td>June 23</td>
<td>Thursday</td>
<td>Classes end</td>
</tr>
<tr>
<td>June 24</td>
<td>Friday</td>
<td>Examinations begin</td>
</tr>
<tr>
<td>June 25</td>
<td>Saturday</td>
<td>Examinations end</td>
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<table>
<thead>
<tr>
<th>Date</th>
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<th>Event</th>
</tr>
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<tbody>
<tr>
<td>July 5</td>
<td>Tuesday</td>
<td>Classes begin</td>
</tr>
<tr>
<td>August 4</td>
<td>Thursday</td>
<td>Classes end</td>
</tr>
<tr>
<td>August 5</td>
<td>Friday</td>
<td>Examinations begin</td>
</tr>
<tr>
<td>August 6</td>
<td>Saturday</td>
<td>Examinations end</td>
</tr>
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</table>

*The dining hall will be closed during the following vacation periods: Fall Break, Thanksgiving, Christmas and Spring Break. The dining hall will have limited services during the summer. The residence halls will be closed during Christmas Break.*
SALEM COLLEGE
Salem Facts (2009-2010)
Date of founding: 1772

Calendar: 4-1-4

Degrees granted: bachelor of arts, bachelor of music, bachelor of science, bachelor of science in business administration, master of arts in teaching, master of education

Majors offered: Accounting, art (studio), art history, arts management, biology, business administration, chemistry, clinical laboratory science, communication, creative writing, economics, education, English, exercise science, French, history, integrative studies, interior design, international business, international relations, mathematics, music, not-for-profit management, philosophy, psychology, public policy, race and ethnicity studies, religion, sociology, Spanish, women’s studies

Special opportunities: Interdisciplinary opportunities; off-campus internships; pre-professional advising for law, medicine, veterinary, pharmacy, business and graduate school; study abroad opportunities; teacher licensure (middle-grade language arts, math, science and social studies; secondary English, math, biology, chemistry, comprehensive science and social studies; K-12 art, music, French and Spanish); study abroad; Model United Nations program; Washington semester; Center for Women Writers; Center for Women in Business and Economics; independent study; College Honors Program; Women in Science and Mathematics (WISM) program; cross-registration with Wake Forest University; 3:1 medical technology program with Wake Forest University Baptist Medical Center.

Required first-year courses: First-Year Experience, Global Awareness Seminar (traditional-age students only); Transitions: A Changing Culture (students in the Fleer Center only); Academic Writing Seminar

Faculty: 94 full and part-time faculty

Student-faculty ratio: 11.25:1

Average size of classes: 10 students

Location: Winston-Salem, North Carolina (population approximately 230,000), within historic Old Salem

Size of campus: 64 acres
Size of student body: 1,000 students representing 27 states and 10 foreign countries

Library facilities: 159,000-volume collection, 57,000 electronic books and 24,000 online full-text periodicals; wireless Internet access
Number of residence halls: six, each accommodating from 36 to 91 students; also apartment-style accommodations for up to 30 seniors in Fogle Flats, a group of on-campus turn-of-the-century row houses; plus Bahnson House, an on-campus house for 16 juniors and seniors.

Geographical distribution of total undergraduate students: 74% in-state, 26% out-of-state
Geographical distribution of traditional-age undergraduates: 58% in-state, 42% out-of-state

Financial aid: Average aid package in 2009-2010 was $20,800

Salem College: A History
Salem College’s history began in 1766, when the Moravians, an early Protestant denomination, established the village of Salem. Among the town’s early residents were 16 girls and women who walked more than 500 miles from Bethlehem, Pennsylvania to join the new community. One of them was 17-year-old Elisabeth Oesterlein, who would be the first teacher of what is now Salem College.

Believing that women deserved an education comparable to that given men – a radical view for that era – the Moravians began a school for girls in 1772. In 1802, it became a boarding school for girls and young women; in 1866, it was renamed Salem Female Academy. Salem began granting college degrees in the 1890s. Today, the American Council on Education in Washington, D.C. ranks Salem College as the oldest women’s college in the nation by founding date and the 13th oldest college overall. Salem Academy, a college preparatory/boarding school for girls in grades nine through 12, also shares our 64-acre campus.

In its early years, Salem was run by the unmarried women of the Moravian community, who were known as “Single Sisters.” Oesterlein and her fellow Sisters were economically self-sufficient, a rare condition for women of the 18th century. The meticulous records of the Moravians show that Salem educated girls of African-American heritage as early as 1785, and that in the 1820s, the daughter of a Cherokee Indian chief attended the school but left to join the Trail of Tears.

In its history, Salem has had 19 Inspectors, Principals and Presidents:
- Samuel G. Kramsch 1802-1806
- Abraham S. Steiner 1806-1816
- G. Benjamin Reichel 1816-1834
- John C. Jacobson 1834-1844
- Charles A. Bleck 1844-1848
- Emil A. deSchweinitz 1848-1853
- Robert deSchweinitz 1853-1866
- Maximilian E. Grunert 1866-1877
- Theophilus Zorn 1877-1884
- Edward Rondthaler 1884-1888
- John H. Clewell 1888-1909
- Howard Rondthaler 1909-1949
- Dale H. Gramley 1949-1971
The Moravians’ belief in the freedom and responsibility imposed by an education inspires Salem College’s exemplary programs today. The traditions of the early Moravians continue to play an important role in the life of the College. Moravian Lovefeasts, the Candle Tea celebration at Christmas and the Easter Sunrise Service are events that appeal to Salem students as well as visitors from around the world.

**Salem College Statement of Values**

Rooted in the distinct Moravian commitment to education, our core values are:

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

2. **Learning Grounded in Community**
   - Recognizing individual potential
   - Embracing diversity
   - Exemplifying honor

3. **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.

**The Honor Tradition**

The Honor Tradition is a vital and unifying aspect of the Salem College community that encourages each student to make a commitment to learning grounded in the pursuit of excellence, in community and in responsibility to self and the world. By accepting a place in our community of scholars, each student assumes full responsibility for her actions in all phases of her life at Salem. The Honor Tradition encompasses responsibility for maintaining academic integrity, as well as the expectation that students abide by North Carolina law, uphold College policies and treat all members of the community with civility and respect.

The Honor Tradition is longstanding at Salem College and is highly regarded by students, faculty, staff and the administration. Perpetuating such a tradition is made possible in the community because each individual student is expected to be personally accountable for the impact of her actions on herself and other members of the community.
Every student is responsible for encouraging other students to uphold the Honor Tradition. The Honor Tradition is only as strong as the commitment of the individuals in the community that lives by it.

**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. I will show respect for my classmates and faculty by maintaining honesty in my academic work and refraining from cheating.

II. I will show respect for my community and peers by maintaining integrity and honesty in my daily life and refraining from stealing and lying.

III. 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 acknowledge that I will be held accountable for my decisions and behavior, and I will 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.

**Campus Buildings and Facilities**

Salem’s campus, located in Historic Old Salem, is a delightful blend of the past and present. Five buildings from the original 18th-century town now serve as residence halls, classrooms and administrative offices. All of the buildings erected since then – as well as the brick walkways, hooded archways over doors and even the benches, lightposts and steps – have been carefully designed to complement these earliest structures. Visitors from around the world come to Old Salem each year to see exhibits depicting early Moravian life and to take tours in horse drawn carriages. The most prominent building on campus is Main Hall, built in 1855 and located on Salem Square. It houses faculty and administrative offices, classrooms and a supply center.

The oldest building on campus, the Single Sisters House, was built in 1785. Extensive renovation of the house was completed in 2007, and it now serves as a welcome center and the home of the Single Sisters House museum, open to the public. Also located in the building are the Office of Admissions, the Office of Communications and Public Relations, and seminar and lecture rooms.

Residence halls are South Hall (1805), built for the first Salem boarders; Alice Clewell Residence Hall (1922); Mary Reynolds Babcock Hall (1955); Dale H. Gramley Residence Hall (1965); Hattie Strong Residence Hall (1942); and Louisa Wilson Bitting Residence Hall (1930).

The Salem Fine Arts Center, completed in 1965, houses the Ralph P. Hanes Auditorium, which seats approximately 750 people; the H.A. Shirley Recital Hall, which seats 220; the Drama Workshop Theatre, which holds 150; extensive art-gallery space used for exhibits by students as well as outside artists; a School of Music that includes 14 teaching studios and 28 practice
rooms; and the Lorraine P. Rudolph Fine Arts Library. The Salem Commons, converted from an old gymnasium and opened in 1992, contains a full-service grill and snack bar and a state of the art women’s fitness center. Bryant Hall, a “great hall” that opens onto a beautiful brick courtyard, serves as an ideal location for official Salem meetings as well as student mixers, dances and band parties that attract students from other nearby colleges and universities.

**Academic Computing Facilities**

Salem College keeps pace with advancing technology and the needs of today’s college students. Three Windows computer labs offer the Microsoft Office Suite of software as well as specialized software serving many academic departments. A Macintosh lab is reserved for film editing, music, art and interior design applications. All computer labs are open 24 hours a day excluding holidays. Numerous classrooms are equipped with a multimedia workstation for presentations. Residence halls have network data ports providing Internet access for each student. In addition to the Library Reading Room lab, the library has desktop and laptop computers available for checking the online catalog and other online resources. There are also two group-study rooms in the library equipped with large-screen monitors and PCs. Wireless access is available in many areas of campus including the Refectory and Residence hall common areas. Check [www.salem.edu/technology](http://www.salem.edu/technology) for more details and the latest information concerning technology on Salem’s campus.

**Athletic Facilities**

Salem offers a variety of physical education activities and intercollegiate sports. The Student Life and Fitness Center contains a 25-yard indoor swimming pool with six lanes for competition, varsity and practice gymnasium; a dance studio; fully equipped locker facilities; and faculty offices. Outdoor facilities include 12 tennis courts and Blixt Field, which consists of softball, field hockey and soccer fields. Salem has additional field hockey and soccer fields that are used for practice.

**Library Services**

The Salem College Library system is part of a four-college consortium that shares an online catalog for more than 650,000 volumes and offers an online request feature for any circulating item in the four libraries. Desktop and laptop computers with wireless access to the Internet enable students to search websites with full-text scholarly articles for immediate printing or e-mail delivery. These sites include JSTOR, Project Muse, ARTstor, Lexis-Nexis Academic Universe, the NC LIVE gateway to dozens of additional scholarly databases and more than 57,000 electronic books. These resources are accessible to Salem students from off campus as well as from any workstation on the Salem campus network. Students may borrow laptop computers from the library for use inside and outside the building.

The Dale H. Gramley Library facility houses more than 138,500 volumes and provides a variety of learning areas. The attractive and spacious Reading Room contains a comfortable seating area near the fireplace, 16 computer workstations with ample space for books and papers and traditional reading tables. There are several group study areas; two collaboratories; a public meeting room equipped for video and Internet projection; an archives room; and a Research Center offering professional assistance in identifying and locating both print and electronic information resources. The Clarence E. Clewell Rare Books Room houses special collections of
Samuel Johnson and James Boswell first editions, Southern women writers, Hogarth Press volumes and primary materials relating to the American slavery debate. The Teaching Resources Center provides books, hardware, software and other materials needed by students in the Teacher Education Program to prepare lesson plans and presentations.

The Lorraine F. Rudolph Fine Arts Center Library houses more than 9,600 scores, 11,000 sound and video recordings and a reference collection for the departments of music and art. It provides computerized workstations with access to the online catalog and to the Internet, as well as conventional listening stations and a TV/VCR. A reserve collection serving the Fine Arts Center and study areas is also available. Desktop and laptop computers with wireless access to the Internet enable students to search websites with full-text scholarly articles for immediate printing or e-mail delivery.

**Beyond the Campus**

The city of Winston-Salem (population 230,000) is widely recognized as an artistic and cultural center. Local entertainment includes numerous restaurants, movie theaters, music clubs and coffee houses that sponsor events such as “poetry slams.” There is also a minor-league baseball team, the Winston-Salem Dash. Among the many cultural offerings are Winston-Salem Piedmont Triad Symphony concerts at the Stevens Center; performances by big-name artists at the Lawrence Joel Veterans Memorial Coliseum; numerous drama and music events at the N.C. School of the Arts; the annual the RiverRun Film Festival; and art exhibits at the Sawtooth Center, the Reynolda House Museum of American Art and the Southeastern Center for Contemporary Art (SECCA).

Salem College students themselves make a valuable contribution to the cultural life of Winston-Salem. Each year, many visitors come to Salem to enjoy exhibits of student artwork; concerts by faculty; students and guest artists sponsored by the School of Music; plays staged by the Pierrette Players; dance recitals choreographed and performed by the Salem College Dance Company; and presentations by lecturers and artists invited to the College by the faculty, staff and students of the Cultural Events Committee or the Center for Women Writers.

Recreational offerings in North Carolina include intercollegiate sports events, horseback riding, skiing in the North Carolina mountains and trips to the coastline and the Outer Banks. Davidson College, Duke University, North Carolina State University and the University of North Carolina at Chapel Hill are within easy driving distance and sponsor many activities of interest to Salem students.

The Winston-Salem community provides a wealth of academic opportunities as well. Students have the opportunity to take classes at Wake Forest University and mingle socially with students at Wake Forest University, Winston-Salem State University and the University of North Carolina School of the Arts. Possibilities for volunteer and internship locations are endless; they include the Wake Forest University School of Medicine and Baptist Medical Center, Forsyth Medical Center, the Winston-Salem/Forsyth County public schools and local businesses as diverse as law firms and television stations. Informal courses and study programs in historic preservation are available at Old Salem and its Museum of Early Southern Decorative Arts (MESDA).
**Come Visit!**
Salem welcomes visitors to our beautiful campus. A map and more detailed information about touring the campus are available by calling the Salem College Office of Admissions at 1-800-32-SALEM or sending an e-mail message to admissions@salem.edu. For detailed admissions information, see below.
ADMISSIONS
Salem is interested in students of strong academic ability, motivation and character who can benefit from and contribute to the life of the College. Students from all religious, geographic, racial and ethnic backgrounds are eligible for admission.

Women under 23 years of age are considered for admission as traditional-age students in the full-time program.

Women and men age 23 and older are considered for admission as students in the Martha H. Fleer Center for Adult Education; students in the Fleer Center may enroll as full- or part-time students.

Traditional-Age Admissions
The Committee on Admissions considers each application individually and bases its decision on the candidate’s school record, the scores of the Scholastic Assessment Test (SAT) or the American College Testing (ACT) Program and information concerning the academic and personal qualifications of the applicant. Neither the number of applicants from a single school nor the need for financial aid is a factor in admission decisions.

The dean of admissions is glad to advise a prospective candidate about her academic program and to provide information about entrance requirements and the College curriculum in time for appropriate planning and preparation.

Salem College welcomes visitors to the campus throughout the year. While the College is in session, prospective students may talk with Salem students and faculty and attend classes. The Office of Admissions is open for tours and interviews from 9:00 a.m. to 5:00 p.m. on weekdays and, by appointment, from 9:00 a.m. to noon on Saturdays during the school year. Appointments may be arranged calling 1-800-32-SALEM (1-800-327-2536) or (336) 721-2621; emailing (admissions@salem.edu); or writing the Admissions Office, 601 South Church Street, Winston-Salem, NC 27101. You may also arrange appointments online at www.salem.edu.

Required High School Program
A candidate is expected to present at least 16 academic units and is encouraged to carry a full academic program in her senior year.

The following minimum units are required:
English .......................................................................................................................................................................................... Four
Modern language ........................................................................................................................................................................ Two (of one language)
History .................................................................................................................................................................................................. Two
Mathematics (Algebra I and II, Geometry) .................................................................................................................................. Three
Science .................................................................................................................................................................................................. Three

Elective units may be submitted from the following: classical or modern languages; mathematics, which may include additional algebra, calculus, geometry or trigonometry; social studies, which may include history, geography, civics, economics, psychology or sociology; fine arts; religion; general science; and additional laboratory sciences.
Applicants who have completed college courses during high school may submit a transcript to the appropriate department at Salem for placement and/or credit evaluation.

Procedure for Admission
1. Official Application. This form must be accompanied by a non-refundable fee of $30. Students may apply on-line at www.salem.edu. While there is no deadline for making application, a prospective student is encouraged to apply early in the fall of her senior year. Decisions of the Admissions Committee are released on a rolling basis as soon as all credentials are assembled and reviewed. Salem College adheres to the Candidates’ Reply Date of the College Board, and accepted first-year students are not required to notify the College of intention to enroll before May 1.

2. Secondary School Record. An applicant should have her secondary school record sent to the College. This record should give specific information regarding courses, grades, rank in class, standardized test scores, etc., through the junior year, and should indicate the subjects to be completed by the end of the senior year.

3. Test Requirements. Salem College requires the Scholastic Assessment Test (SAT) of the College Board or the American College Testing (ACT) Program.

The applicant is responsible for arranging to take the SAT or the ACT and for having the scores reported to Salem College. Information may be obtained at www.collegeboard.com for the SAT or www.act.org for the ACT.

A student whose native language is other than English should take the TOEFL (Test of English as a Foreign Language) in time for her scores to be reported to the College by February 1. Generally, 550 is the minimum acceptable TOEFL score for the paper-based exam, 213 for the computer test and 79 for the Internet exam. Information and registration forms may be obtained online at www.ets.org/toefl/ or by writing to the Test of English as a Foreign Language, Educational Testing Service, Princeton, New Jersey, U.S.A. 08540.

4. Recommendations. The College requires two letters of recommendation from teachers. The appropriate forms are included with the application and should be given to the individuals serving as the applicant’s references. Additional forms are available, if needed, through the Office of Admissions or on-line at www.salem.edu.

5. Personal interview. A personal interview is not required but strongly recommended and may be arranged by writing, calling or emailing the Office of Admissions.

6. The School of Music requires an assessment performance of all candidates for the bachelor of music degree. It is strongly urged that this assessment be scheduled for the annual scholarship weekend in February, if possible. Appointments are made through the Office of Admissions. In some special cases, the School of Music will accept a recording of the applicant’s performance (about 20 minutes in length) in lieu of an in-person performance.
Martha H. Fleer Center for Adult Education Admissions (for Women and Men Age 23 and Older)

Procedures for Admission

Women and men who are interested in enrolling at Salem through the Fleer Center for Adult Education may request an application packet by calling (336) 721-2669, emailing fleercenter@salem.edu or writing the Fleer Center for Adult Education, Salem College, 601 South Church Street, Winston-Salem, NC 27101.

The completed application form must be accompanied by a $30 application fee, official transcripts for all previous college work, two letters of recommendation, proof of high school completion and a two-page essay. An application interview is required. Applicants are invited for an interview once the completed application has been received and reviewed by the Dean of the Fleer Center, in consultation with the Fleer Center Advisory Council. Following the admissions interview, the applicant is notified of the admissions status in a timely manner.

Students in the Fleer Center may meet their degree requirements through a combination of courses taken on the Salem campus and at other approved institutions; directed study, in which students work on a course listed in the Salem catalog in a tutorial situation; consideration of prior learning portfolios; and College Level Examination Program (CLEP) Exams.

Degree Completion Program on the Campus of Randolph Community College

Salem College offers a degree-completion program on the campus of Randolph Community College (RCC) in Asheboro, NC. Salem currently offers the bachelor of science in business administration (B.S.B.A.); students may major in business administration with a concentration in finance or marketing. Students are expected to complete their lower-division general education courses prior to enrolling in the degree-completion program. Major courses and upper-division general education courses are offered by Salem College instructors at the RCC facility. Transferability of course credits is governed by the Transfer Credit Policy published later in this section. The requirements for the degree and the major, as well as the admissions requirements, are the same as those for students attending on the main campus. Students admitted to the degree-completion program are fully admitted as students in the Martha H. Fleer Center for Adult Education, and they have full access to the technology, library and support resources on the main Salem campus, as well as at RCC. For questions regarding Salem’s program at RCC, please contact Prof. Ed Hartgrove in the Fleer Center at (336) 917-5855.

Undergraduate Certificate Programs

Salem College offers a number of undergraduate certificate programs, typically consisting of between four and six college-level courses. The programs are designed to provide the student with focused professional training and/or to provide the student with additional qualifications in their career trajectory. Students seeking admission to a certificate program must meet the same admissibility requirements as a degree-seeking student and must provide transcripts of prior college work or proof of high-school completion. Courses in Salem’s certificate programs are open to degree-seeking and certificate-seeking students alike, and coursework is fully applicable toward a Salem bachelor’s degree; students wishing to convert from certificate-seeking to degree-seeking status will be required to make a separate application. A complete description of
each certificate program’s curriculum may be found later in this catalog, in the “Certificate Programs” section.

**Non-Degree Enrollment**

*Special enrollment* is also available to women and men, 23 and over, who are taking courses for academic credit but not pursuing a degree. This category is appropriate, for example, for individuals who take a semester of study initially as special enrollees, teachers preparing for licensure or post-baccalaureate students who are preparing for graduate programs such as a medical degree or a master’s in business administration. Applicants must provide proof of high school completion (or higher) in order to be considered for special enrollment. Prospective students interested in special enrollment should contact the Fleer Center at the address noted above.

*Auditors –* Registration as an auditor permits a student to enroll in a course without working for a grade or credit. An auditor is expected to attend class regularly and participate in class discussion or activities as invited by the instructor. Complete information on auditing may be found in the “Academic Regulations” section of this catalog. Prospective students interested in auditing a course should contact the Fleer Center at the address noted above.

**Advanced Placement/Credit**

An entering first-year student may apply for advanced placement and/or credit if she submits scores of four or five (depending on the exam) on the Advanced Placement tests of the College Board. In addition, an entering student who has completed courses/tests in the International Baccalaureate Program may apply for advanced placement and/or credit in certain academic areas if she submits scores of five or above on higher level exams (depending on the exam). For specific information on these opportunities, see the policies on Advanced Placement and International Baccalaureate in the Academic Regulations portion of this catalog.

**Admission to the College Honors Program**

Salem provides formal opportunities for qualified students to undertake honors study. Entering first-year students who are eligible to apply for admission to the College Honors Program include those students who rank in the upper 10 percent of the entering class on the basis of their total SAT scores and have a cumulative high school grade point average (G.P.A.) of 3.5 or greater based on a 4.0 scale. Alternatively, all undergraduate students (both traditional-age and adult students in the Fleer Center) earning a cumulative G.P.A. of 3.5 or higher in or beyond their first semester at Salem are eligible for admission to the College Honors Program. See the description of the College Honors Program in the “Academic Program” section of this catalog for greater detail.

**Early Admissions**

The College offers two early admissions programs for young women of ability and talent who wish to begin their collegiate work after the junior year of high school.

Through the College early admissions program, a student may be admitted to Salem upon the completion of her junior year in high school. A student who wishes to enter the College through this program should present evidence of academic achievement and social maturity which
indicates she can successfully undertake college work sooner than most college entrants. The application procedures are the same as for those who apply under the regular plan of admission. Additional information on early admission programs may be obtained by writing or calling the dean of admissions.

The College also participates in the Cooperative College/High School Study program, which offers advanced students in the senior high schools of Winston-Salem and Forsyth County an opportunity to enroll at Salem College in special courses not available to them in public schools. This makes it possible for students to earn college credit for college-level courses while completing their requirements for high-school graduation. To discuss special admission for high-school students, please contact the office of the dean of undergraduate studies at (336) 721-2619.

Transfer Admissions

**Traditional-Age (23 and under) Transfer Admissions**
Each year students transfer to Salem College from other four-year and two-year colleges. Normally, a traditional-age transfer student should meet general first-year entrance requirements, although special consideration is given to individual cases.

The following credentials must be presented by each applicant for admission as a transfer student:
1. A formal application for admission, including the $30 application fee, which is non-refundable.
2. A statement of good standing from the dean of students or registrar of the college previously attended.
3. Two letters of recommendation.
4. An official transcript from each college attended and a transcript of the secondary school record.
5. Scores from the Scholastic Assessment Test of the College Board or the American College Testing Program.

**Adult Student (Age 23 and over) Transfer Admissions**
Women and men who are interested in enrolling at Salem through the Fleer Center for Adult Education may request an application packet by calling (336) 721-2669, emailing fleercenter@salem.edu or writing the Fleer Center for Adult Education, Salem College, 601 South Church Street, Winston-Salem, NC 27101.

The completed application form must be accompanied by a $30 application fee, official transcripts for all previous college work, two letters of recommendation, proof of high school completion and a two-page essay. An application interview is required. Applicants are invited for an interview once the completed application has been received and reviewed by the Dean of the Fleer Center, in consultation with the Fleer Center Advisory Council. Following the admissions interview, the applicant is notified of the admissions status in a timely manner.
Transfer Credit Policy
College-level educational work completed at regionally accredited post-secondary institutions may, where applicable, be credited towards the requirements for a degree at Salem. If a student has taken college-equivalent coursework at a postsecondary institution that holds national accreditation but not regional accreditation, the student may submit an appeal to have the coursework considered for possible transfer credit. Coursework must be comparable to what would be found in a regionally accredited college or university program and must be compatible with a liberal arts education. Coursework for potential credit will be reviewed and approved by the appropriate department or designated bodies such as the Committee on General Education. The student may be required to complete an appeal form that requires substantial additional information on the coursework in question (textbooks, instructor credentials, contact hours, etc.). If the program of study which the student pursued is one typically offered by various four-year colleges and universities, but is not part of the traditional liberal arts and is not offered at Salem, the student may receive a maximum of six elective credits (examples: theater arts, engineering, etc.).

College-level courses taken at regionally-accredited institutions will only be considered for transfer credit if the student has earned a grade of C (2.0 on a 4.0 scale) or better. Grades from other institutions do not transfer into Salem College and are not included in the cumulative G.P.A.

The minimum quality G.P.A. for the sum of all college-level coursework to be transferred into Salem College from other institutions must be 2.0 based on a 4.0 scale. In cases where the student's prior coursework was completed five or more years prior to the intended date of enrollment at Salem, the coursework completed at that institution may be excluded from the G.P.A. calculation for purposes of admissions decisions. Students with less than a 2.0 G.P.A. may be admitted conditionally, with the permission of the Admissions Committee or, in the case of applicants to the Martha H. Fleer Center for Adult Education, the Fleer Center Advisory Council. Students must meet any conditions of enrollment in order to maintain their registration at Salem.

Since fall 1971, the unit of instruction at Salem College at the undergraduate level is the course. Accepted transfer credit completed under a semester hour or quarter hour system is converted to course credits as follows: 1 semester hour (s.h.) = 0.25 Salem course; 2 s.h. = 0.50 Salem course; 3 or 4 s.h. = 1 Salem course; 2 quarter hours (q.h.) = 0.33 Salem course; 3 q.h. = 0.50 Salem course; 4 q.h. = 0.67 Salem course; 5 or 6 q.h. = 1 Salem course.

A student who enters as a senior must complete 10 courses at Salem in order to qualify for graduation. A maximum of 18 Salem course credits may be awarded for work completed at a two-year college. A maximum of 26 Salem course credits may be awarded for work completed at a four-year college. While coursework which exceeds the maximum transferable credit will not be applied to the minimum credits required for graduation, that coursework may, where appropriate, and with the permission of relevant academic departments, be used to waive prerequisites or other program requirements.
Transcripts of prior work will be evaluated and final acceptance or rejection of the transfer credit lies with the College. The candidate will receive a statement of this evaluation with the provision that all transfer credit will be regarded as tentative, pending the finalization of the student’s enrollment at Salem at the end of the drop/add period.

Salem College is a signatory institution of the Independent Comprehensive Agreement between the North Carolina Independent Colleges and Universities (NCICU) and the North Carolina Community College System (NCCCS). This articulation agreement, signed in 2009, expands opportunities for students to transfer to Salem. As part of this agreement, Salem College guarantees that NCCCS students who graduate with the associate in arts (A.A.) or associate in science (A.S.) degree, or who have completed the General Education Core for the A.A. or A.S., and who are admitted to and enroll at Salem, shall be considered to have completed the requirements for the lower-division Salem Signature general education core. Such students will still need to meet Salem’s foreign language and physical education requirements, where applicable, as well as all upper-division Salem Signature requirements toward the degree. Students who graduated with an A.A. or A.S. from a NCCCS college prior to fall 1997 do not fall under the provisions of the Comprehensive Articulation Agreement. Students who graduate from an NCCCS college with a degree other than the A.A. or A.S. are not subject to the articulation agreement; since no general education waiver is granted to such students, the evaluation of their prior coursework for transfer is performed on a course-by-course basis.

International Admissions
Each year international students seek admission to Salem College. Students seeking admission should submit the following documents:
1. A formal application for admission as a traditional-age student or a student in the Martha H. Fleer Center for Adult Education, as appropriate
2. Secondary school records with an English translation
3. Exam results if student took GCEs, Ordinary Levels, Advanced Levels or International Baccalaureate exams
4. TOEFL results (score must be at least 550 on the paper-based test, 213 on the computer-based test or 79 on the Internet-based test)
5. Two teacher recommendations
6. A Certificate of Finance
7. A financial aid application
All of the forms necessary for completing an application to Salem can be found on-line at www.salem.edu.

Any student who has university credit from an international university must also submit a copy of her university transcript complete with a course-by-course evaluation of credit from World Education Services Inc. (WES), the American Association of Collegiate Registrars and Admission Officers (AACRAO) or Educational Credential Evaluators (ECE). WES can be reached at www.wes.org. AACRAO can be reached at www.aacrao.org/credential/. ECE can be reached at www.ece.org.
Salem College will not review international transcripts or award credit without an evaluation from WES, AACRAO or ECE. All credits accepted by Salem College as a result of this evaluation will be given grades of P (“Pass”).

**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 disability should seek assistance through the office of the dean of undergraduate studies. When a 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.

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 should relate how the student’s disability affects her in the post-secondary setting. It is the responsibility of the student to contact the dean of undergraduate studies early in each semester for assistance.

Because Salem is a historic institution, not all facilities are easily accessible to the mobility-impaired. Food service is accessible. Limited housing and classroom facilities are available. All administrative and library services can be provided. Interested applicants should discuss their individual needs with the dean of undergraduate studies, the designated College’s ADA coordinator, so that adequate preparations can be made to facilitate attendance.
FINANCIAL INFORMATION

Fees

Resident Students – Traditional Age (under 23 years old)
Resident students are expected to enroll for a full academic year and pay a comprehensive fee of $33,130 which includes the enrollment deposit, tuition, room and board and laboratory and health service fees. The College expects full-year enrollment because it reserves facilities and executes contracts to provide for the needs of the student during the entire academic year. Payments are scheduled as follows:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment deposit—(non-refundable)</td>
<td>$250.00</td>
</tr>
<tr>
<td>returning students—April 1</td>
<td></td>
</tr>
<tr>
<td>new students—May 1</td>
<td></td>
</tr>
<tr>
<td>First term payment—August 1</td>
<td>$16,440.00</td>
</tr>
<tr>
<td>Second term payment—January 2</td>
<td>$16,440.00</td>
</tr>
<tr>
<td>Total</td>
<td>$33,130.00</td>
</tr>
</tbody>
</table>

In addition, students must pay (subject to revision):

- Student government fee $215/year
- Technology Fee $140/year
- Optional charges:
  - Single-room fee $850/term (Additional to regular room and board per term; non-refundable)

Resident students who meet requirements for graduation at the end of the first term or new students whose enrollment begins with the second term are charged a comprehensive fee of $16,565 which also entitles the student to participate in January Term. The January Term is designed to provide unique educational experiences, and the student may incur personal costs for travel or educational supplies. Students will not qualify for participation in a January Term trip if they have an overdue balance from a prior term, if their current balance is overdue or if they were on the monthly payment plan and their payments are not current.

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

Non-Resident Students – Traditional Age (under 23 years old)
Non-resident students are full-time degree candidates who commute between their residences and the College. Non-resident students are charged a comprehensive fee of $21,610 for the academic year, which includes tuition, laboratory fees and health service fees. Payments are scheduled as follows:

<table>
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<tr>
<th>Description</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Enrollment deposit—(non-refundable)</td>
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<td>new students—May 1</td>
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<tr>
<td>First term payment—August 1</td>
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<td>Second term payment—January 2</td>
<td>$10,680.00</td>
</tr>
<tr>
<td>Total</td>
<td>$21,610.00</td>
</tr>
</tbody>
</table>
In addition, students must pay (subject to revision):

- Student government fee: $215/year
- Technology Fee: $140/year

**Students in the Fleer Center for Adult Education (23+ years old)**

Students in the Martha H. Fleer Center for Adult Education are charged $1,074 per course credit and $1,175 per directed study course. Courses offered at locations other than the Winston-Salem campus may be billed at a rate of $1194 per course. Additional fees, such as the technology fee, parking fees, special music performance fee and physical education fees, are described below.

**Music Fees**

Music majors and minors receive one hour of private instruction in music each week as part of the comprehensive fee. Additional private instruction is $280 per term for a one-hour lesson each week.

Music minors receive one hour of private instruction in music as required in their programs as part of the comprehensive fee. Additional private instruction is charged at $280 for a one-hour lesson each week.

The arts management major who is concentrating in music does not pay an applied music fee for the first instrument. The student is charged one-half tuition for the second instrument of study, or $280.

Non-music majors and Fleer Center students are charged $580 per term for private instruction in music for a one-hour lesson each week.

**Special Fees**

- Technology fee: full-time students $140.00
- Technology fee: part-time students $70.00
- Enrollment only for January Term $1,074.00
- Enrollment of Fleer Center students for one-half credit course $537.00
- Auditing a course (reduced one-half for alumnae) $540.00
- Returned check fee $25.00
- Graduation fee (applicable to both Fleer and traditional students) $55.00

Charges for certain physical education courses such as horseback riding are assessed. Charges are noted in the course schedule at the time of registration.

Charges in addition to the comprehensive fee are also assessed for off-campus study programs described in the Off-Campus Programs section of the catalog. Charges for these programs will be announced approximately one month before the program begins.

A fee schedule for room damages is presented to each resident student when she begins occupancy of a room in the residence halls. Fees for damages are assessed at the end of each semester.
The student government fee pays for class dues, other student organization dues and some student publications. The Student Government Association issues instructions for payment before fall term registration.

Students may request 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 athletic equipment or immunization records) are on the student’s record.

**Parking Fees**
Students must register automobiles with the business office and obtain permanent parking decals from the Office of Public Safety. If the student withdraws, refunds are made in accordance with the tuition refund policy. Parking fees are $30 per semester or $55 per year.

Regularly enrolled residential or day students who wish to park on campus for a continuous period of one month or less may obtain a non-refundable monthly parking permit for $5.

**Installment Payments**
Salem offers a monthly installment payment plan which begins each June. There are no finance charges, but a $75 application fee is charged. Information about the plan may be obtained from Tuition Management Systems by calling 1-800-722-4867 or www.afford.com.

**Other Financial Information**
It is estimated that the purchase of textbooks will require an annual expenditure of approximately $1000. Books required for classes are available through the Salem College Bookstore.

Transportation costs for the academic year are estimated to range between $900 to $2,910.

The residence charge includes space in a double room in one of the residence halls and meals in the College dining room every day except during Thanksgiving and Christmas vacations, term breaks and the fall and spring recesses, when the residence halls and/or dining room are closed.

Responsibility for personal property of students cannot be assumed by the College. Appropriate insurance coverage should be obtained by the student or her parents before enrolling.

The College reserves the right at any time to make an increase in the price of tuition, room, board and special fees.

**In accordance with policy set by the Board of Trustees, no student will be allowed to enroll, and no diplomas or transcripts will be issued, until all accounts payable to Salem College are satisfied.**

Traditional students who anticipate taking more than four years to complete their degree should also refer to the section in Financial Aid on Special Information for Fifth Year Traditional Students.
Refund Policy

Fees for Instruction
Refunds for students who withdraw during a term in which they receive federal financial aid will be computed in accordance with the federal regulations in effect at the time of the withdrawal.

Fees which are assessed at reduced rates are not refundable. There is generally no refund of audit fees or for sessions of individual instruction which are missed by the student because direct instructional cost has been incurred by the College.

Refunds for Traditional-Age Students
Tuition and fees charged for instruction in course offerings for academic credit are refunded as scheduled below. Written notification of withdrawal must be submitted to the business office by the dates shown. Refunds are issued after the end of the drop/add period.

<table>
<thead>
<tr>
<th>Notification Dates</th>
<th>Refund Rate (excludes deposit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall term: first day of class</td>
<td>100%</td>
</tr>
<tr>
<td>Spring term: January 15</td>
<td>100%</td>
</tr>
<tr>
<td>10 business days after first day of classes</td>
<td>50%</td>
</tr>
<tr>
<td>14 business days after last day of drop/add</td>
<td>25%</td>
</tr>
</tbody>
</table>

Refunds for Students in the Martha H. Fleer Center for Adult Education
Students in the Martha H. Fleer Center for Adult Education are billed by the course, plus applicable fees. Fleer students receive a 100% refund if they drop a course by the end of drop/add. No refunds are allowed after the end of the drop/add period.

Fees for Room and Board
If notification of the cancellation of fall term enrollment is received at the business office by August 15 and spring term enrollment by January 15, payments for room and meals are refunded. After these dates there are no refunds for room fees.

Meal charges are refunded on a daily basis to students who officially withdraw during an academic term. Refunds are computed on the basis of direct daily meal costs determined at the beginning of each academic year.

There are only two special refunds for missed meals. A special refund of $5 per day for meals missed during the January Term may be requested by students who participate for at least two weeks in off-campus activities sponsored by the College. Meal rebate forms, available from the registrar’s office after February 1, must be returned by the student to the business office no later than the end of drop/add period for the spring term. Student teachers may be eligible to receive a meal refund of $4 per day by completing the appropriate application form one week prior to the first day of student teaching. Information regarding the meal rebate policy for student teachers may be obtained from the administrative assistant to the education department.

Appeals
If special circumstances seem to warrant an exception to the stated policy, an appeal may be submitted in writing to the business office.
FINANCIAL AID

Salem College is proud of its long tradition of providing assistance to students who wish to attend the College. The majority of financial aid is provided on the basis of the results of the Free Application for Federal Student Aid (FAFSA). Other programs of aid are based on North Carolina residency, competitive academic merit and musical talent. Applications and filing deadlines differ from one program to another. The following information is provided to assist students in determining which programs of assistance are best suited for their circumstances.

Aid Based Upon Need
The purpose of need-based financial aid is to provide support to students who would be unable to attend Salem College without assistance. The amount of aid is based on the difference between the cost of attendance and what the family can afford to pay. Educational expenses include tuition, mandatory fees, room, board, books, transportation and personal expenses. The amount the family is able to contribute is determined by an analysis of the information provided on the FAFSA.

Salem believes the principal responsibility for financing a college education lies with the student and family. However, the College will attempt to meet financial need to the extent that funds are available through a combination of resources most appropriate to the individual applicant. Ordinarily, each traditional student’s financial aid package consists of funds from several sources including scholarships and/or grants, a loan and an on-campus work opportunity. A student may reject any portion of the award. However, the College makes no attempt to replace rejected funds with aid from another source; instead, the expected family contribution is increased by an equivalent amount. The majority of students receive a combination of need- and non-need-based aid funds; in such cases, all of the funds are governed by the rules concerning the need-based programs.

Substantial funds are available through the College’s participation in federal and state aid programs and through institutional funds set aside each year specifically earmarked for financial aid. Institutional awards are made from funds available to the College through endowment gifts from friends and alumnae, the Southern Province of the Moravian Church, and private foundations.

Applying For Need-Based Financial Aid
1. Prospective students should submit an application for admission and be accepted to the College.
2. In order to receive priority processing for financial aid, prospective students should file the FAFSA between January 1 and March 1. Returning students should complete a renewal FAFSA after January 1. The FAFSA may be completed via the internet at www.fafsa.ed.gov.
3. Students should submit a signed copy of the family’s latest federal tax return and any other required documents that are requested by the Financial Aid Office.
**Application Deadlines**

*New Students:* Applications for financial aid are accepted as long as funds are available. However, in order to receive early consideration for notification of awards, a student should complete all forms as soon as possible. Applicants who complete financial aid applications by March 1 will receive priority in funding.

*Returning Students:* Financial aid applications should be completed by March 1 in order to receive priority processing. Applications received after March 1 will be given second priority status.

**Notification of Award**

Official aid offers are made after a student is admitted to the College and the results of the FAFSA are reviewed, usually beginning in March. Any other financial aid award or other resources which the student receives must be reported in writing to the Financial Aid Office as soon as such awards are made. Awards from outside resources may result in an adjustment of the financial aid package.

**Award Renewal**

The FAFSA must be submitted each academic year. In addition, students must maintain satisfactory academic progress as described in the section below. Students may have a maximum of four years of full-time study or an equivalent number of years of part-time study considered for aid eligibility. An appeal may be made for an exception to these standards by submitting a letter to the director of financial aid.

**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, she is eligible to be considered for financial aid. If 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
Undergraduate students’ cumulative and semester G.P.A. must meet standards established by the Salem College Undergraduate 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% of the courses she was registered for at the end of drop/add. For example, if she had a total of three courses at the end of drop/add, then the student would have to complete at least two courses to remain eligible for further financial aid (3 x .67 = 2).

Completion of a Degree within a Maximum Number of Courses/Credit Hours
The average length of an undergraduate program at Salem College is 36 courses. An undergraduate student is eligible to receive financial aid for a maximum of 150% of the courses required for the degree.

A student meets the completion rate requirement if the overall attempted course credits are less than or equal to 150% of course credits required for the degree.

Disbursement of Aid and SAP
A student may be required to repay funds to Salem College if her financial aid is disbursed and she reduces 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 her own status, whether or not she receives 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 she is deficient or improve 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 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 may 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 Office of Financial Aid. Students should be prepared to pay tuition, fees and other educational expenses until they have been approved to receive financial aid.

Financial Aid for Students in the Martha H. Fleer Center for Adult Education
Fleer Center students enrolled at least half-time (defined as taking at least two course credits per term) are eligible for consideration for financial aid. Full-time status requires enrollment in at least three full course credits during the regular term.

For Fleer students who choose to enroll in a January term course, the course credit attempted during January term is combined with the course credit attempted spring term, for purposes of financial aid calculations. This would mean that a Fleer student registering for one course in January term and two courses in spring term would be considered a full-time student.

Maintaining financial aid is dependent upon a student’s academic standing. Part-time Fleer Center students who do not have an undergraduate degree may be eligible for the Salem Half-Price Grant for their first semester at Salem. To become eligible for the grant, students may enroll in one or two courses.

Degree-seeking legal residents of North Carolina who do not have a bachelor’s degree and who are enrolled full-time are eligible for the North Carolina Legislative Tuition Grant.

Bookstore Vouchers
The Financial Aid Office will prepare book vouchers for all eligible Fleer Center students who have a credit balance on their Salem account, to assist with the purchase of books and school supplies. To be eligible to receive a book voucher for fall and/or spring term, students must:
  • be pre-registered for at least two full-credit classes; 3 credit hours for graduate students
  • have completed the FAFSA form
  • be eligible for financial aid
  • be scheduled for a refund
Note: Summer term is excluded from the bookstore voucher policy.
Book vouchers can be used in the Salem College bookstore from the first day of classes through the end of drop/add for each term. A Fleer student who has a Salem account credit balance and is eligible to receive a refund should complete the online request form if interested in receiving a book voucher.

To apply for a voucher, Fleer students must complete the online request form at least 48 hours before planning to purchase books. At the end of the 24 hours and before going to the bookstore to make purchases, students can pick up their approved voucher in the Financial Aid Office. Approved book vouchers will be available in the financial aid office for eligible students beginning the first day of classes for each term. Vouchers will be issued in the amount of the expected refund, but not to exceed $400. Any remaining credit balance will be available by check from the Salem College Business Office approximately two weeks after the end of drop/add.

**Need-Based Programs**

**Grants/Scholarships**

*Federal Pell Grant* – A federal program for low-income families. All applicants must apply for Pell by completing the FAFSA. Eligibility is calculated by a central processing center and the results are sent directly to the student. Federal Pell Grants are available to both full-time and part-time students.

*Federal Supplemental Educational Opportunity Grant (FSEOG)* – A federal grant administered by the College available to students with high need.

*North Carolina Legislative Tuition Grant (NCLTG)* – A state program available to North Carolina residents regardless of need. Details are listed in the “Aid without Regard to Need” section.

*North Carolina State Contractual Scholarship Fund (NCSCSF)* – A state program provided by the legislature each year to North Carolina private/independent colleges. It is administered by the College and is restricted to North Carolina residents with financial need.

*Salem Scholarship Funds* – A large variety of scholarships are available to full-time traditional students with financial need. Some contain restrictions on eligibility. Applicants do not need to apply for specifically named scholarships; the director of financial aid assigns the restricted funds to aid recipients. A complete listing of Salem funds is in the Salem Scholarship Funds section.

Residents of Connecticut, Pennsylvania, Rhode Island, Vermont and the District of Columbia should apply to their state grant programs as these funds can be used at institutions in North Carolina.

**Loans**

*Federal Perkins Loan* – A federally funded, low-interest loan administered by the College. The current interest rate is 5 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 for undergraduate study. Priority for funding is given to high-need students who have already received Perkins Loan funds.

**Federal Direct Student Loan** – A federally insured loan, administered by the federal government, for students enrolled at least half-time in an approved degree or certificate program. A student may borrow up to $3,500 for her first year; $4,500 for sophomore year; and $5,500 annually for each of the last two years of undergraduate study. The loan proceeds are reduced by origination fees. 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). In addition, independent students may unsubsidized amount only if their parents are denied a Federal Direct Parent Loan for Undergraduate Students (PLUS). For information on PLUS, see the section on loans in the “Aid without Regard to Need” portion of the catalog. Dependent students may request an additional unsubsidized amount of $2,000.

**Work Programs**

**Federal Work-Study Program (FWSP)** – A federally-funded program which allows eligible students to work on campus for minimum wage. Many financial aid awards include a work offer involving 7.5 hours per week.

**Institutional Work-Study Program (IWSP)** – A Salem-funded program identical to the federally funded program.

**Aid Without Regard To Need**

There are financial assistance programs which are available to Salem students regardless of the student’s financial resources. Some of these are provided by the College and others are provided by outside agencies.

**Grants**

**North Carolina Legislative Tuition Grant (NCLTG)** – A grant appropriated by the state legislature awarded to all legal North Carolina residents attending a private/independent college in the state on a full-time basis in a degree program. Students with bachelor’s degrees are not eligible, except for students in the M.A.T. Phase 1 program. All eligible students must apply using the NCLTG application. This application is available from the Financial Aid Office.

**Honor Scholarships**

These are competitive awards offered each year to both traditional-age and Fleer Center students. Information and applications are available from the Office of Admissions or the Martha H. Fleer Center for Adult Education, as appropriate. The application deadline is January 2 for full tuition scholarships; the deadline is January 10 for other awards determined during Scholarship Weekend.
Any student who loses her honor scholarship due to her academic standing has a maximum of one year to regain her honor award.

**Merit Scholarships for Traditional-Age Students**

*Lucy Hanes Chatham Awards* – Given to two incoming first-year students in recognition of academic achievement, leadership, service and physical vigor. Recipients must be full-time resident students and must maintain a cumulative 3.0 G.P.A. in their academic studies for renewal of the award.

*Presidential Scholarship* – Given to incoming first-year students in recognition of academic achievement. Recipients must be full-time resident students and must maintain a cumulative 3.0 G.P.A. in their academic studies for renewal of the award.

*Salem Scholarship* – Given to incoming first-year students in recognition of academic achievement. Recipients must maintain a cumulative 3.0 G.P.A. in their academic studies for renewal of the award.

*Governor’s School Scholarship* – Honors students who have attended Governor’s School during high school and have proven themselves to be excellent students and women of achievement. Recipients must be full-time resident students and must maintain a 3.0 average in their academic studies; the scholarship is renewable annually.

*Gramley Leadership and Service Scholarship* – Recognizes outstanding achievement in leadership and service. Recipients must maintain a 2.5 G.P.A. and be involved in campus activities and community service; the scholarship is renewable annually.

*Heritage Scholarships* – Preference is given to minority students in recognition of excellent academic achievement and significant extracurricular involvement during high school. Recipients must maintain a 2.5 G.P.A.; the scholarship is renewable annually.

*Founders Scholarship* – Awarded for outstanding performance in both academic and extracurricular activities to a Salem Academy graduate who enrolls at Salem College. Recipients must be full-time resident students and maintain a 3.0 cumulative G.P.A. in their academic studies for renewal of the award.

*Benjamin C. Dunford Music Scholarship* – Given to incoming students intending to major in music. An audition in the student’s major instrument is required. The award is renewable if the student maintains a 3.0 G.P.A. in her music courses and a 2.0 cumulative G.P.A.

*Vardell Music Scholarship* – Given to an incoming student intending to major in music. An audition in the student’s major instrument is required. The award is renewable if the student maintains a 3.0 G.P.A. in her music courses and a 2.0 cumulative G.P.A.

*Christian Gregor Music Scholarship* – Given to an incoming student intending to major in music. An audition in the student’s major instrument is required. The award is renewable if the student maintains a 3.0 G.P.A. in her music courses and a 2.0 cumulative G.P.A.
Transfer Scholarships – given to incoming transfer students in recognition of academic achievement. Recipients must be full-time traditional students and must maintain satisfactory academic progress for renewal of award. Specific scholarships are offered to graduates of Cottey College and Phi Theta Kappa members.

Merit Scholarships for Students in the Martha H. Fleer Center for Adult Education

Martha Fleer Prime Times Alumnae Club Scholarship – This scholarship pays for one full course at Salem College and must be used within a 12-month period. Applicants must represent Salem College sisterhood and be currently enrolled in two or more Salem College courses. In addition, applicants must have completed at least six Salem classes and have a 3.5 G.P.A. in coursework completed at Salem. A letter of recommendation and a brief essay are required. Deadlines are August 1 for the fall term and January 15 for the spring term.

Patricia McAleer Scholarship – This scholarship was created by adult education student Patricia McAleer and is available to students who merit financial support based on the applications and previous educational endeavors. Preference will be given to single mothers over the age of 25. Applicants must provide two letters of recommendation and a brief essay discussing their educational goals and how they intend to contribute to the Salem College community. No previous Salem College coursework is required. Deadlines are August 1 for the Fall Semester and January 15 for the Spring Semester.

Shirley D. Shouse Scholarship – This scholarship was established by Robert Elberson, a member of the Salem Academy and College Board of Trustees, in honor of his friend Shirley D. Shouse. Ms. Shouse is a 2001 adult-education graduate of Salem College who majored in religion. Preference will be given to students majoring in religion. Applicants must have taken at least one class at Salem College and must provide a one-page essay and two letters of recommendation. Deadlines are August 1 for the Fall Semester and January 15 for the Spring Semester.

Stuart I. Bellin Scholarship – This award was created by Marie Van Hoy Bellin in memory of her late husband. He was a businessman and continued his education at Salem College for the pure joy of increasing his business acumen. Marie is a Salem College graduate in classics and more recently studied the organ at Salem. In keeping with the Bellins’ many interests and their passion for lifelong learning, this scholarship recognizes Salem students who are passionate about their own educational pursuits. Scholarship monies are available for students who are enrolling in a course for credit or a Course for Community, especially those who may be studying in business, music, languages or literature. Applicants must have taken at least one course at Salem College and must provide a one-page essay and two letters of recommendation. Deadlines are August 1 for the Fall Semester and January 15 for the Spring Semester.
Other Financial Aid Policies

Tuition Exchange
Salem College is a member of Tuition Exchange, Inc., which allows dependents of employees of participating educational institutions to receive tuition remission. Prospective applicants should contact the tuition exchange liaison officer at their parents’ schools for further information. Salem’s tuition exchange scholarships may be used only for study on the Salem College campus. Information on Tuition Exchange may be found on the Internet at www.tuitionexchange.org.

Loans
Federal Direct Parent Loans for Undergraduate Students (Federal PLUS) – This is a federal loan program for parents of dependent students. Parents may borrow up to the total cost of education minus any financial assistance the student is eligible to receive. The loan proceeds may be reduced by origination fees. The interest rate is fixed annually with a 9 percent cap. Repayment begins immediately after disbursement of the funds.

North Carolina Prospective Teacher Scholarship/Loan (PTSL) – This is a state program available to North Carolina residents who intend to teach after graduation. The PTSL amount (for two semesters) is $2,500 for first-year students and sophomores and $4,000 for juniors and seniors. In addition to undergraduates, students with bachelor’s degrees who are planning to enroll full-time for a minimum of one year in an undergraduate education program may also apply. For each full year of teaching in a North Carolina public school or a school (K-12) operated by the United States government in North Carolina, the recipient does not have to repay one year of the loan. Applications are available from the Financial Aid Office. There is a February 1 application deadline.

Veterans Benefits
Salem is approved to enroll eligible students who qualify for veterans benefits. To receive education benefits, a veteran or a veteran’s dependent must apply to the Veterans Administration to receive a Certificate of Eligibility. (A Certificate of Eligibility does not constitute admission to Salem College. Applications for admission must be submitted to the College separately.) Students must notify the Office of the Registrar and the Financial Aid Office if they expect to receive veterans benefits. Upon enrollment at Salem, the veteran should present the Certificate of Eligibility to the Office of the Registrar in Lehman Hall.

The Office of the Registrar will file the necessary documentation with the Veterans Administration to certify the student’s enrollment at Salem. Please be aware that Salem College is obligated to notify the Veterans Administration of any change to the student’s certification status, such as a student’s failure to maintain satisfactory academic progress toward the degree. Additional general information about various educational benefit programs for veterans and their dependents can be found at www.va.gov.

Installment Payment Plans
For families who wish to make payments over a longer period of time, there is a short-term payment plan offered by the College and several long-term payment plans offered by private companies. Details of these plans may be obtained from the companies directly or from the Business Office at (336) 721-2613.
Financial Aid for Study Off Campus
For the purpose of financial aid, a Salem student who plans to enroll in an off-campus program must contact the school she will attend for financial aid application procedures. Salem will not transfer scholarship funds directly to other schools (except for the Chatham Scholarship) unless the student is enrolled in a study-abroad program in which tuition and fees are collected by Salem; however, other schools may be able to process federal financial aid for these students. A student recipient of a Chatham Scholarship award may apply the funds for a single term to tuition charges at any program approved in advance by Salem College. The Ivy Hixson Study Abroad Scholarship is a need-based scholarship for Salem students to use to study abroad for a term. Applications are available from the dean of undergraduate studies.

Special Information for Fifth-Year Traditional Students
It is the intention of Salem College that traditional students graduate within four years of their matriculation. Salem College will provide institutional financial aid for eligible students during those four years. In addition, the college requires that all students live on campus for those four years or live with parents or legal guardian.

Salem College does not provide institutional aid or housing for students after the fourth year of enrollment (eight regular semesters of full-time enrollment). A traditional student who has not completed her coursework after eight regular semesters at Salem will live off campus and be charged as a Fleer Center student. Any student who wishes to retain her status as a traditional student after eight regular semesters must apply to the dean of undergraduate studies for an exemption.

Fifth-year students under the age of 23 must satisfy all degree requirements listed for traditional students.
STUDENT AFFAIRS
Krispin Barr, Dean of Students

Student Affairs provides programs, services and activities that enhance the holistic development of the student congruent with the Salem College mission. The dean of students serves as a resource for students regarding personal or student organization issues and matters impacting student life within the campus community.

Residence Life
Leslie Thomas, Director of Residence Life
The residence halls are active learning centers which support the growth, health and education of the student as a whole person in the context of a diverse residential community. Studying, discussions on current events, relaxing and building friendships occur as students from diverse backgrounds plan and attend educational programs, social and recreational activities and holiday and cultural celebrations.

The Residential Coordinators (RCs) are professional staff members who live in the residence halls and supervise a trained staff of student leaders called Resident Assistants (RAs). The RC’s role is to holistically support students’ academic and social success by providing support and programming for the residential experience which fosters cognitive and personal development. The RCs will challenge and support students as they merge their classroom knowledge with their personal experience of living in a diverse community. The RAs coordinate programming in the residence halls and are available to their peers as an additional resource for academic, personal and social concerns.

Except for students beyond the traditional college age and those who live with immediate family, Salem is a residential college. Residential life and the variety of activities available in this co-curricular setting provide an added dimension to the student’s liberal arts education.

Career Development and Internships/International Student Services
Esther Gonzalez, Director of Career Development and Internships/International Student Services
The Office of Career Development and Internships/International Student Services provides guidance for students in preparing for and seeking careers by offering a variety of programs and services. The director also provides ongoing support for international students related to compliance with federal regulations for F-1 visa holders and in matters related to international student employment, internship authorization and plans for post-graduate study.

Individual Counseling
Students who would like assistance in defining their career goals, selecting a major, identifying internship opportunities, applying to graduate school or developing job seeking and interview skills may schedule an appointment.
**Testing and Assessment**
The Myers-Briggs Type Indicator (MBTI) and the Career Liftoff Interest Inventory are available to students to assist them in their career planning process. Appointments may be scheduled to complete either or both instruments.

**Online Job and Career Information**
Job listings (both full-time and part-time), internships and volunteer opportunities and local career event information is posted regularly and made available to students via the Career Development and Internships webpage which features access to the *College Central Network* (a national online job search link) and part-time jobs board.

**Career Workshops**
A variety of career-related workshops and programs are offered each semester featuring such topics as résumé writing, preparing for job search or internship placement, mock interviews and employer information sessions. Workshops on specific topics or for specific groups are available upon request.

**Internship Fair**
Salem hosts an internship fair each fall. Students seeking internship opportunities are encouraged to attend.

**International Student Services**
The director assists students with visa-related issues and serves as a resource regarding applications for work permits, internship authorizations, post-graduation plans for Optional Practical Training (OPT) and graduate or professional study.

**Health and Counseling Services**
*Beth Graham, RN, Director of Health Services*
*Dr. Jack LoCicero, Director of Counseling Services*
*Rachel Scott, CNA, Nursing Assistant*

**Health Services**
The Health Center provides care for acute illness, information and education on women’s health issues, gynecology exams, allergy injections and referrals to offsite specialists. Nursing-care clinics are held Monday through Friday from 8:30 a.m. to 12:00 noon and from 1:00 p.m. to 4:00 p.m. Appointments to see the on-campus physician may be scheduled by calling the student health center. If a student needs medical attention after hours, she is to notify her residence hall director or contact the Office of Public Safety.

Salem College requires that all traditional-age students have health insurance. Students may enroll in the insurance plan offered through Salem College or show evidence of coverage through an outside plan. Fleer students are also eligible to enroll in the student health insurance plan. Please refer to Salem’s web page for the current information on the insurance plan that is available through the College.
Every traditional-age student is required to have a physical examination prior to enrolling at Salem. Special needs or medical problems should be noted on the health form and brought to the attention of the director of health services. Any student participating in intercollegiate sports is required to obtain clearance from her physician prior to her arrival on campus.

In adherence with North Carolina state law, all students 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. All traditional-age students must submit a current immunization record. Any Fleer Center student who was admitted after September 5, 2007 must submit a current immunization record.

The guidelines for completing the immunization record are included in the acceptance packet or can be obtained online from the Health Center or the Martha H. Fleer Center for Adult Education. The completed record must be received and approved by the Director of Health Services BEFORE the student will be allowed to attend class.

The Health and Counseling Center is 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.

The student health center staff does not write excuses for missing class due to illness. The staff will notify faculty of a student’s medical appointment if requested.

Note: Fleer Center students do not pay a health fee and are not eligible for services through the Health Center.

**Counseling Services**
The Salem College Counseling Center provides assistance to students by offering professional and confidential counseling and support for a variety of emotional and personal issues, such as grief and loss, body image and eating concerns, stress management, coping with depression and other student concerns as needed and requested.

The goal of Counseling Services is to help meet the psychosocial and developmental needs of students through the provision of individual and group counseling, workshops and educational programs that support academic persistence. Our professional counselors demonstrate objectivity and sensitivity in the assessment of student needs and concerns and make referrals to community professionals as appropriate. Our work further supports the mission of student affairs by enabling students to live balanced lives, define success for themselves and help them discover how their unique abilities allow them to make positive contributions to our community and our world.

Fleer students do not pay a health fee and are not eligible for all services offered in the Counseling Center; however, services provided at no fee include personal workshops and access to the personal development library. Fleer students may receive one free visit to the Counseling Center for assessment and referral to a therapist in the community.
Student Activities and Organizations

Brooke Barber, Director of Student Activities

The Student Government Association (SGA) is the governing body for traditional age undergraduate students. Interested Fleer students are welcome to participate as nonvoting members. The SGA strives to foster both the individual and community interests of students by maintaining expectations for a high standard of conduct, by creating a spirit of unity and by developing a sense of individual responsibility and adherence to the Honor Tradition at Salem College. The Fleer Leadership Council is the team of Fleer Center student representatives who work on behalf of the interests of the non-traditional age student population.

Clubs and Organizations

Salem students have the opportunity to join a variety of clubs and organizations. Please refer to the Student Handbook, issued annually to all Salem students, for a current list of recognized clubs and organizations. Any student who holds a major office in any college organization must have a G.P.A. of 2.0 or higher.

Religious Life

Rev. Amy Rio-Anderson, Chaplain

As an institution related to the Moravian Church, Salem College places emphasis on religious values and on the maintenance of an atmosphere in which ethical questions and answers may develop on both institutional and personal levels. The institution believes that the examination of religious values should be encouraged in the college years and that instructional guidance should reflect ethical maturity in the faculty. In keeping with the traditions of a church-related college, the academic study of religion is offered as an integral part of the curriculum.

The churches of Winston-Salem and the denominational ministers assigned to the colleges in the community encourage the students to participate in local church life and denominational programs. In addition, these campus ministers contribute to the counseling services available through the Office of the Dean of Students.

There are a variety of religious organizations on campus representing different denominations. They include the Baptist Student Union (BSU), Catholic Student Association (CSA), Episcopal Student Fellowship (ESF), InterVarsity Christian Fellowship (IV), the Wesley Foundation (United Methodist) and the Presbyterian Campus Ministry (PCF). The Chaplain’s Office also coordinates a student-led Interfaith Council, which consists of students from various religious traditions. The Council hosts events from different faith traditions throughout the year.

Athletics

Kim Fierke, Athletic Director

The Salem College athletic program supports seven intercollegiate varsity sports (basketball, cross country, soccer, softball, tennis, track & field and volleyball). Salem College is a member of NCAA Division III and the Great South Athletic Conference. The philosophy of the Salem College athletic department states:

The Salem College Athletics Department believes that intercollegiate athletics is an integral component of a liberal arts education and that the student-athlete’s academic experience is
enhanced by participation in the competitive environment of intercollegiate athletics. The Salem College Athletic Department strives for academic and athletic excellence through the establishment and maintenance of an environment that values diversity and emphasizes physical and mental well-being among its student-athletes and athletic staff. In pursuit of athletic excellence athletics provide the student-athlete the opportunity for self-discovery and the development of principles of discipline, fair play, sportsmanship and ethical conduct; they also provide an environment that is fair, open, and honest. All athletic staff, student-athletes and Salem College faculty, administration and staff are part of a community where each is treated with dignity and respect. To facilitate this philosophy Salem College is a member of the NCAA and participates under its Division III guidelines.

To be eligible to compete in varsity athletics the student must adhere to the following regulations:
1. Each student-athlete can participate in four seasons of any given sport. The student-athlete has 10 full-time semesters of attendance in which to complete her four seasons. A full-time semester is utilized when the student-athlete is enrolled in a full time load and attends the first day of classes.
   a. Full time in fall or spring term equals at least three full-credit Salem courses, which converts to an equivalent of 12 semester hours.
   b. A student must withdraw prior to the first day of classes in order to not have the semester count towards eligibility.
2. Carry and pass a minimum of three full Salem course credits in the fall and spring terms. Anytime a student-athlete drops below three course credits, she becomes ineligible immediately.
   a. Repeating a class that was previously passed does not count towards the three credits.
   b. Passed summer credits or credits taken between terms will be added to the total of the two previous full-time terms.
3. Minimum term G.P.A. requirements based on fall and spring term performance include:
   a. 1.5 at the end of the first semester
   b. 1.8 at the end of the second semester
   c. 1.9 at the end of the third semester
   d. 2.0 at the end of the fourth and subsequent semesters
   *Courses taken at Salem College for academic credit during Jan Term may contribute to the previous term G.P.A.*
4. Anytime a student is placed on academic probation by the College, she is immediately ineligible to compete in intercollegiate athletics (including travel with the team); however, the student may be eligible to practice if approval is given by the coach.
5. Transfer Credits
   a. Credits transferred in from another institution will not influence the G.P.A. at Salem College.
   b. A grade of “C” or better must be obtained in order to transfer in.

Athletics facilities include two gymnasiums, 12 tennis courts, 25-yard indoor pool, softball field, two outdoor playing fields, two practice fields and a fitness center.

**Center for Women Writers**

*Amy Knox Brown, Director*
The Center for Women Writers provides the Salem Community the opportunity to celebrate writing through workshops, lectures, readings, courses and other special programs. Through the Center Salem College hosts writers of diverse genres of expression. The works of the Center’s guests have been featured on national and international bestseller lists and have won Pulitzer Prizes, National Book Awards and a host of other accolades. Salem College students are invited to participate in master classes and meet both formally and informally with visiting writers throughout the academic year. The speakers also share their experiences in a public program for Salem students and the greater community.

Cultural Events
Salem College offers events throughout the school year featuring speakers on a variety of topics. Performing arts programs, music recitals, films and exhibits by distinguished artists as well as Salem’s faculty and students are also presented. Salem welcomes community members to campus for these programs. In addition, invited guests meet with students in a classroom setting and often lead master classes and workshops.

Visiting speakers include author and social activist Gloria Steinem; award-winning songwriter and author Marshall Chapman; NPR commentator Andrei Codrescu; activist and commentator Loretta Ross; author Jill McCorkle; award-winning photographer Sheila Pree-Bright; one of only 11 female CEOs in the Fortune 500, Susan Ivey; author of Dead Man Walking, Sister Helen Prejean; true-life hero Paul Rusesabagina; author Hillary Jordan; and former White House Bureau Chief Helen Thomas. Performances by Alban Elved Dance Company, Cleo Parker Robinson Dance, the Piedmont Chamber Singers, the Core Ensemble and pianist Frank Glazer have also been featured.

The Alumnae Association
Founded in June 1886, the Salem College Alumnae Association has clubs and local groups throughout the country.

The purposes of the Alumnae Association are to foster among the alumnae a spirit of continuing fellowship and service; to interpret Salem College to the communities in which they live; to promote among alumnae an active interest in the progress and welfare of Salem College; and to enable the College to maintain relationships with its alumnae. The Alumnae House, a college-owned building which was restored by the alumnae in 1948, serves as the Alumnae Relations Office. The Alumnae Association supports the following: President’s Prizes for academic excellence; Rondthaler Awards for creative expression; and the Siewers Room, the alumnae historical room in Gramley Library.
ACADEMIC PROGRAM
The academic program at Salem College has its foundation and purpose in the traditional liberal arts and sciences. Salem believes that every student should have a substantive engagement with liberal learning to ensure that she has a reasonable command of the intellectual skills and cultural resources she needs to be a productive woman in a changing and increasingly complex world. Beyond that, the College expects each student to demonstrate competence in a major area of interest, as well as breadth of knowledge in subject matter central to the arts and sciences, sufficient to enable her to prepare for graduate or professional school, a career or other opportunities requiring a liberal education.

To meet these objectives, the curriculum at Salem requires that every student complete the Salem Signature, the College’s general education program, and complete at least one academic major from among those available at the College. In addition, traditional-age students complete four January Term courses.

Because the College places a premium on meeting the special interests and needs of each student, the curriculum also offers various minors and programs, as well as extensive opportunities for independent study, off-campus study, study abroad and internships.

Salem Signature – Salem College’s General Education Program
Gary Ljungquist, Director of the Salem Signature
Building on the commitment of Salem’s founders to the education of women, the Salem Signature provides an innovative and rigorous liberal education. In a community devoted to scholarly inquiry, students participate in disciplinary and interdisciplinary courses and merge knowledge and practice through experiential learning. The dynamic examination of concepts, ideas and opinions broadens students’ perspectives, awakens their intellectual curiosity, and challenges them to put learning to work in the real world. The Salem Signature program equips students with knowledge, skills and competencies necessary to excel in a liberal arts institution and to make connections across space, time and disciplines. The Salem Signature program educates the whole person, realizes individual potential, fosters intellectual curiosity, develops leadership skills and cultivates women of change.

All Salem Signature courses are informed by a commitment to producing scholars who have learned how to learn. Salem graduates know how to learn because they know how knowledge is organized, how to find and evaluate information and how to put information to use to assist others in learning. Completing the Salem Signature indicates that Salem graduates are prepared for lifelong learning in a global community.

Salem Signature Competencies
After having completed their education, graduates of Salem College will possess and demonstrate a range of competencies, detailed below. These competencies should not be confused with specific course requirements, which are listed in the section on “Degrees and Requirements.” Competencies to be demonstrated by the time of graduation are as follows:
Critical Thinking – Students will think critically and solve problems.
Students will possess the ability:
• to evaluate, interpret and explain evidence, issues and arguments
• to draw reasonable conclusions
• to apply critical thinking in solving problems.

Communication – Students will speak, write and use technology to express ideas, concepts and information clearly and effectively.
Students will possess the ability:
• to communicate orally
• to communicate in writing
• to use technology in communicating ideas, concepts and information.

Quantitative reasoning – Students will demonstrate quantitative reasoning.
Students will possess the ability:
• to apply quantitative data in real life situations
• to interpret and evaluate mathematical models-formulas, graphs, tables and schemata
• to solve problems using quantitative data and methods
• to estimate and check solutions to problems for reasonableness.

Global Awareness – Students will demonstrate global awareness and responsibility.
Students will possess the ability:
• to view issues from the perspective of other cultures
• to describe of the interdependence of world populations and the complex relationship between humans and their environment
• to articulate the dynamics of interacting with people from different cultures and socio-economic groups.

Gender Inquiry – Students will articulate the role of gender and apply gender as an analytical lens.
Students will possess the ability:
• to articulate the role of gender
• to apply gender as an analytical lens
• to analyze the intersection of gender with other categories of social difference
• to describe the role of women across cultures and time
• to examine the student’s own gendered life experience.

January Term
The January Term provides students with an opportunity to concentrate on one subject area of particular interest. During this month students may enroll in courses on campus, travel programs, independent studies or internships. Additionally, students have the option of enrolling in courses or programs at other 4-1-4 academic calendar institutions. Every traditional-age, full-time student must register for a January course each year. Students in the Martha H. Fleer Center for Adult Education have the option, but not the requirement, of registering for a January term course.
First-year students may enroll in either on-campus courses or in Salem faculty-sponsored travel programs during the January Term. Salem-sponsored programs are also open to students from other colleges.

The January Term is an ideal time for the student to investigate new areas of study, refine her independent learning skills, integrate her theoretical knowledge with practical experience, explore career options and pursue her research interests.

Recent on-campus courses have been offered in art, film, literature, meditation, music technology and self-defense. Recent travel courses have included “Total Immersion in Spanish” (Cuernavaca, México), “China – Culture and Business,” “Walkabout Down Under” (Australia) and “Vienna, Capital City of Europe.”

Qualified students may elect to participate in January term experimental internships. A student must have a cumulative G.P.A. of 2.0 to do an experimental internship. Departmental internships may have additional requirements for eligibility. Internships are not open to first-year students. In the past, Salem College students have completed internships in a wide variety of areas – retailing, marketing, public relations, journalism, teaching, data processing – for many businesses, agencies, law firms, congressional offices, investment houses, banks, hospitals, museums and schools. Prospective interns will be screened by a faculty sponsor who will make sure they have the necessary courses and cumulative G.P.A. Independent studies provide an additional option for students to explore in detail a specific interest.

Every traditional-age, full-time student must register for a January course each year, as their degree requirements mandate successful completion of four January courses. Two of the January courses must be chosen from the following categories: internships, independent studies, experimental courses or travel programs.

On-campus courses that are taken to satisfy general education and major requirements will be given letter grades. Experimental and travel courses (with a JANX course prefix) will be graded pass/no credit. Graded courses will be calculated in the student’s G.P.A.

Specific January term course offerings are published in the fall of each academic year. General course descriptions are found in the January Term Courses section of the Courses of Instruction section of this catalog.

**Academic Advising**

The purpose of the academic advising program at Salem is to assist each student in planning an educational program consistent with her life goals and interests. The academic advising program consists of two parts. The first phase is first- and second-year advising; the second phase is advising of majors. Each incoming traditional-age first-year student is assigned a faculty advisor and a peer academic leader on the basis of her interests. Incoming students in the Martha H. Fleer Center for Adult Education are initially advised by the Coordinator of Academic Advising or the Dean of the Fleer Center. Once the student declares her major, usually by the spring of her sophomore year, she is assigned a new faculty advisor in the department of her major. A student may change her faculty advisor at any time either by consultation with the dean of
undergraduate studies or the chair of the department in which she has declared her major. While the College provides a complete advising program to assist students, the ultimate responsibility for meeting degree requirements rests with the student.
DEGREES AND REQUIREMENTS

General Requirements Governing Undergraduate Degrees

Salem College confers four undergraduate degrees: the bachelor of arts, the bachelor of science, the bachelor of music and the bachelor of science in business administration. Candidates for each degree must complete at least 36 courses for graduation. Most degrees also require four January courses (which may be counted towards the 36 course requirement), two terms of physical education and a course in wellness. Students in the Martha H. Fleer Center for Adult Education are exempt from the physical education, wellness and January Term requirements, but may register and receive elective credit for these courses. All degree candidates must complete the Salem Signature requirements for their degree, a major and electives.

Every student must earn a cumulative G.P.A. of 2.00 (C average) over all courses attempted at Salem College to qualify for a degree. Furthermore, a 2.00 average over all courses applicable to the major is required for graduation.

The academic program for each degree is organized into a 4-1-4 calendar, which includes a fall term of 15 weeks, a January term of four weeks, and a spring term of 15 weeks. A degree program normally requires four years with four courses each term and one January course each academic year. The unit of instruction at Salem College is the course, which is equivalent, for credit purposes, to four semester hours. Conversion procedures, based on three or four semester hours, are described in the Transfer Credit Policy earlier in this catalog.

Unless specifically exempted by the policies governing the major, eight of the last ten courses and at least ten courses total for the degree must be taken at Salem. The student who enters as a senior must complete ten courses in residence at Salem College in order to qualify for a degree.

Courses taken in regionally-accredited college summer-school programs are applicable to the degree if approved in advance by 1) the department chair of the department offering a comparable course and 2) either the registrar or the dean of undergraduate studies. Courses taken during the summer are subject to the residency requirements stated above.

The catalog (and supplement, if applicable) issued during the year in which a student enters Salem College is the catalog that governs the general degree requirements, provided that coursework is completed within eight years of entrance and that the student’s enrollment has not been interrupted for one calendar year or more. A student may petition the Subcommittee on Academic Appeals with a request to follow the general degree requirements listed in a subsequent catalog in force during her period of enrollment. For major and minor requirements, the governing catalog is the one in effect when the student declares the major or minor, except as noted below. Exceptions may be necessary in order to conform to standards of external accrediting bodies. Any student who is approved for readmission to the College after an absence of one calendar year or more will be bound by all requirements (including both general degree requirements and major requirements) of the catalog in force in the student’s semester of re-enrollment after readmission.

The 2009-2010 undergraduate catalog introduced a new Salem Signature program, requiring registration for specific courses which may not yet be offered at the time of a student’s
enrollment. Students who enroll at Salem through Summer 2012 with advanced classification should consult the chart below to determine the catalog governing their general degree requirements. Prior-year catalogs are available at www.salem.edu/catalog or may be reviewed at the Office of the Registrar.

### Salem College Catalog (or Supplement)

#### Governing Transfer Students’ General Degree Requirements, 2010-2013

<table>
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<th>Term and Year of Enrollment</th>
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<th>Fall 2011 through Summer 2012</th>
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<td><strong>Senior</strong></td>
<td>2008-09</td>
<td>2008-09</td>
<td>2012-13</td>
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### Requirements for a Second Baccalaureate Degree

Each undergraduate degree (B.A., B.S., B.S.B.A. and B.M.) offered at Salem College requires the completion of at least 36 courses. A student who wishes to earn a second Salem bachelor’s degree must complete at least eight additional courses beyond the 36 required for the first degree. She must also satisfy any general education, major and elective requirements for the second degree. Her major must be in a different area of study from the one completed for the first degree, and the second degree must be a different baccalaureate degree. Note: Students seeking a second major within the same degree (for example, a double major in history and English, both within the B.A.) receive only one degree. Requirements for a second baccalaureate degree are applicable only when a second major falls under a separate degree from the first major. See the list of majors and degrees below.

Students who have graduated from Salem College may return for additional post-baccalaureate studies. A post-baccalaureate additional major or minor may be pursued in the same degree which the student has previously completed. (Students who wish to pursue an additional post-baccalaureate major in a different degree would need to follow the guidelines above for a second degree.)

Post-baccalaureate studies are recorded separately from the prior degree studies; however, the complete academic record for the student will be included in any transcripts that are issued.

Students who graduated from another college or university with a bachelor’s degree and who are admitted to Salem College to obtain a second bachelor’s degree must meet all requirements toward the degree, including major and Salem Signature requirements; at least 10 courses toward the second bachelor’s degree must be taken at Salem. The Transfer Credit Policy, as published in the Salem College Undergraduate Catalog, applies.
Academic Majors
A major must be completed according to the requirements of the degree and of the department which offers the major. The governing catalog (or catalog supplement) for specific major requirements is the one in effect at the time the student declares the major.

As part of a liberal arts education, students are encouraged to take courses in a range of disciplines before declaring a major. Students should discuss their major options with their academic advisor. To declare a major, the student must complete at least one required course in the department toward the major; the course must be taken at Salem College and the G.P.A. for that course (or courses, if more than one course has been taken in the major department) must be 2.00 or greater. Transfer students in their first semester at Salem College should consult with their intended major department to review their past academic work in the major.

After declaring a major and completing three courses toward the major at Salem College, a student who fails to maintain a 2.00 G.P.A. in that coursework forfeits the right to continue in that major unless a temporary exemption is granted by the department concerned. Under such an exemption, the student’s progress toward the major will be re-evaluated at the end of the term following the exemption. In all cases, if the student has completed five courses toward the major but failed to maintain a 2.00 G.P.A. in those courses, the student shall be removed from the major and shall be required to meet with the Dean of Undergraduate Studies to discuss alternative programs of academic study.

All students are expected to declare a major no later than the end of the sophomore year. Transfer students who enter Salem College as juniors or seniors must complete one course at Salem College in their intended major before they are permitted to officially declare their major. As for all students, the minimum major G.P.A. required for entry to the major remains 2.00.

To graduate, a student must obtain a 2.00 minimum G.P.A. in all courses required for the major. In calculating the major G.P.A., all courses specified as major requirements will be included.

A student who wishes to graduate with more than one major must complete all of the requirements, including the G.P.A. minimum, for each major.

Majors and Degrees Available
As part of their liberal arts curriculum, students are strongly encouraged to pursue a breadth of coursework outside a single major and the Salem Signature requirements. Academic advisors work closely with students to aid in the selection of additional elective coursework, a minor or a second major.

Bachelor of Arts (B.A.)
The bachelor of arts degree offers the student the opportunity to major in one or more of the following fields: art (studio), art history, arts management, biology, business administration, chemistry, communication, creative writing, economics, education (elementary or special education), English, exercise science, French, history, integrative studies, interior design, international business, international relations, mathematics, music, not-for-profit management,
philosophy, public policy, psychology, race and ethnicity studies, religion, sociology, Spanish and women’s studies. Education licensure programs or concentrations are available for art, biology, chemistry, economics, English, French, history, international relations, mathematics, music, psychology, sociology and Spanish majors.

For the bachelor of arts degree, a major generally requires eight to 11 courses in a single discipline, or 10 to 14 in two or more disciplines. No major may require more than 11 courses in a single discipline nor more than 16 in two or more disciplines, with the exception of business administration, education, interior design and international business.

Bachelor of Science (B.S.)
The bachelor of science degree offers the student the opportunity to major in accounting, biology, chemistry, clinical laboratory science, exercise science or mathematics.

Bachelor of Music (B.M.)
The bachelor of music degree provides an opportunity to major in music performance in piano, organ, flute or voice.

Bachelor of Science in Business Administration (B.S.B.A.)
The bachelor of science in business administration degree, which is available only to students in the Martha H. Fleer Center for Adult Education, offers the student the opportunity to major in business administration (with concentrations in accounting, economics, finance, marketing or sport management).

Academic Minors
Every student, regardless of degree program, has the option of electing a minor in addition to the chosen major. A minor consists of a sequence of courses, designated by the department, of no fewer than four courses and no more than six courses in a field. The following minors are now available to students: accounting, art (studio), art history, arts management, biology, business administration, chemistry, coaching, communication, creative writing, dance, economics, English, French, history, marketing, math, music, musical theater, not-for-profit management, philosophy, political science, psychology, religion, sociology, Spanish and women’s studies. The requirements for each minor may be found following the description in the catalog of each major.

No more than three courses may be counted toward both a student’s major and a minor.

General Requirements for the Bachelor of Arts (B.A.), Bachelor of Science (B.S.) or Bachelor of Music (B.M.)
At least 36 courses – including a major and the Salem Signature general education program – are required for the bachelor of arts (B.A.), bachelor of science (B.S.) or bachelor of music (B.M.) degree.

Students must complete four January Term courses (which are counted toward the 36 required courses and as electives, if applicable) except in the case of 1) students in the Martha H. Fleer
Center for Adult Education or 2) traditional-age students who have met all other degree
requirements and intend to graduate at the end of the fall term of their senior year.

The Salem Signature requires students to demonstrate competencies in critical thinking,
communication, quantitative reasoning, global awareness and gender inquiry. Course
requirements are grouped into liberal arts interdisciplinary dimensions, liberal arts disciplinary
dimensions and liberal arts experiential dimensions. No course with the prefix “SIGN” may be
counted toward a disciplinary dimension.

Salem Signature requirements for traditional-age and Fleer Center students are listed separately
below. Specific courses which satisfy the various dimensions are listed following the
requirements.

**Salem Signature Requirements: Traditional-Age Students**

**Liberal Arts Interdisciplinary Dimensions**

- SIGN 110. First Year Experience *or*
- SIGN 111. Honors First Year Experience
- SIGN 112. Academic Writing Seminar (may be waived through writing assessment)
- SIGN 120. Global Awareness Seminar *or*
- SIGN 121. Honors Global Awareness Seminar
- SIGN 350. Senior Interdisciplinary Seminar

Women’s Studies: One approved course from a selection of disciplinary or interdisciplinary
courses focused on the role of sex and gender and the impact of women across cultures
and time.

Quantitative Interpretation/Evidence-Based Thinking: One approved course that requires
students to analyze quantitative information, which may include formulas, graphs or
numerical data, and to analyze ideas and information scientifically and draw relevant
conclusions based on empirical evidence.

**Liberal Arts Disciplinary Dimensions**

Science: One approved introductory course (no prerequisites in the discipline) with
laboratory, chosen from biology, chemistry, physics or science interdisciplinary courses,
that provides a foundation in scientific concepts, theories and methods.

Social Science: One approved introductory course (no prerequisites in the discipline) chosen
from anthropology, communication, economics, education, political science or sociology
that provides a foundation in the concepts, theories and methods of a social science
discipline.

Arts: One approved introductory course (no prerequisites in the discipline) chosen from art,
dance or music that serves as a foundation in the concepts, theories, and practices of an
arts discipline.

Humanities: One approved introductory course (no prerequisites in the discipline) chosen
from history, literature, philosophy, religion that provides a foundation in concepts, texts
and methods of analysis of a humanities discipline.

Mathematics: MATH 060, 070 or 100. Students may satisfy proficiency in MATH 060, 070
or 100 through a proficiency examination administered by the Salem College Department
of Mathematics. The mathematics requirement is waived for students who place into MATH 101 or higher.

Coursework or demonstrated proficiency in the language of another culture at the intermediate level or higher

Liberal Arts Experiential Dimensions
SIGN 210. Service Learning Seminar or other approved service learning course, including ARMN 110 and COMM 321. See notations on course schedule for other courses that satisfy this requirement.
SIGN 270. Internship/Professional Development Experience or JANX 270. Experimental Internship or Departmental internship/professional development experience
PHED 050. Wellness for Life
Two physical education activity courses. Please note:
- A student shall be permitted to enroll in a maximum of four for-credit (0.25 credits) physical education activity courses, for the equivalent of one course. If the student wishes to enroll in a physical education activity course beyond one total course credit, she would be required to register as an auditor.
- A student shall not be permitted to repeat for credit an activity course which the student has already passed. If the student chooses to repeat a PHED activity course she would need to register as an auditor.
- A student may substitute one semester of a team sport (PHED 012, 013, 017, 018, 019, 020, 041 or 045) or one dance technique course (DANC 023, 034, 035, 036, 037, 038 or 039) for either of the two required PHED activities. Team sports do not receive course credit, though one semester of team registration could satisfy one activity requirement. A student could, for example, enroll in one team sport and one dance activity course to satisfy the physical education requirement. However, a student may not substitute two team sports or two dance technique courses for both activity requirements. (Note also that satisfaction of the physical activity requirement is calculated on the basis of courses, not credits. Therefore, enrolling in one 0.5 credit DANC course would satisfy only one-half of the physical activity requirement.)

SIGN 350 and SIGN 270 (or equivalent internship course) are considered upper-division general education requirements.

Salem Signature Requirements: B.A., B.S. and B.M. Students in the Martha H. Fleer Center for Adult Education

Liberal Arts Interdisciplinary Dimensions
SIGN 112. Academic Writing Seminar (may be waived through writing assessment or previous college-level coursework)
SIGN 130. Transitions: A Changing Culture
SIGN 350. Senior Interdisciplinary Seminar
Women’s Studies: One approved course from a selection of disciplinary or interdisciplinary courses focused on the role of sex and gender and the impact of women across cultures and time.
Quantitative Interpretation/Evidence-Based Thinking: One approved course that requires students to analyze quantitative information, which may include formulas, graphs or numerical data, and to analyze ideas and information scientifically and draw relevant conclusions based on empirical evidence.

Liberal Arts Disciplinary Dimensions
Science: One approved introductory course (no prerequisites in the discipline) with laboratory, chosen from biology, chemistry, physics or science interdisciplinary courses that provides a foundation in scientific concepts, theories and methods.
Social Science: One approved introductory course (no prerequisites in the discipline) chosen from anthropology, communication, economics, education, political science or sociology that provides a foundation in the concepts, theories and methods of a social science discipline.
Arts: One approved introductory course (no prerequisites in the discipline) chosen from art, dance or music that serves as a foundation in the concepts, theories and practices of an arts discipline.
Humanities: One approved introductory course (no prerequisites in the discipline) chosen from history, literature, philosophy or religion that provides a foundation in concepts, texts and methods of analysis of a humanities discipline.
Mathematics: MATH 060, 070 or 100. Students may satisfy proficiency in MATH 060, 070 or 100 through a proficiency examination administered by the Salem College Department of Mathematics. The mathematics requirement is waived for students who place into MATH 101 or higher.
Coursework or demonstrated proficiency in the language of another culture at the intermediate level or higher

SIGN 350 is considered an upper-division general education requirement.

Courses Approved for Salem Signature Interdisciplinary or Disciplinary Dimensions
Approved Courses: Interdisciplinary Dimensions – Women’s Studies
ARTH 180. Women and Art
BIOL 070. Issues in Biology for Women
COMM 223. Gender and Communication
DANC 104. History of Dance
ENGL 208. Early Modern Female Dramatists: Sinners, Saints and Sapphos
ENGL 288. Women Writers 1900-present
ENGL 293. The Culture of African-American Literature
ENGL 320. Contemporary American Fiction
ENGL 325. Global Literature
ENGL 347. Twentieth Century American Novel
ENGL 348. The Rise of the Female Novelist 1660-1786
HIST 221. American Women’s History
HIST 250. Special Topics in History (if topic appropriate; requires approval)
HIST 265. American Constitutional Law and Legal History
HIST 269. America in Our Time: 1945 to present
MUSI 105. Women in Music
MUSI 305. Women in Music
PSYC 110. Psychology of Women
PSYC 160. Human Sexuality
RELI 255. Women in Ancient Judaism and Hebrew Scriptures
RELI 256. Women in the New Testament and Early Christianity
SOCL 230. Sociology of Gender Roles
SOCL 232. Marriage and the Family
WMST 204. Introduction to Women’s Studies
WMST 210. Feminist Theory: Lenses and Methodologies
WMST 220. Special Topics in Women’s Studies

Approved Courses: Interdisciplinary Dimensions – Quantitative Interpretation/Evidence-Based Thinking

ACCT 120. Principles of Financial Accounting
BIOL 050. Issues in Environmental Science
BIOL 070. Issues in Biology for Women
BIOL 205. Biometry
BUAD 240. Business Statistics
CHEM 207. Solutions
CPSC 140. Introduction to Programming I
ECON 100. Principles of Economics
ECON 110. Introduction to Macroeconomics
ECON 120. Introduction to Microeconomics
MKTG 231. Market Research Methods
MATH 070. Essential Calculus
MATH 100. Calculus I
MATH 101. Calculus II
MATH 102. Calculus III
MATH 103. Calculus IV
MATH 210. Differential Equations
PHIL 121. Logic
PHSC 050. Physical Science
PSYC 010. Introduction to Psychology
PSYC 101. Statistics
SCIE 010. Special Topics in Science
SOCL 215. Social Statistics

Approved Courses: Disciplinary Dimensions – Science

BIOL 100. Cell and Molecular Biology
CHEM 050. Modern Chemistry and Society
CHEM 110. General Chemistry
PHYS 210. General Physics
SCIE 030. Special Topics in Science (with laboratory or field experience)
**Approved Courses: Disciplinary Dimensions – Social Science**

- ANTH 110. Introduction to Cultural Anthropology
- COMM 120. Oral Communication
- COMM 170. Intercultural Communication
- COMM 180. Visual Communication
- ECON 100. Principles of Economics
- ECON 110. Introduction to Macroeconomics
- ECON 120. Introduction to Microeconomics
- EDUC 112. Historical and Social Foundations of Education
- POLI 110. Introduction to International Relations
- PLCY 100. Introduction to Public Policy
- POLI 120. American Government
- POLI 140. Comparing World Governments
- SOCI 100. Introduction to Sociology

**Approved Courses: Disciplinary Dimensions – Arts**

- ARTH 121. Survey of Western Art I
- ARTH 122. Survey of Western Art II
- ARTH 140. Survey of the Art of Japan
- ARTH 150. Survey of the Art of China
- ARTH 263. American Art
- DANC 104. History of Dance
- DANC 201. Choreography
- MUSI 103. The Musical in America
- MUSI 303. The Musical in America
- MUSI 105. Women in Music
- MUSI 305. Women in Music
- MUSI 107. Introduction to Music of the World
- MUSI 307. Introduction to Music of the World
- MUSI 117. Principles of Musical Style and Structure

**Approved Courses: Disciplinary Dimensions – Humanities**

- BUAD 124. Business Ethics (cross-listed as PHIL 124)
- CRWR 212. Introduction to Creative Writing
- ENGL 208. Early Modern Female Dramatists: Sinners, Saints and Sappho
- ENGL 221. Special Topics in English
- ENGL 223. Modern Drama
- ENGL 231. Survey of English Literature 1370-1789
- ENGL 232. Survey of English Literature 1798-Present
- ENGL 288. Women Writers 1900-Present
- ENGL 292. American Literature Before 1870
- ENGL 293. The Culture of African-American Literature
- ENGL 294. American Literature from 1870 to the Present
- ENGL 295. Selected Southern Writers
- ENGL 298. Twentieth-Century Poetry
- ENGL 315. Major British and American Writers
ENGL 325. Global Literature
HIST 103. World History I
HIST 104. World History II
HIST 105. United States History to 1877
HIST 106. United States History Since 1877
PHIL 101. Introduction to Philosophy
PHIL 122. Ethics
PHIL 124. Business Ethics (cross-listed as BUAD 124)
PHIL 202. Problems of Philosophy
PHIL 210. Individual Philosophers
PHIL 220. Topics in Philosophy
PHIL 248. Modes of Knowing
RELI 106. The Religious Dimension
RELI 110. Introduction to Hebrew Scriptures
RELI 111. Introduction to the New Testament
RELI 120. Western Religious Traditions
RELI 130. Eastern Religious Traditions
RELI 160. The Moravian Experience

Note: A single course may be counted toward two (but not more than two) Salem Signature requirements if it appears in more than one list above. Special topics and HONR courses may be approved to fulfill a Salem Signature requirement. Courses with the SIGN prefix cannot be counted toward major requirements and may not be used to meet Salem Signature requirements for which they are not explicitly named. Contact the Director of the Salem Signature with questions.

General Requirements for the Bachelor of Science in Business Administration (B.S.B.A.)
The bachelor of science in business administration (B.S.B.A.) is a degree available only to students in the Martha H. Fleer Center for Adult Education. At least 36 courses, including a major and the Salem Signature, are required.

For the B.S.B.A., it is possible to major in business administration with specialties in accounting, economics, finance, marketing, or sport management. Major requirements are found in the “Courses of Instruction” section under “Business Administration.”

Salem Signature Requirements: B.S.B.A. Students in the Martha H. Fleer Center for Adult Education
Liberal Arts Interdisciplinary Dimensions
SIGN 112. Academic Writing Seminar (may be waived through writing assessment or previous college-level coursework)
SIGN 130. Transitions: A Changing Culture
SIGN 350. Senior Interdisciplinary Seminar
Women’s Studies: One approved course from a selection of disciplinary or interdisciplinary courses focused on the role of sex and gender and the impact of women across cultures and time. See list of approved courses in the section above.
Liberal Arts Disciplinary Dimensions

Science: One course in biology, chemistry, interdisciplinary science, physical science, physics or psychology
Language/Communication: Two modern language courses or
Two courses from: ENGL 211, CRWR 212, COMM 100, COMM 120, COMM 170 or PHIL 121
Arts/Religion: One course in art, dance, music or religion
Humanities: BUAD 124. Business Ethics (required for the major) and one course in history
Quantitative Interpretation: BUAD 240. Business Statistics (required for the major)
Social Science: ECON 100. Principles of Economics and one introductory course in a social science discipline outside economics or
ECON 110. Introduction to Macroeconomics and ECON 120. Introduction to Microeconomics
(either ECON 100 or 110 & 120 required for the major)
Mathematics: MATH 070. Essential Calculus or MATH 100. Calculus I (either course required for the major)

SIGN 350 is considered an upper-division general education requirement.
CERTIFICATE PROGRAMS

Undergraduate Certificate Programs
Salem’s undergraduate academic certificate programs are designed to support the College’s mission and academic vision. These programs allow Salem College to respond quickly and flexibly to meet educational needs in the community and to equip students with changing knowledge bases and skills.

The curriculum for each certificate program consists of college-level coursework. Students who are admitted to a freestanding certificate program and who later apply for and are admitted to a degree-seeking program at Salem may apply their certificate program coursework toward the Salem degree.

A minimum G.P.A. of 2.0 in the certificate curriculum is required for the granting of any certificate.

Currently, Salem offers four certificate programs: the Certificate Program in Accounting; the Certificate Program in Historic Preservation; the Certificate Program in Injury-Preventive Keyboard Technique; and the Certificate Program in Not-for-Profit Management.

To be admitted to a standalone undergraduate certificate program, students must meet academic eligibility requirements for admission to the Martha H. Fleer Center for Adult Education. Certificate programs are open to both male and female applicants. Some students may require additional prerequisite coursework for program admission. Requests for any exceptions to eligibility requirements must be made in writing to the dean of the Fleer Center.

Transfer credit is only permitted where specifically authorized in the program description. Course substitutions are not permitted.

Unless noted specifically in the certificate program description below, degree-seeking students may enroll concurrently in a certificate program. Degree-seeking students wishing to add a certificate curriculum must follow the same procedures as adding a major or minor, as described in this catalog in the section on Degrees and Requirements.

Application for admission to a stand-alone certificate program is made through the Fleer Center for Adult Education, Salem College, 601 South Church Street, Winston-Salem, NC 27101, (336) 721-2669, or online at www.salem.edu/fleercenter.

Certificate Program in Accounting
*Professors Mike Cummings and Ron Cardwell, coordinators*
Students in the Martha H. Fleer Center for Adult Education who successfully complete a six-course curriculum in accounting may earn a Certificate in Accounting. The earned certificate provides an academic credential for those wishing to begin or transition to careers in accounting.

Upon completion of the certificate program, students will be able to a) analyze business transactions within the framework of a balanced accounting system; b) prepare journal entries to
record business transactions using generally accepted accounting principles; c) prepare and analyze financial statements, including a balance sheet, income statement, statement of changes in shareholders’ (or owners’) equity and statement of cash flows; d) prepare budgets and cost variance reports for measuring operating performance; and e) use software programs such as Microsoft Word, Excel and PowerPoint.

A. Core Requirements
   ACCT 120. Principles of Financial Accounting
   ACCT 140. Intermediate Accounting I
   ACCT 150. Intermediate Accounting II
   ACCT 160. Cost Accounting

B. Two elective accounting course credits from the following:
   ACCT 155. Intermediate Accounting III
   ACCT 165. Forensic Accounting
   ACCT 170. Financial Management for Not-for-Profit Organizations
   ACCT 180. Accounting Information Systems
   ACCT 201. International Accounting
   ACCT 301. Auditing
   ACCT 304. Income Taxation II
   ACCT 303. Income Taxation I
   ACCT 305. Legal Environment and Professional Ethics
   ACCT 350. Accounting for Not-for-Profit Organizations

Upon completion of the courses to be used in satisfying the requirements of the Certificate, students are required to successfully complete an accounting assessment exam.

Four of the six courses must be completed at Salem College. A maximum of two transferred courses may be accepted toward the certificate. Only courses with grades of “C” or higher are transferable.

Degree-seeking students may pursue the certificate in accounting or the minor in accounting, but not both.

Certificate Program in Historic Preservation
Heather Fearnbach, coordinator
A Certificate in Historic Preservation is offered for students who are interested in the stewardship and future of historic buildings and structures. Students will develop skills in analysis and critical thinking as they investigate ways in which preservation affects communities. Drawing upon the wealth of Salem’s historic setting, students will develop knowledge and skills in the history and theory of historic preservation; methods of documentation and recordation; issues related to sustainable design; and the ways in which history is portrayed to public audiences outside of academic settings.

Requirements (5 courses)
   PRSV 230. Historic Preservation (cross-listed with ARTI 206)
   ARTI 248. History of Interior Design
   HIST 211. U.S. Public History
PRSV 240. Preservation-Sensitive Practices and Techniques One course
PRSV. Internship in Historic Preservation One course

Students may transfer up to two credits earned prior to admission to the certificate program with the approval of the program director.

**Certificate Program in Injury-Preventive Keyboard Technique**

*Professor Barbara Lister-Sink, coordinator*

The Certificate Program in Injury-Preventive Keyboard Technique, the first of its kind to be offered at a U.S. college or university, is offered through the Salem College School of Music. The program is intended to convey effectively the biomechanical knowledge, sensations and coordinations necessary to prevent injury and to promote consistently good coordination and development of full artistic potential of keyboard musicians. Studies show that between 50 and 75 percent of keyboardists in the United States are dealing with the effects of injuries related to their playing, and that female musicians are statistically twice as likely to develop playing-related injuries as male musicians. The method to be taught in the new certificate program is the Lister-Sink Method, developed by Salem music professor Barbara Lister-Sink.

The program addresses the needs of traditional-age and adult students seeking keyboard degrees; keyboard students who want a “gap year” between degrees to be retrained; professional teachers and performers who wish to learn how to teach the injury prevention techniques to others; and injured students, teachers, professional performers and church organists/pianists whose careers and studies have been affected by playing-related pain, fatigue and/or dysfunction.

**Requirements (4.75 courses)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSI 116. Injury-Preventive, Well-Coordinated Keyboard Technique</td>
<td>One course</td>
</tr>
<tr>
<td>MUSI 216. Pedagogy of Injury-Preventive, Well-Coordinated Keyboard Technique</td>
<td>One course</td>
</tr>
<tr>
<td>MUSI 223. Alexander Technique</td>
<td>One-quarter course</td>
</tr>
<tr>
<td>MUSI 226. Keyboardists’ Injuries: Causes and Cures</td>
<td>One course</td>
</tr>
<tr>
<td>MUSI 023. Applied Piano for Majors (Intensive)</td>
<td>One and one-half courses</td>
</tr>
</tbody>
</table>

Additional optional coursework in Alexander Technique (MUSI 223) or piano (MUSI 023), as detailed in suggested course offering schedules below.

By permission of the director, students may request to transfer the equivalent of MUSI 116 and/or one semester of MUSI 223. No course substitutions are permitted.

**Suggested Course Schedules**

The Certificate in Injury-Preventive Keyboard Technique can typically be completed in either two or three semesters, depending on the number of optional applied music and/or Alexander Technique courses for which the student registers. There are two suggested course schedule options:

**OPTION 1 (2 semesters)**

*Fall*
- MUSI 116. Injury-Preventive Well-Coordinated Keyboard Technique
- MUSI 223. Alexander Technique
- MUSI 023. Applied Piano for Majors (Intensive)
Spring MUSI 216. Pedagogy of Injury-Preventive Well-Coordinated Keyboard Technique
MUSI 023. Applied Piano for Majors (Intensive)
MUSI 223. Alexander Technique (optional)
MUSI 226. Keyboardists’ Injuries: Causes and Cures

OPTION 2 (3 semesters, including optional additional training, depending upon advisement)

Fall MUSI 116. Injury-Preventive Well-Coordinated Keyboard Technique
MUSI 223. Alexander Technique
MUSI 023. Applied Piano for Majors (Intensive)

Spring MUSI 216. Pedagogy of Injury-Preventive Well-Coordinated Keyboard Technique
MUSI 023. Applied Piano for Majors (Intensive)
MUSI 223. Alexander Technique (optional)

Fall MUSI 226. Keyboardists’ Injuries: Causes and Cures
MUSI 023. Applied Piano for Majors (Intensive) (optional)
MUSI 223. Alexander Technique (optional)

Certificate Program in Not-for-Profit Management
Professor Doug Borwick, coordinator
The Certificate in Not-for-Profit Management is designed for the student wishing to enter or
advance in a career in not-for-profit management. It is open both to those who have an
undergraduate degree and to those who choose not to seek one. Salem’s Certificate in Not-for-
Profit Management is rigorous, consisting of the core management courses required for Salem’s
B.A. in Not-for-Profit Management. Salem’s not-for-profit management courses emphasize
practical application of concepts learned. As a result, participants develop valuable contacts with
the region’s not-for-profit community.

Requirements (5 courses)

Not-for-Profit Management Core Courses
NFPM 100. The Not-for-Profit Corporation
NFPM 250. Not-for-Profit Fundraising
NFPM 301. Organizational Planning & Evaluation
NFPM 310. Not-for-Profit Management and Governance

Plus one of the following:
NFPM 170. Financial Management for Not-for-Profit Organizations
NOTE: ACCT 120 or equivalent is a pre-requisite for NFPM170. ACCT
130 may not be substituted for NFPM170 in the certificate program.
or COMM 322. Communication Campaigns

No course substitutions are permitted. A student must obtain a minimum GPA of 2.00 in the
certificate program in order to receive the certificate. Degree-seeking students should pursue the
minor in not-for-profit management, not the certificate.
SPECIAL ACADEMIC OPPORTUNITIES

Pre-Professional Programs

The Women in Science and Mathematics Program
Assistant Professor Nita Eskew, director
The Women in Science and Mathematics Program (WISM) is designed to provide academic and career support for Salem students interested in pursuing careers in science or mathematics. The WISM Program sponsors such activities as the Salem Seminar Series, The Lehman Scholars Program, and field trips. The WISM Program is open to all members of the Salem community.

Pre-Medical Program
Professor Steve Nohlgren, advisor
Most medical schools recommend a liberal-arts background with specific training in certain areas of the natural sciences as the best preparation for the Medical College Admission Test (MCAT) and, subsequently, for the demands of medical school. In concurrence with this philosophy, Salem has no set curriculum designated as a “pre-medical major.” Rather, each student interested in a career in medicine is encouraged to pursue a major in her own area of special interests and abilities, and, if this area lies outside the sciences, she is advised to add the appropriate coursework in biology, chemistry, math and physics. Anatomy and physiology, genetics, microbiology, organic and biochemistry, all math courses through calculus and general physics are recommended to provide the fundamental prerequisites and background for success in the medical school curriculum.

The faculty pre-medical advisor and the faculty assist the student in planning her program of study, in the medical school application process and in her preparation for the Medical College Admission Test (MCAT). Additionally, seminars on admissions, visits by medical school admissions personnel and arranged tours of area medical schools occur throughout the school year. Many different aids, including books, tutorials, study sessions and practice examinations, are available to the student for her study and review for the MCAT. The January Term program offers pre-medical students an opportunity to obtain first-hand exposure to the practice of medicine through clinic, hospital, emergency room and medical school internships, research and independent study in medically-related fields.

Students interested in preparing for dental school, a physician assistant program, veterinary school, a physical therapy program or other allied health or health-related program will find that the statements above apply to them as well. Among these areas, Salem College maintains an affiliation with the Physician Assistant Program of Wake Forest University School of Medicine. This provides a close working relationship between the two institutions for the purposes of communication, advertising and admissions.

Students interested in preparing for medical school should contact the pre-medical advisor early in their academic programs to ensure that they may take full advantage of the opportunities which Salem provides.
**Pre-Law Program**  
*Assistant Professor Amy Knox Brown, advisor*

The curriculum for a student interested in a law career is not prescribed. Any undergraduate major in the liberal arts will provide the necessary background to meet the expectations of law schools. Law schools seek students with well-developed analytic, communication and interpretive skills. Courses in history, sociology, economics, political science, logic, English, mathematics and philosophy are particularly helpful in providing such a background.

Salem offers a large number of courses of special value to the pre-law student, and she is urged to take the following courses during her undergraduate years in preparation for law school:

- HIST 105. United States History to 1877
- HIST 106. United States History Since 1877
- HIST 265. American Constitutional and Legal History
- HIST 269. America in our Time: 1945 to Present
- POLI 120. American Government
- PHIL 101. Introduction to Philosophy
- PHIL 121. Logic
- PHIL 122. Ethics
- PHIL 208. Modern Philosophy
- ECON 100. Principles of Economics or  
  ECON 110. Introduction to Macroeconomics and  
  ECON 120. Introduction to Microeconomics
- ECON 280. History of Economic Thought
- ENGL 211. Advanced Composition
- PSYC 010. Introduction to Psychology
- PSYC 130. Social Psychology
- SOCI 202. Race and Ethnic Relations
- SOCI 204. Critical Analysis of Social Issues
- SOCI 205. Social Psychology
- SOCI 270. Criminology: Deviance and Social Control

In addition, a Salem pre-law student, depending on her area of legal interest, should consider taking some of the following:

- COMM 120. Oral Communication
- COMM 240. Media Law
- BUAD 220. Business Law
- SOCI 220. Social Stratification
- SOCI 225. Community Social Service Systems
- SOCI 226. Community Social Services Practice and Methods

A social science internship in a law office; a local, state or national government office; or a social service agency is also recommended. Salem offers students interested in law an advising program to help them prepare for law school. Students interested in pre-law should see Dr. Amy Knox Brown during their first term at Salem to ensure that they take advantage of the services.
which the College provides. Salem’s January Term program offers pre-law students the opportunity to obtain practical experience in areas related to the legal profession through law office and government internships, court internships, research and independent study.

**Clinical Laboratory Science Program/Major**
Professor Steve Nohlgren, advisor; Ms. Kathy Duckett, staff coordinator
Salem offers a cooperative (three years/one year) program in clinical laboratory science through a continuing affiliation with the Program in Medical Technology of the Wake Forest University Baptist Medical Center or by temporary contractual affiliations with other approved schools of clinical laboratory science. The student applies to enroll in the approved clinical laboratory science program in the fall of the junior year. Required admission tests should also be taken during this fall term. Students are advised that admission to the fourth-year program is not automatic. Admissions are based upon competitive application. Approved programs in clinical laboratory science must be recognized by the National Accrediting Agency for Clinical Laboratory Sciences. The student must complete the three-year prescribed program at Salem College, followed immediately by 12 months in the clinical laboratory science program. Salem College confers the bachelor of science degree when the 12-month program is completed. The graduate is eligible to take a national certifying examination, such as that given by the American Society of Clinical Pathologists. Courses taken at Wake Forest University Baptist Medical Center do not fall under the cross-registration agreement with Wake Forest University’s main campus; separate tuition and fees will apply.

**International Studies**
Salem offers a variety of programs and opportunities to the student interested in international affairs or seeking preparation for a career in the international community.

**International Relations**
Assistant Professor David Foley, advisor
The department of history and political science offers an interdisciplinary major in international relations which combines courses in politics, history, economics and modern language. Students are encouraged to pursue study overseas and in Washington, D.C. or New York as part of the major. Graduates of the program are prepared to undertake careers in government, business and international occupations.

**International Business**
Professor Schuette and Assistant Professor Yoon, advisors
This interdisciplinary major is designed to provide Salem students with a working knowledge of international business, proficiency in a modern language and an understanding of the culture and history of countries where that language is spoken. The major is excellent preparation for careers in international business and economics. Students are strongly advised to spend at least a term studying in a foreign country and are required to complete an international business internship. Internships are available in the international departments of various businesses and public institutions. January travel programs with an international focus are also available to increase students’ language proficiency, cultural awareness and business knowledge.
Model United Nations Program
Assistant Professor Foley, advisor
Salem College has a long, well-established tradition of participation in the annual Collegiate National Model United Nations (NMUN) program that meets in New York City each spring. This program provides an opportunity for Salem students to experience a simulation of the delegate activities of selected country delegations to the United Nations. Students from all over the world gather to assume the role of one of many diplomatic representatives to a country assigned to each school’s delegation by the NMUN. All delegation participants are required to learn and understand the issues of importance to the representative nation, develop position papers that facilitate the development of working papers and the submission of resolutions for approval by a NMUN General Assembly.

Off-Campus Programs
Study Abroad
Salem College offers students numerous opportunities to study abroad during January Term, the regular academic terms and the summer term. Students who are interested in studying abroad should contact the dean of undergraduate studies early in their academic careers. Unless explicitly offered as a course taught with the participation of Salem College faculty, all study abroad credit is considered non-residential transfer credit.

January Term Study
Students also have the opportunity to enroll in a Salem-sponsored travel course with a Salem College faculty member. January travel courses are announced in the prior spring. All Salem students in a good academic standing are eligible for travel in January. Please note that certain courses may have prerequisites.

January Term in Cuernavaca, México
Associate Professor Graciela Lucero-Hammer, program director
Salem College offers this intensive three-week Spanish program at the International University, Institute for Bilingual and Multicultural Studies in Cuernavaca, México. It is a total immersion program where students live with Mexican families and attend classes six hours every day. As part of the cultural experience, students participate in excursions to archeological and historic sites. The course can be taken for credit (as SPAN 300) and is open to all students who choose Spanish as their language requirement. It can fulfill any of the three general education language requirements depending upon the student’s placement exam.

Off-Campus Summer Study
Dean Smith
Salem College offers two summer programs of study at St. Peter’s College, Oxford University.

The Summer School at St. Peter’s College
Students may enroll at the Summer School at St. Peter’s College and take courses in medieval studies or in the environmental, urban and regional studies program. Students work with Oxford University faculty in the tutorial tradition. This program is open to rising seniors with a minimum Salem G.P.A. of 3.20.
Salem College’s Business Program at St. Peter’s College, Oxford University
Salem College and St. Peter’s College, Oxford University conduct a three-week International Business program at St. Peter’s College. Distinguished lecturers teach the program and consist of faculty and business professionals from Salem College. St Peter’s College, other British universities and multinational corporations. The program includes modules in Globalization and the World Economy, Development of Global Companies and Business Culture, Ethics and Gender Issues. Interested students should contact Professor Schuette in the Department of Business and Economics for more information.

Academic Semester or Year Abroad
Salem College offers students opportunities to study across the globe.

St. Clare’s Liberal Arts Program, Oxford England
St. Clare’s is an independent, international college whose liberal arts course of studies is designed for students who wish to supplement their academic programs with a semester or year of study in England. Students choose from a selection of courses from across the liberal arts curriculum. Salem students will find numerous courses that fulfill the College’s general education requirements for graduation. This program is open to sophomores and juniors who have a minimum Salem G.P.A. of 3.00. For more information, see the St. Clare’s website at www.stclares.ac.uk.

BCA Study Abroad
Through its affiliation with the BCA Study Abroad program, Salem College now offers semester and year-long study abroad programs in countries throughout Europe, Asia and Latin America. Rooted in the values of peace and justice, BCA promotes international understanding and awareness of global citizenship through its diverse academic programs across the globe. Currently, BCA offers programs in Belgium, England, France, Germany, Greece, Hungary, Ireland, Spain, Wales, Ecuador, México, Australia, China, Japan and New Zealand. For more information, see the BCA website at www.bcaabroad.org or contact the Dean of Undergraduate Studies.

Budapest Semester in Mathematics
The Budapest Semester in Mathematics, offered through St. Olaf College, is designed to give students an intensive opportunity to study mathematics in a different culture. The Salem College mathematics faculty highly recommended this program, and the first Salem student to attend the Budapest Semester in Mathematics spent the spring term of 2009 in Hungary. More information is available at www.stolaf.edu/depts/math-old/budapest/.

Students who wish to study abroad through a different program of studies should contact the dean of undergraduate studies. All study abroad programs must be approved in advance by the dean of undergraduate studies. Students who wish to study abroad must be in good academic standing. Students may not study abroad in countries where the State Department has issued current travel warnings.
**Washington Semester Program**  
*Dean Robin Loflin Smith, advisor*

In cooperation with American University, Salem College provides an opportunity for a student interested in public affairs to spend a semester in Washington, D.C.

The program includes several tracks, such as: “Justice,” “American Government,” “Urban Affairs,” “Foreign Policy,” “International Environment and Development,” “Economic Policy,” and other topics. See [www.american.edu/washingtonsemester](http://www.american.edu/washingtonsemester) for more information. Eligibility is based on a minimum G.P.A. of 2.50 and the completion of at least one course in political science, sociology, history or economics. Openings in the Washington Semester Program are limited. Students chosen for this program participate fully in the suburban campus life of American University. Applications for the program, available from Dean Smith, are due by March 15 or October 15 for the following semester.

Students participating in the program are charged directly by American University and pay their fees to the university. Other expenses to be considered are transportation, books and miscellaneous charges. Course credit earned through the Washington Semester Program is considered non-residential transfer credit.

**Wake Forest University/Salem College Cross-Registration**

Full-time degree-seeking undergraduate Salem College students may register for courses at Wake Forest University (Reynolda campus) after their first semester of study at Salem if they a) have earned a satisfactory G.P.A., b) are registering for a course that is not offered at Salem College, c) have demonstrated satisfactory work and class attendance habits and d) have the approval of the Dean of Undergraduate Studies at Salem and the appropriate official at Wake Forest University. Note: ROTC courses and marching band at Wake Forest are open to qualifying first-year Salem College students. Cross-registration for Wake Forest University courses must be processed through the Salem College Office of the Registrar. The student is responsible for adhering to both Salem College and Wake Forest University procedures and deadlines. While there is no additional tuition charge for cross-registration, students must be sure to inquire with the appropriate officials at Wake Forest University to determine if any fees are due. All grades earned are transferred at face value.

**Other Special Opportunities**

**College Honors Program**

Salem offers a formal College Honors Program of courses and independent study, which gives exceptionally talented students opportunities to do honors-level work in a variety of fields. Honors work involves advanced reading, extensive writing, seminar discussions, oral presentations and the completion of a major paper. Students in the arts may undertake Honors work which culminates in an exhibition or performance. Science and humanities students may conduct research projects which lead to the preparation of a thesis. Completion of the College Honors Program results in graduation with College Honors.

Entering traditional-age first-year students who rank in the top 10 percent (based on combined SAT scores) of their entering class and whose high school cumulative G.P.A. is 3.5 or higher (based on a 4.0 scale) are eligible for admission to the College Honors Program.
Current Salem College students who have a 3.5 or higher cumulative G.P.A. are also eligible for admission to the College Honors Program.

There are three components in the College Honors Program: Honors courses in the academic disciplines, interdisciplinary seminars and Honors Independent Study courses. In order to graduate with College Honors, the student must complete six Honors courses, maintain a 3.5 or greater cumulative G.P.A. and be recommended by the Honors Program committee. The six Honors courses must include at least one Interdisciplinary Honors Seminar (HONR 210), one Disciplinary Honors Seminar (HONR 220) and two Honors Independent Study courses in the major. A student may fulfill the remaining two course requirements by taking additional Honors courses (including SIGN 111 and/or SIGN 121) or by doing honors options in regular courses. No more than two Honors Independent Study courses may be used towards the six Honors courses required for College Honors.

Aside from the Honors Independent Study courses, which are offered by the individual departments, honors course offerings are coordinated by the Honors Program committee. Each semester two upper level honors courses, usually one Interdisciplinary Honors Seminar (HONR 210) and one Disciplinary Honors Seminar (HONR 220), are offered. In scheduling Honors courses, the Honors Program committee attempts to ensure that, over time, a variety of student interests will be served.

Students who maintain a 3.5 cumulative G.P.A. may elect to enroll in honors courses without completing all the components of the College Honors Program. Students with at least a 3.5 average in the subject area are eligible to enroll in a disciplinary course in that subject. Only students who complete the entire program will be eligible for graduation with College Honors.

**Departmental Honors**
To graduate with Departmental Honors (honors in a major), a student must complete two Honors Independent Study courses in that major, be recommended by her department and maintain a cumulative G.P.A. of 3.5 or above in the discipline.

**Integrative Studies Major**
The Integrative Studies major provides students the opportunity to pursue an interdisciplinary program of study that is not typically offered as part of the College curriculum. In this major, a student designs a coherent program that combines existing resources in the curriculum to create an interdisciplinary study of a specific area of interest. The major is designed in collaboration with an academic advisor and the director of the Integrative Studies Program. After establishing learning outcomes, the advisor, the director, and the student select appropriate courses, internships, and learning experiences designed to help the student develop and demonstrate a body of knowledge in a specific area. The major requires a minimum of ten courses, including advanced courses in at least two disciplines, a senior capstone course /independent study, and no more than two additional independent studies. A student in good academic standing may design and submit her proposal in collaboration with a faculty member and the director of the program in her sophomore year or in the first term of her junior year.
Interdisciplinary Majors
Besides the integrative studies major option, Salem offers a variety of existing programs for interdisciplinary study. Interdisciplinary majors, which combine advanced-level study from two or more fields, are offered in areas including arts management, exercise science, international business, international relations, not-for-profit management, race and ethnicity studies, public policy and women’s studies. Each of these majors offers students a variety of options: formal courses, independent study, internships and research projects.

Internships
Salem College provides internship opportunities for students to link their academic major with practical experience in a variety of career areas. Qualified students may take internships during the regular term as well as during the January Term and in the summer. To qualify, a student must have a 2.00 G.P.A. and have completed her first year of college. Several academic majors at Salem require internships as an integral part of the student’s program, while all traditional-age students are required to complete one experimental internship that may or may not be related to their major.

A few examples of internships that Salem students have completed in recent years are:
• Art History: Reynolda House Museum of American Art
• Biology: clinical and/or research internships, the Wake Forest University School of Medicine and Baptist Medical Center; Tengion; Forsyth Medical Center; Winston-Salem Forsyth County Public Health Department
• Business administration: Pepsico, Hong Kong; Sara Lee Direct; Edward D. Jones; Krispy Kreme
• Chemistry: Glaxo Pharmaceuticals, Inc.; Targacept
• Communication: MTV Network, Studio City, CA; NBC, New York; Turner Broadcasting, Atlanta; Fox Sports, Los Angeles; CBS News, New York
• Economics: Merrill Lynch; Wachovia; Smith Barney in Atlanta
• English: Children’s Theatre; Old Salem; Blair Publishing
• History: N.C. Supreme Court; N.C. Museum of History; Legal Services of NC; Old Salem
• Music: Winston-Salem Piedmont Triad Symphony
• Not-for-Profit Management: The Little Theatre of Winston-Salem, Museum of Art, Manchester Music Festival
• Political Science: N.C. GOP Headquarters; Office of the District Attorney, Guilford County, N.C.
• Religion: Presbyterian Church of Scotland; Crisis Control Ministry
• Sociology: Maryland School for the Deaf; Winston-Salem Police Department; YMCA
• Spanish: Missionary work in Honduras; work with local Hispanic newspaper; translating for the Department of Social Services
• Studio Art: Logo-design work for a local biotech company

Students interested in planning and participating in internships should discuss their ideas with their academic advisor or the chairperson of the department of their major. The Office of Career Development and Internships is also a resource in providing orientation sessions and internship listings. The maximum number of internship course credits allowed for graduation is four.
Army Reserve Officer Training Corps (Army ROTC)
Students at Salem College may participate in the U.S. Army Reserve Officer Training Corps, which prepares participants to become officers in the United States Army while completing their degree. Students complete a curriculum in military science, conducted on the campus of Wake Forest University. Student participation in the coursework at Wake Forest is subject to the Wake Forest University-Salem College Cross-Registration guidelines published in this catalog. Scholarship assistance is available. Students with an interest in Army ROTC should contact the dean of undergraduate studies for more information.

Air Force Reserve Officer Training Corps (Air Force ROTC)
Students at Salem College may participate in the U.S. Air Force Reserve Officer Training Corps, which prepares participants to become officers in the United States Air Force while completing their degree. Students complete a curriculum in military science, conducted on the campus of North Carolina A&T State University. Scholarship assistance is available. Students with an interest in Air Force ROTC should contact the dean of undergraduate studies for more information.
ACADEMIC REGULATIONS

Enrollment Policies

Registration
In order to receive credit for a course, a student must be officially registered. Registration dates, as well as deadlines for adding or dropping a course, are announced every term. Students with academic, financial or other holds on their accounts may not register for classes. It is the responsibility of all students to maintain their eligibility for registration and to ensure that their accounts are in good standing. Further, it is the responsibility of each student to routinely log into the secure MySalem section of the Salem College website, where information about their course registration (including waitlist status and holds) is updated.

Academic Load
The normal load for each traditional-age undergraduate student is four courses in the fall term, one course during January Term and four courses in the spring term. With the approval of her faculty advisor she may carry three-and-one-half to five courses in any fall or spring term. Three courses in each fall and spring term constitute the minimum full-time registration. All traditional students are required to be enrolled full-time in Salem courses during the regular academic year. Traditional students are not permitted to be dually enrolled at another institution besides Salem during the fall or spring term with the exception of Wake Forest University through the approved cross-registration program.

Students in the Martha H. Fleer Center for Adult Education register by the course. To be considered a full-time student, the student must enroll in three courses. For Fleer students who choose to enroll in a January term course, the January term attempted course credit is combined with the spring term attempted course credit; in other words, a Fleer student registering for one course in January term and two courses in spring term would be considered a full-time student.

Students who have successfully completed one full term at Salem may, with the approval of the faculty advisor, petition the subcommittee on academic appeals for permission to carry a program above or below this load. Students requesting overloads exceeding five courses will be expected to demonstrate sound academic standing, as evidenced by their Salem G.P.A., in order for their petition to be considered.

Sophomores, juniors and seniors who wish to petition for an overload of more than five courses should have at least a 3.00 Salem G.P.A. A petition for an overload of over 5.75 courses will be considered only in extraordinary circumstances.

A Fleer Center student who does not earn a G.P.A. of 2.00 in any term will be advised to reduce the academic load in the next term in which she enrolls.

Seniors who are enrolled in the senior seminar or who are scheduled for a public recital may carry a minimum of three courses in the term in which the seminar or recital is scheduled. Also, students who are completing the two-credit student teaching practicum may carry the minimum full-time course load of three course credits during the term in which they are student teaching.
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 Office of the Registrar. (Fleer students should submit their change of registration card to the Fleer Center.) Without a signed card, the Office of the Registrar cannot adjust a student’s schedule in any manner.

A student may drop a course with the following conditions:
1. Without a grade – during the first complete week of classes.
2. With the grade of W (Withdrawal) – after the first week and through the ninth week of the term. A completed drop card must be submitted to the Office of the Registrar.
3. With an automatic grade of F after the ninth week of the term (unless excused from the penalty by the subcommittee on academic appeals).
4. With a grade of W (Withdrawal) – at any point during the term if the subcommittee on academic appeals or the dean of the College excuses her on the basis of health, emergency, etc.

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.

Withdrawal
Traditional students who wish to withdraw from the college are required to have an exit interview and complete a written form provided by the dean of undergraduate studies. Students in the Martha H. Fleer Center for Adult Education who wish to withdraw from the College should notify the dean of the Fleer Center. If the student withdraws from the College during the first nine weeks of the term, she will receive a withdrawal (W). Grades of W are not counted in computing the student’s G.P.A.

If a student must withdraw for health or family emergency reasons at any point during the term, the dean of the College may authorize the grade of withdrawal (W) for the student’s courses, provided that she has submitted the appropriate documentation for this type of withdrawal.

A student who leaves the College or stops attending courses without officially withdrawing will receive a grade of F for those courses. A student who withdraws during the term for other than documented health or family emergency reasons will have to apply for readmission if she wishes to re-enroll for a subsequent term. If the withdrawal was for health reasons, a doctor’s statement may be required in order to support the student’s request to be readmitted at that time.

The College reserves the right to require, at any time, the withdrawal of a student who does not maintain the required standards of scholarship, whose presence tends to lower the standard of conduct of the student body or who, in the judgment of the College physician, could not remain without danger to her own health or the health of others.
The College reserves the right to discipline, suspend or expel a student for conduct not in accord with the spirit of Salem College.

**Leave of Absence**
A traditional student who wishes to have a leave of absence for personal reasons or for study abroad must meet with the dean of undergraduate studies and fill out the proper form. A medical leave of absence may be arranged through the Office of the Dean of Students in consultation with the Office of the Dean of the College. A leave of absence may be granted for a period up to one year. If the student does not return by the end of that period, the leave will be converted to a withdrawal, and the student will have to apply for readmission in order to re-enroll at Salem.

**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 dean of undergraduate studies, who will provide information regarding the absences to the appropriate faculty. The Office of the Dean of Undergraduate Studies does not excuse absences. In the same way, the Student Health Center does not write excuses for missing class due to illness.

**Credit and Placement Options**

**Proficiency Examinations**
Courses which satisfy general education requirements may be waived if proficiency standards are met, and the total number of requirements is reduced accordingly. However, no credit is granted and the total number of courses required for graduation remains unchanged, unless specifically indicated below. Proficiency examinations may include standardized examinations or individual departmental testing programs.
**Advanced Placement Credit**

An entering student who has undertaken college-level work in one or more subjects may apply for placement and/or course credit depending on her score on the Advanced Placement Tests of the College Board. Placement and credit are assigned as follows:

<table>
<thead>
<tr>
<th>AP Exam For</th>
<th>Score of 3 Yields</th>
<th>Score of 4 Yields</th>
<th>Score of 5 Yields</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History</td>
<td>Credit for ARTH 121 or 122, dependent upon departmental interview</td>
<td>Credit for ARTH 121 or 122, dependent upon departmental interview</td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>Credit for BIOL 100</td>
<td>Credit for BIOL 100</td>
<td></td>
</tr>
<tr>
<td>Calculus AB</td>
<td>Credit for MATH 100</td>
<td>Credit for MATH 100</td>
<td></td>
</tr>
<tr>
<td>Calculus BC</td>
<td>Credit for MATH 100 and 101</td>
<td>Credit for MATH 100 and 101</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>Placement out of CHEM 110</td>
<td>Credit for CHEM 110 and 120</td>
<td>Credit for CHEM 110 and 120</td>
</tr>
<tr>
<td>Computer Science A</td>
<td>Credit for CPSC 140</td>
<td>Credit for CPSC 140</td>
<td>Credit for CPSC 140</td>
</tr>
<tr>
<td>Computer Science AB</td>
<td>Credit for CPSC 140 and 141</td>
<td>Credit for CPSC 140 and 141</td>
<td>Credit for CPSC 140 and 141</td>
</tr>
<tr>
<td>English Language</td>
<td>Credit for 1 ENGL elective course</td>
<td>Credit for 1 ENGL elective course</td>
<td>Credit for 1 ENGL elective course</td>
</tr>
<tr>
<td>German Language</td>
<td>Credit for GERM 105</td>
<td>Credit for GERM 105</td>
<td>Credit for GERM 105</td>
</tr>
<tr>
<td>Government &amp; Politics (Compar.)</td>
<td>Credit for POLI 140</td>
<td>Credit for POLI 140</td>
<td>Credit for POLI 140</td>
</tr>
<tr>
<td>Government &amp; Politics (U.S.)</td>
<td>Credit for POLI 120</td>
<td>Credit for POLI 120</td>
<td>Credit for POLI 120</td>
</tr>
<tr>
<td>Macroeconomics</td>
<td>Credit for ECON 110</td>
<td>Credit for ECON 110</td>
<td>Credit for ECON 110</td>
</tr>
<tr>
<td>Microeconomics</td>
<td>Credit for ECON 120</td>
<td>Credit for ECON 120</td>
<td>Credit for ECON 120</td>
</tr>
<tr>
<td>Music Theory</td>
<td>Credit for MUSI 111 and 112</td>
<td>Credit for MUSI 111 and 112</td>
<td>Credit for MUSI 111 and 112</td>
</tr>
<tr>
<td>Physics B</td>
<td>Placement out of PHYS 210</td>
<td>Credit for PHYS 210 and 220</td>
<td>Credit for PHYS 210 and 220</td>
</tr>
<tr>
<td>Psychology</td>
<td>Credit for PSYC 010</td>
<td>Credit for PSYC 010</td>
<td>Credit for PSYC 010</td>
</tr>
<tr>
<td>Spanish Language</td>
<td>Placement out of SPAN 030</td>
<td>Credit for SPAN 105 and 206</td>
<td>Credit for SPAN 105 and 206</td>
</tr>
<tr>
<td>Spanish Literature</td>
<td>Placement out of SPAN 030</td>
<td>Credit for SPAN 206 and 209</td>
<td>Credit for SPAN 206 and 209</td>
</tr>
<tr>
<td>Statistics</td>
<td>Credit for PSYC 101</td>
<td>Credit for PSYC 101</td>
<td>Credit for PSYC 101</td>
</tr>
<tr>
<td>Studio Art</td>
<td>Credit for ARTS 020 or 111, dependent upon departmental review of portfolio</td>
<td>Credit for ARTS 020 or 111, dependent upon departmental review of portfolio</td>
<td></td>
</tr>
<tr>
<td>United States History</td>
<td>Credit for HIST 105 and 106</td>
<td>Credit for HIST 105 and 106</td>
<td>Credit for HIST 105 and 106</td>
</tr>
<tr>
<td>World History</td>
<td>Credit for HIST 103 and 104</td>
<td>Credit for HIST 103 and 104</td>
<td>Credit for HIST 103 and 104</td>
</tr>
</tbody>
</table>

*Any exam not specifically listed above will be considered for placement and/or credit by the Director of the Salem Signature, in consultation with relevant departments. Students may not receive AP, IB and/or CLEP course credit for the same subject.*
**College Level Examination Program (CLEP) Exams**

Students in the Fleer Center for Adult Education may earn a **maximum of three course credits** by taking College Level Examination Program (CLEP) tests. Traditional-age students do not receive credit for CLEP exams, but may receive advanced placement. The processing fee for recording each successfully completed CLEP examination on the Salem College transcript is $35 each. A student is billed for the recording fee once Salem has received official notification from the College Board that the student has successfully passed an exam. Scores are not recorded on the transcript until the recording fee is paid. If a student does not achieve the required score, the student must wait six months before taking the same CLEP test again. Any exam not specifically listed will be considered for placement and/or credit by the Director of the Salem Signature, in consultation with relevant departments. Students may not receive AP, IB and/or CLEP course credit for the same subject.

### CLEP Exam | Minimum Score | Students in the Martha H. Fleer Center are awarded Credit for:
--- | --- | ---
American Government | 50 | POLI 120
Biology | 50* | BIOL 010
Calculus | 50** | MATH 070 or 100
Chemistry | 50*** | CHEM 110 and 120
College Algebra | 50** | MATH 020
French Language (Level II) | 62 | FREN 030
German Language (Level II) | 63 | GERM 030
History of the United States I: Early Colonization to 1877 | 50 | HIST 105
History of the United States II: 1865 to the Present | 50 | HIST 106
Human Growth and Development | 50 | PSYC 100
Information Systems and Computer Applications | 50 | CINS 020 and CINS 040
Introduction to Educational Psychology | 50 | EDUC 000
Introductory Business Law | 50 | BUAD 220
Introductory Psychology | 50 | PSYC 010
Introductory Sociology | 50 | SOCI 100
Principles of Macroeconomics | 50 | ECON 110
Principles of Management | 50 | BUAD 201
Principles of Marketing | 50 | MKTG 230
Principles of Microeconomics | 50 | ECON 120
Spanish Language (Level II) | 63 | SPAN 030
Western Civilization I: Ancient Near East to 1648 | 50 | HIST 103
Western Civilization II: 1648 to the Present | 50 | HIST 104

* The Department of Biology reserves the right to require the student to repeat the laboratory portion of the course. Students wishing to have the laboratory requirement waived will be required to show evidence of college level laboratory experience.

** Students who have placed into or earned credit for a higher-level math course may not receive CLEP credit for a lower-level math course.

*** The Department of Chemistry reserves the right to require the student to repeat the laboratory portion of the course. Students wishing to have the laboratory requirement waived will be required to show evidence of college level laboratory experience.
International Baccalaureate Credit

Salem College recognizes the International Baccalaureate (IB) for purposes of advanced placement and/or credit for entering students. Placement and course credit are determined by individual departments depending on exam scores. Students must submit official IB transcripts in addition to their secondary school transcripts. Scores of 5 through 7 on higher level IB exams may be considered for credit. Credit is awarded as follows:

- **Biology**: Score of 5 or 6 yields course credit for BIOL 010; score of 7 yields course credit for BIOL 100
- **Chemistry**: Score of 6 or 7 yields course credit for CHEM 110 and 120
- **Economics**: Score of 6 or 7 yields course credit for ECON 110 and 120
- **English**: Score of 6 yields one ENGL elective course credit; score of 7 yields two ENGL elective course credits
- **History**: Score of 6 or 7 yields course credit for either HIST 103 and 104 or 105 and 106, pending review by the department of history
- **Mathematics**: Score of 6 or 7 yields course credit for MATH 100
- **Psychology**: Score of 5, 6 or 7 yields course credit for PSYC 010

Any exam not specifically listed above will be considered for placement and/or credit by the Director of the Salem Signature, in consultation with relevant departments. Students may not receive AP, IB and/or CLEP course credit for the same subject.

Credit for Prior Learning

Students in the Fleer Center for Adult Education may receive academic credit for college-level learning derived from life experiences they have begun prior to admission to a Salem College degree program. Such experiences must be equivalent to a body of knowledge that the student would have acquired and received credit for in any given course at Salem College. These experiences should 1) be associated with a specific academic discipline at Salem and 2) have taken place over a period of at least 160 hours (equivalent to four 40-hour work weeks). Possibilities include, but are not limited to, unique projects, work or volunteer experiences, courses, and non-credit seminars, workshops or institutes. A **maximum of three course credits** may be earned for Prior Learning.

Credits earned through CPL are considered non-residential and are not counted toward the 10 courses that must be completed at Salem College. Applications for CPL are accepted after a student is admitted to Salem but only before the student has attained senior class status. Applications must be submitted before the end of the drop/add period in a given semester.

Before submitting the application for CPL credit, students should consult with both an advisor in the Fleer Center for Adult Education and a faculty member in the academic department in which the student seeks credit to discuss their intended proposal.

Students may obtain the CPL proposal form from the Fleer Center for Adult Education. Proposals for CPL credit must be submitted with a nonrefundable application fee; payment of the application fee should not be construed as assurance that course credits will be approved. The proposal form must be accompanied by 1) a paper comparable in quality, length, and demonstrated satisfaction of learning outcomes to a term paper required as the final submission for a seminar course at Salem College, and 2) documents that support the CPL proposal (e.g.,
supervisor’s letter, notice of seminars attended, certificates, performance appraisals, etc.). Students should keep a copy for their records. Once submitted, the proposal is evaluated by a faculty advisor; at the faculty member’s discretion, an oral examination may be required. On the basis of a rigorous assessment of the student’s materials, the faculty advisor makes a course credit recommendation to the Dean of Undergraduate Studies. The Dean of Undergraduate Studies reviews all recommendations before submitting the final credit recommendation to the Office of the Registrar for inclusion on the student’s transcript.

**Grading Policies**

**Grading System**

Salem College uses the following system of grading:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Numerical Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>Excellent</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>Good</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>Good</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>Average</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>Average</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>Passing</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>Passing</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>Passing</td>
<td>0.67</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>0.00</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
<td></td>
</tr>
<tr>
<td>NC</td>
<td>No credit</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td></td>
</tr>
<tr>
<td>AUD</td>
<td>Audit</td>
<td></td>
</tr>
</tbody>
</table>

*Other valid grades are:*

- I: Incomplete; grade deferred
- P: Pass
- NC: No credit
- W: Withdrawal
- AUD: Audit

Prior to fall 2000, plus and minus grades were used for qualitative evaluation only. The G.P.A. is calculated by dividing the total number of quality points earned by the total number of courses attempted. Grades of I, P, NC, W or AUD do not affect the student’s G.P.A. Prior to fall 2009, grades of WP or WF were issued for withdrawals after the drop/add period; these grades do not affect the student’s G.P.A.

During January term, on-campus departmental courses, departmental internships and departmental independent studies will be given letter grades. Experimental and travel courses will be graded pass/no credit. Graded courses will be calculated in the student’s G.P.A.

Any student who holds a major office in any college organization must have a G.P.A. of 2.0 or higher.

Grades earned after the completion of the requirements for a degree are not included in the G.P.A. effective at the time of graduation.

Certain courses at Salem may be repeated for additional credit. These include music ensembles, music performance and selected individual courses which indicate in their course descriptions that they may be repeated.
Students who earn a grade of D+, D or D– in a course have the option of retaking that course one time at Salem to improve their proficiency in the subject matter. However, credit will be awarded only once for the same course. Both grades will be included in the calculation of the student’s G.P.A. and will be reflected on the student’s academic transcript. Students receiving financial aid should consult with the Office of Financial Aid before electing to pursue this option.

**Grade Appeal Policy**

Student appeals of grades earned in a course are welcomed on a professional basis by the faculty. Students must explain to the instructor involved their specific disagreement with the grading outcome. If the matter is not resolved at this level, the student may then take the matter to the director of teacher education and graduate studies (or to the dean of the College if the director of teacher education and graduate studies is the instructor involved in the appeal). If the matter is not resolved at the director's level, the student may then refer the matter to the vice president and academic affairs & dean of the College for a final decision.

**Incomplete (Grade I)**

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 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 subcommittee on academic appeals. 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.

**Failing Grade (Grade F)**

A grade of F indicates that the student has failed the course; no credit is given. It will, however, be included when computing the G.P.A. If the course is required, it is to be repeated; if the course is an elective, it may be repeated or another course may be taken instead to make up the credit. If the course is repeated, both course attempts will be shown on the transcript and both course grades will be included in the G.P.A. computation.

**Audited Courses**

Registration as an auditor permits a student to enroll in a course without working for a grade or credit. An auditor is expected to attend class regularly and participate in class discussions or activities as invited by the instructor. The auditor is not required to take tests and examinations and is not usually expected to submit papers. An auditor who finds it necessary to completely discontinue class attendance must formally drop the course. Since an audit course does not
involves academic credit, it may be taken in conjunction with credit courses, and it has no bearing on course load status for full-time students. The full-time student may not audit more than one course each term, and **audit courses cannot be repeated for academic credit at a later date.** (Students who enroll in certificate programs at Salem and who audited courses required for the certificate prior to their matriculation in the program may repeat courses audited prior to Fall 2009 for academic credit.) An audit course may be changed to a credit course and a credit course may be changed to an audit status only before the end of the drop/add period.

Auditors may not register for a research course, a seminar, a practicum, a studio, a laboratory or another course where, in the instructor’s opinion, auditing would be inappropriate. The final decision for admittance to the class as an auditor rests with the instructor. Students registering for credit have priority over students who wish to audit only.

**Pass/No Credit Courses**

By vote of the faculty, certain courses are always evaluated as pass/no credit (P/NC) for all students enrolled. For example, these include MUSI 223, JANX courses, COLL 200 and all music ensembles (MUSI 050 through MUSI 059.) A student must receive a grade of pass (P) in order to earn credit for the course. If a pass/no credit course is required for a major or any other degree requirements, the grade of pass (P) in such a course indicates that the college requirement in that area has been met. Neither the pass (P) nor the no credit (NC) grade will be counted in computing the G.P.A.

**Pass/No Credit Option**

During her junior or senior years, a student may, with the permission of the instructor, enroll in up to four elective courses, but no more than one course per term, to be taken on a pass/no credit basis. Under this option, a student will receive full academic credit for the course if she receives a grade of pass (P). Neither the pass (P) nor the no credit (NC) grade will be counted in computing the G.P.A. Courses selected for pass/no credit grading must be electives – they cannot satisfy general education requirements or requirements for the major or minor. A student may elect to take a course pass/no credit at any time during the first four weeks of class in the fall or spring term by filing the appropriate signed form with the registrar. After the four-week period, she may not change it to a letter-grade basis, nor may she change a graded course to a pass/no credit option. To elect pass/no credit in a departmental course during January or summer school, a student must file the appropriate form by the end of the first week of classes.

**Grade Reports and Transcripts**

Grade reports are available via the web through the Student Information System (SIS) to all students shortly after the end of each school term. Grade reports are no longer printed and mailed. Grades may be released to parents if the student has signed a release or has indicated dependency status on the grade-release form.

Current and former students may request copies of their academic transcript. A fee applies for each copy of official or unofficial transcripts. The 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 athletic
equipment or immunization records) are on the student’s record. Requests for transcripts must be made in writing to the Office of the Registrar.

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 Family Educational Rights and Privacy Act 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 the Family Educational Rights and Privacy Act 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.

Fresh Start Policy
Salem has a fresh start policy as a re-entry option for former Salem students re-enrolling as degree candidates. Under this provision, five or more years after the last enrollment, the student may opt to have only those Salem courses in which a grade of “C-” or better was earned considered for credit. While all “D” and “F” work will remain a part of the student’s permanent record, these quality points will not be used in computing the new average, nor will the courses be applied toward meeting degree requirements.

Academic Standing
Classification
Classification is determined at the beginning of each term. Classification as a sophomore requires credit for a minimum of seven courses. Junior classification requires a minimum of 17 courses. Senior classification requires the completion of 26 courses.

Academic Probation
Conditions of probation are based on the G.P.A. of one term. Student place themselves on academic probation if they do not earn the term G.P.A. listed below:

- First term: 1.5
- Second term: 1.8
- Third and fourth term: 1.9
• Fifth and all succeeding terms: 2.0

Students on probation for three consecutive semesters automatically exclude themselves from the College.

Students on probation will adhere to the following requirements:
• Students may not overload while on probation. Any student wanting to take more than 4.5 credits must apply for an exception to the Subcommittee on Academic Appeals.
• Students may not add a major or a minor beyond the College’s requirement of one major while on probation. However, students may change their major or minor.
• Students must partner with the director for academic support. Any student on probation must meet with the director for academic support during the first two weeks of the term during which she is on probation to establish an action plan for the semester.

Students may not hold major leadership positions on campus unless approved by the dean of undergraduate studies.

Academic Advisory
An academic advisory status will apply to any student who is not currently on probation according to the criteria above, but who does not have the 2.0 minimum G.P.A. that is required to be in good standing.

Exclusion – Traditional-Age (under 23) Students
Any new student whose Salem College G.P.A., after the initial semester and a January Term, is 0.5 or less will exclude herself. First-year students must pass, in the college year, at least six courses and earn a 1.2 Salem G.P.A. Sophomores and second-year college students must have credit for 13 courses at the end of the year and a Salem G.P.A. of 1.5. Juniors and third-year college students must have credit for 20 courses at the end of the year and a Salem G.P.A. of 1.7. Seniors and fourth-year college students must have credit for 27 courses at the end of the year and a Salem G.P.A. of 1.8.

A student who fails to meet any or all of the above minimum requirements automatically excludes herself from the College. In addition, any full-time student who earns a G.P.A. of .5 or less in any given fall or spring term, regardless of her overall G.P.A., will exclude herself from the College. An excluded student may not return for the following term, unless she petitions for and is granted a special exception from the Exclusion Committee.

Exclusion – Students in the Martha H. Fleer Center for Adult Education
To continue their enrollment at Salem College, students in the Fleer Center must earn a minimum G.P.A. of 1.20 for two to six courses at Salem; a minimum G.P.A. of 1.50 for seven to thirteen courses at Salem; a minimum G.P.A. of 1.70 for 14 to 20 courses at Salem; and a minimum G.P.A. of 1.80 for 21 or more courses at Salem. The dean of undergraduate studies monitors academic progress and will notify students whose academic performance causes them to exclude themselves from continuing as Salem Students.
**Readmission after Exclusion**

Students who have excluded themselves for academic reasons will be notified of this fact in a letter from the dean of the College. This letter will also include instructions regarding the steps that should be followed if the student wishes to apply for re-admission following the period of exclusion. Any application for re-admission will be reviewed by the exclusion committee, which will then determine whether or not the student may be re-admitted. Any student who excludes herself more than once is ineligible for re-admission to Salem College.

A student who has been excluded may apply for readmission after one or more terms or semesters of successful full-time academic work (equivalent to three Salem courses) at a regionally accredited institution. She must also submit a letter to the dean of undergraduate studies that addresses the following topics: a description of her activities during the period of exclusion (courses of study at another institution, job description if employed); an analysis of the factors which led to her exclusion; a statement on how the term of exclusion has helped her reassess her educational goals; and a statement of the plans she has in place to ensure her academic success. In some cases, students may be able to petition for an exemption to exclusion following successful completion of two courses in a summer term.

**Academic Honors**

**Latin Honors**

Latin graduation honors are awarded in accord with the graduation G.P.A. given below. The student must meet the minimum G.P.A. requirement on both her Salem G.P.A. and her cumulative G.P.A.

- *cum laude* 3.500 - 3.699
- *magna cum laude* 3.700 - 3.899
- *summa cum laude* 3.900 - 4.000

A transfer student must have completed 16 courses at Salem to be eligible for Latin honors.

**Dean’s List**

All full-time undergraduate degree students who have achieved a 3.5 average in a given fall or spring term for a study program, including at least three course credits in which grades were given, qualify for the Dean’s List. In order to be eligible for Dean’s List consideration, students with Incompletes must have their work completed and final grades submitted to the registrar by February 1 for the fall Dean’s List and by August 1 for the spring Dean’s List.

**Independent Study**

A qualified student may, with the approval of the appropriate department chair and her faculty advisor, enroll in a departmental independent study which may carry from one-quarter to one course credit, depending on the department. The amount of credit to be awarded for a particular independent study course will be determined jointly by the department chair and the faculty sponsor/instructor of the course. The student should refer to the independent study course listing under the particular department in which she wishes to pursue this study in order to determine specific departmental requirements, including minimum G.P.A., and guidelines. The purpose of independent study is to provide qualified and motivated students with the opportunity to work individually with a faculty member on a project involving supplemental research and study in an academic area of interest. An independent study may not be used to substitute for a regular
course in the curriculum. Honors independent study is open to students in their major only. Any exception to this policy must be approved by the subcommittee on academic appeals. Grades for independent study courses are due at the end of the term in which the student has registered for the course.

**Directed Study**
Directed Study tutorials are the equivalents of courses listed in the Salem College catalog, but which a student in the Martha H. Fleer Center for Adult Education cannot attend during the time the class is being offered. Therefore, that student may apply to take the course as a tutorial, subject to eligibility, agreement by the supervising faculty, and approval of the dean of the Fleer Center. At least fifteen hours of contact time (including in-person, phone, e-mail) with the instructor is expected, in addition to work done independently. Students may complete *no more than three* Directed Studies as part of their program of study at Salem College.

Students who obtain the agreement of the supervising Salem College faculty member and the dean of the Fleer Center must sign Directed Study learning contracts to codify the tutorial arrangements. A contract form may be obtained from the Fleer Center and must be submitted, with all necessary signatures, no later than the last day of the add/drop period in a given semester. Students must remember also to include the Directed Study on their registration card as they would for another course; contracts do not substitute for registration materials.

Only degree- or certificate-seeking students in the Martha H. Fleer Center for Adult Education with a 3.0 cumulative G.P.A. are eligible to enroll in a Directed Study. Students with fewer than four completed courses at Salem may demonstrate academic readiness for a Directed Study with a 3.0 G.P.A. in completed coursework at Salem and/or prior institutions.

An additional fee applies for each Directed Study contract signed. Students who remain registered for the Directed Study beyond the add/drop date will be responsible for the Directed Study fee, even if they drop the course with a grade of “W.”

Each fall or spring Directed Study must be completed within six months. Each summer session and January term Directed Study must be completed within two months. Contracted deadlines for the submission of student grades by the faculty sponsor to the Office of the Registrar are as follows:

- Fall term contract grades are due March 1 (due December 10 if planning December graduation)
- January term contract grades are due March 1
- Spring term contract grades are due August 1 (due May 15 if planning May graduation)
- First summer term contract grades are due August 1
- Second summer term contract grades are due September 1 (due August 5 if planning August graduation)

If the Directed Study remains incomplete after the contracted deadline, the student will receive a failing grade unless the faculty supervisor grants a grade of Incomplete. An Incomplete may only be granted by a faculty supervisor to a student who cannot complete her coursework due to
illness, accident or death in the family. Requests for an Incomplete grade for reasons other than these conditions must be referred to the Subcommittee on Academic Appeals. If an Incomplete is granted, the revised due date is three months from the original deadline of the Directed Study.

**Internships**

Salem College provides internship opportunities for students to link their academic work with practical experience in a variety of career areas. Qualified students may take internships during the regular term as well as during the January Term and in the summer. To qualify, a student must have a 2.0 G.P.A. and have completed her first year of college. Several academic majors at Salem require internships as an integral part of the student’s program; all traditional age students are required to complete one internship (experimental or departmental).

Before undertaking an internship, the student should consult with her faculty advisor and the appropriate department chair to determine the availability and appropriateness of the desired internship. There is also an internship session that students must attend before registering for an internship. The Office of Career Development and Internships offers these workshops. Any student who wishes to earn academic credit for an internship experience must obtain approval from the appropriate Salem College officials before the internship is arranged. The student will also need to secure both a faculty sponsor and an on-site supervisor for the internship, and she must register for the internship under the appropriate departmental listing during regular term registration. The term in which the internship site work is to be done is the term under which the student must register for the internship in order for the registration to be valid. She must also properly complete and submit the required internship contract and release forms before the end of the drop/add period during the term in which the internship is undertaken. All required documentation and assignments – including the internship contract, the supervisor’s evaluation and the academic assignments required by the faculty sponsor – must be submitted in a complete and timely manner in order for the student to qualify for an evaluation of the internship for academic credit.

Most summer work experiences do not qualify for academic credit. However, a student who wishes to do an internship for academic credit during the summer must follow the procedures outlined above and must register for Salem College summer school and pay the appropriate registration fees prior to undertaking the internship.

Most internships are unpaid; transportation costs and expenses of a personal nature are borne by the student. No more than four internships may be counted towards the 36 courses required for graduation.

For further information on policies regarding experimental January internships, see page 45.

**Summer Study**

*Salem College Summer School*

Salem College offers a non-residential, two-session, primarily evening program of college courses during the summer. The courses are standard college courses which typically meet four days a week for five and one-half weeks. Information about specific courses will be available early in the spring term. Independent study and internship programs are also offered according to
student and faculty interest. The School of Music may offer individual instruction in music during the summer; credit may be earned to the extent of one-quarter or one-half course. A student may take no more than two courses per session in summer school at Salem.

**Summer School at Other Institutions**
Salem College will assist students in planning courses at approved summer schools at other regionally-accredited institutions. Before enrolling in a summer school course, the student must obtain approval of the proposed course from the head of the department concerned at Salem College and from the registrar or dean of undergraduate studies. It will be the responsibility of the student’s faculty advisor and the department to which the summer school course applies to determine whether the course satisfies the needed content requirement.

No more than two courses may be completed in a six-week session of summer school or three courses in nine weeks or four courses in 12 weeks.

Credit will be granted for summer school work at another institution only when the grade is a C or better. The right to examine a student on the work pursued at summer school is reserved. Transcripts from the summer school must be received in the Registrar’s office before credit is given. Coursework is considered nonresidential transfer credit and follows the transfer credit policy noted earlier in this catalog.

The Salem College student who plans summer study abroad must observe the policies that apply to summer school work in the United States as well as to study abroad credit. The student should consult with the dean of undergraduate studies.

**Other Academic Policies**

**Academic Appeals**
The Subcommittee on Academic Appeals reviews petitions for students to overload or underload, proposals for student-designed majors and cases that involve exceptions to other general academic policies and requirements.

Because academic policies are designed to promote fairness and consistency in the treatment of all students and to uphold the integrity of the academic program, exceptions to these policies will be considered only under extremely extenuating circumstances.

A student who wishes to make an appeal should do so in writing to the registrar, who chairs the subcommittee. The request should be accompanied by an endorsement from the advisor and should demonstrate that the student has compelling reasons for making the request.

**Student Grievance Policies**
Salem College publishes policies regarding grade appeals, sexual harassment, the appeal for financial aid awards and for the appeal of campus parking/traffic citations in the Salem College Undergraduate Catalog. The College publishes policies regarding judicial review of Honor Council rulings in the Salem College Student Handbook.
Salem College students who have concerns in areas not covered by these policies may seek resolution through the following policy:

Students are encouraged to resolve concerns themselves first by talking directly with the College personnel involved. If resolution is not reached, students may file a written grievance with the dean of students (for co-curricular issues) or with the dean of undergraduate studies (for academic issues). 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 the Dean of Students and in the Office of the Dean of the College, and submit it to the dean of students or the dean of undergraduate studies, respectively. The dean 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 dean may request that all parties involved meet to mediate the situation and find a reasonable solution.

If the resolution is not satisfactory to the student, she may refer the matter in writing to the vice president for academic and student affairs and dean of the College for further consideration.

Examinations
The final weeks of the fall term and the spring term are set aside for term examinations taken in accordance with the regulations of the faculty and the committee on self-scheduled examinations.

Program of Institutional Effectiveness
As part of Salem’s program of institutional effectiveness, academic departments and programs have developed expected student outcomes for the academic majors and programs at the College. All departments provide assessments, which measure the identified outcomes within a given major or program.

Departmental Senior Experience/Seminar
In addition to the Senior Interdisciplinary Seminar (SIGN 350), a senior experience is required of all majors. The senior experience may take a variety of forms, such as a senior seminar or course, an examination, a portfolio, a major research paper or other forms as deemed appropriate by each department and the dean of undergraduate studies. The method of grading and the amount of credit will be determined by the department.

A departmental senior seminar is required of all students who major in art, arts management, biology, business administration, chemistry, communication, economics, history, interior design, music, philosophy or religion. The seminar enables the student to integrate the advanced level work in her major with study in an area of particular interest to her. It also provides an opportunity for seniors and the faculty to explore current research in the major field in a setting which stimulates the development of the student’s intellectual independence as a scholar. For students majoring in education, student teaching, along with its required electronic evidences, serves as the senior capstone project in the major.
COURSES OF INSTRUCTION
Salem College does not offer any developmental or remedial courses. Courses numbered from 001 to 199 are generally for first-year students and sophomores; courses numbered from 200-399 are generally for juniors and seniors. Courses numbered above 400 are graduate-level and are listed separately in the graduate catalog.

Accounting
Assistant Professor Cardwell, chair of department of business and economics; Professor Schuette, Ardrey Stough Kimbrough Chair in Business and Economics; Associate Professors Cummings and Rapp; Assistant Professors Johe and Zenker; Executive-in-Residence Hartgrove.

Accounting Major (B.S.)
The Bachelor of Science in accounting is intended to educate the student in accounting principles and practices within the wider business and societal context. The degree also offers preparation for continued graduate study and the Uniform Certified Public Accountant examination (American Institute of Certified Public Accountants), the Certified Management Accounting examination (Institute of Management Accountants), the Certified Internal Auditor examination (Institute of Internal Auditors) and the Enrolled Agent examination (Internal Revenue Service).

In North Carolina, the Certified Public Examination (CPA) may be started 120 days before the student’s projected graduation date for a bachelor’s degree in accounting. Accordingly, students who aspire to become CPAs should begin preparing for the CPA exam during January Term and plan to sit for parts of the CPA exam during the final semester of the degree or shortly thereafter. Detailed eligibility and examination rules are available from the websites of the North Carolina Board of CPA Examiners and the American Institute of CPAs. Students are advised to include the cost of a commercial intensive CPA review course and CPA testing fees as part of their educational costs for their senior year. At the beginning of the senior year, students are advised to visit the office of the Director of Financial Aid to determine whether or not scholarship, grant, and government student loan funds are available for CPA review and examination costs.

At least five accounting courses must be completed at Salem. Students cannot receive course credit for both ACCT 130 (Principles of Managerial Accounting) and ACCT 160 (Cost Accounting).

The bachelor of science in accounting requires the following 18 courses in addition to the Salem Signature general education requirements:

A. Accounting – 10 core course credits for the major in accounting:
   ACCT 120. Principles of Financial Accounting One course
   ACCT 140. Intermediate Accounting I One course
   ACCT 150. Intermediate Accounting II One course
   ACCT 155. Intermediate Accounting III One course
   ACCT 160. Cost Accounting One course
   ACCT 180. Accounting Information Systems One-half course
   ACCT 301. Auditing One course
ACCT 303. Income Taxation I  
ACCT 304. Income Taxation II  
ACCT 305. Legal Environment and Professional Ethics  
ACCT 390. Senior Seminar in Accounting

One course
One course
One-half course
One course

B. Elective Accounting Course – One course credit from the following
ACCT 165. Forensic Accounting
ACCT 170. Financial Management for Not-for-Profit Organizations
ACCT 200. Independent Study in Accounting
ACCT 201. International Accounting
ACCT 220. Special Topics in Accounting
ACCT 270. Internship in Accounting
ACCT 290. Honors Independent Study in Accounting
ACCT 340. Case Study in Accounting
ACCT 350. Accounting for Not-for-Profit Organizations

One course

C. Additional Required Courses – Seven course credits
BUAD 201. Principles of Management
BUAD 220. Business Law
BUAD 240. Business Statistics
ECON 260. International Trade and Business
FINC 302. Corporate Finance
MKTG 230. Principles of Marketing
MATH 070. Essential Calculus or
MATH 100. Calculus I

One course
One course
One course
One course
One course
One course
One course

Accounting Minor
For a minor in accounting, six course credits are required. A minimum of three courses must be taken at Salem.

A. The following four courses are required:
ACCT 120. Principles of Accounting
ACCT 140. Intermediate Accounting I
ACCT 150. Intermediate Accounting II
ACCT 160. Cost Accounting

One course
One course
One course
One course

B. Two elective accounting course credits from the following:
ACCT 155. Intermediate Accounting III
ACCT 165. Forensic Accounting
ACCT 170. Financial Management for Not-for-Profit Organizations
ACCT 180. Accounting Information Systems
ACCT 201. International Accounting
ACCT 301. Auditing
ACCT 304. Income Taxation II
ACCT 303. Income Taxation I
ACCT 305. Legal Environment and Professional Ethics
ACCT 350. Accounting for Not-for-Profit Organizations

Two courses
For a description of the Certificate Program in Accounting, see the section on certificate programs earlier in this catalog.

**Accounting Courses (ACCT)**

**120. Principles of Financial Accounting**  
One course  
An introduction to the procedures and processes through which financial data are generated, stored, synthesized and presented to management and to the public in the form of financial statements: income statements, balance sheets and statements of cash flow. Students in the course will develop an understanding of the rules and practices through which reports are developed, the tools to interpret financial reports and evaluate strengths and weaknesses of business firms and the uses of financial data in decision-making.

**130. Principles of Managerial Accounting**  
One course  
The analysis of financial data for managerial decision making; the interpretation of accounting data for planning and controlling business activities. Emphasis will be given to the role of financial data in decisions regarding the structure of economic institutions and the mix of goods and services produced by a society. Prerequisite: ACCT 120 or permission of instructor.

**140. Intermediate Accounting I**  
One course  
This course is an in-depth study of traditional financial accounting theory and related problems as well as recent developments in accounting valuation and reporting practices. Emphasis will be placed on the conceptual framework of accounting, the accounting process, financial statements, present value concepts, and current assets and current liabilities, plant assets, long-term liabilities and stockholders’ equity, including relevant International Financial Reporting Standards. Prerequisite: MATH 070 or 100 and ACCT 120.

**150. Intermediate Accounting II**  
One course  
This course is continuation of Intermediate Accounting I with emphasis on dilutive securities and earnings per share, investments, issues related to pension costs, leases and current value accounting, statement of cash flows, accounting for income taxes, and Securities and Exchange Commission required financial reporting for publicly held companies, including relevant International Financial Reporting Standards. Prerequisite: ACCT 150.

**155. Intermediate Accounting III**  
One course  
A continuation of Intermediate Accounting I with emphasis on dilutive securities and earnings per share, investments, issues related to income measurement, pension costs, leases and current value accounting. Prerequisite: ACCT 140.

**160. Cost Accounting**  
One course  
This course will cover various methods of accumulating accounting data for decision-making in a production environment. Emphasis is on the development and use of different types of standard cost systems, analysis of costs and gross profit, budgeting, responsibility accounting, income effects of costing alternatives and return on investment concepts. This course will include topics covered on the Certified Management Accounting professional exam. Prerequisite: ACCT 120.
165. Forensic Accounting
This course will include coverage of the nature of occupational fraud and abuse and a review of the techniques used to commit financial fraud. Students will study the underlying indicators of fraud and the investigative process when fraud is detected as well as use computer-assisted techniques, including data extraction and analysis. This course will include topics covered in the Certified Fraud Examiner and Certificate in Financial Fraud professional exams. Prerequisite: ACCT 120.

170. Financial Management for Not-for-Profit Organizations
This course will introduce students to accounting, financial and related administrative issues that are unique to not-for-profit organizations. The course will examine the rules of accounting that are specific to not-for-profit organizations, including fund accounting, and introduce students to the fundamentals of endowment and investment management. The financial tools for successful management of a not-for-profit organization will be discussed, including cash flow planning, budgeting and the design and evaluation of internal controls. Prerequisites: ACCT 120 and NFPM 100 or permission of instructor. Cross-listed as NFPM 170.

180. Accounting Information Systems
This course presents the conceptual foundations of accounting information systems, including transaction reporting and processing in a systems environment, the roles and responsibilities within the Information Technology function and the financial statement and business implications of electronic commerce. A case study involving basic computerized accounting systems will also be presented. Prerequisite ACCT 140.

200. Independent Study in Accounting
Independent study under the guidance of a faculty advisor. Independent study may take the form of readings, research, conferences and projects. It may not be used to substitute for regular courses in the curriculum. Independent study may be taken for a total of four courses, usually not more than two per term. Prerequisites: 2.0 cumulative average, ACCT 140, and permission of the department chair.

201. International Accounting
The purpose of this course is to identify and evaluate major issues in international accounting in order to gain an appreciation of the international diversity in accounting practices. Topics covered will include accounting aspects of international business, comparative analysis of accounting practices and the study of variations in information disclosure and financial reporting. Additional topics include classification of accounting systems, foreign currency translation, transfer pricing, environmental factors that influence accounting systems, international standard setting, harmonization and uniformity. This course may also be offered as a study abroad course during January Term. Prerequisite: ACCT 120.

220. Special Topics in Accounting
This course is an intense examination of specialized topics in contemporary accounting. A research paper and oral presentation will be required. Possible topics for this course include but are not limited to the business of operating a professional accounting practice; tax policy impact
upon tax legislation; and leadership within the field of professional accountancy. Prerequisite: permission of instructor.

**270. Internship in Accounting**  
One-half to one course  
An opportunity to use the knowledge and skills the student has learned in coursework to solve problems in a real work setting; the apprenticeship aspect of the internship implies that the student has some base of knowledge and that the student’s knowledge and skills will be increased by direct contact with an experienced, knowledgeable mentor. Open to sophomores, juniors and seniors with a 2.0 cumulative average; maximum credit per term is one course; admission by application only. Prerequisite: ACCT 140.

**290. Honors Independent Study in Accounting**  
One-half to one course  
Advanced independent study under the guidance of a faculty advisor. Open to juniors and seniors with a 3.5 average in accounting, subject to approval of the department chair. Honors work may be taken for a maximum of two courses.

**301. Auditing**  
One course  
A basic study of the plan and conduct of the actual audit work: the use of the working papers, the writing of reports, certification, the control and prevention of fraud through internal check systems and the moral and legal responsibilities of the auditor. This course will also include topics covered on the Certified Internal Auditor professional exam. Prerequisite: ACCT 150.

**303. Income Taxation**  
One course  
A study of the basics of federal income taxation, with emphasis on individuals and small business owners, the tax legislative process, and basic tax research and the IRS audit and appeals process. Prerequisite: ACCT 150.

**304. Income Taxation II**  
One course  
This course continues with the study of taxation as it applies to Subchapter C and S corporations, partnerships, estates and trusts, including a review of the similarities and distinctions in tax reporting among such entities. In addition, a service project related to income taxation will be included in this course. Prerequisite: ACCT 303.

**305. Legal Environment and Professional Ethics**  
One-half course  
This course is a study of selected topics from the Uniform Commercial Code, including domestic and international sales contracts and negotiable instruments, and specifically addresses issues concerning accountants’ legal liability and ethical issues in accounting and financial reporting. Prerequisites: ACCT 120 and BUAD 220.

**340. Case Studies in Accounting**  
One course  
A course of study utilizing cases drawn from actual business situations to acquaint the student with the uses of accounting data in setting plans and objectives, controlling operations and financial decision-making. Emphasis will be on the student as decision-maker and, thus, will require research to reach an appropriate and defensible position. Prerequisite: ACCT 150.
350. Accounting for Not-for-Profit Organizations  One course
This course introduces accounting concepts, principles and procedures used in reporting for governmental, health care and other not-for-profit organizations and teaches students how to prepare specialized financial reports and manage financial activities. Prerequisite: ACCT 140.

390. Senior Seminar in Accounting  One course
This course involves a study of accounting theory and practice of recording and reporting combinations, mergers and consolidations. This course will also include senior assessments. Prerequisites: ACCT 155, ACCT 160, ACCT 301 and ACCT 304.
Art
Associate Professor Hutton, chair; Associate Professors Griffin and Varnadoe; Assistant Professor Otero; Adjunct Instructor Hardin

The course offerings in the art department are designed to provide a broad background for both the major and non-major. A student may major or minor in studio art. (See also the separate entries for art history and interior design.)

**Studio Art Major (B.A.)**
The department of art offers a major in studio art with a concentration in painting, printmaking, graphic design or teaching licensure. Students are urged to begin the studio core foundation program as early as possible, preferably during their first semester at Salem. The program has been planned to give the student a solid background in academic training and expose her to a wide variety of media, techniques and contemporary issues, with the result being a graduate confident in her abilities and clear in her artistic goals.

Students who seek licensure to teach art (grades K-12) should pursue the B.A. in studio art with a concentration in licensure (below). Admission to teacher education is required. Students seeking licensure will need to complete the required teacher education professional studies core courses and specialty area program courses. Teacher licensure programs at Salem College are approved by the National Council for Accreditation of Teacher Education (NCATE) and the North Carolina Department of Public Instruction (NCDPI). These accreditations make it possible for graduates to be licensed in most states. See the entry under “Education” under “Courses of Instruction.”

**Studio foundation core – required of all majors:**
- ARTS 020. Introduction to Two-Dimensional Design One course
- ARTS 025. Advanced Two-Dimensional Design One course
- ARTS 030. Three-Dimensional Design One course
- ARTS 111. Drawing One course
- ARTS 112. Figure Drawing One course
- ARTH 121. Survey of Western Art I One course
- ARTH 122. Survey of Western Art II One course
- ARTH 243. Early Modern Art or ARTH 244. Late Modern Art. One course

At least six full courses toward the major must be taken in the art department at Salem, including ARTS 214, ARTS 310, ARTS 390 and any upper-level course in the area of studio concentration chosen by the student.

**Required courses (and recommended sequence) for a painting concentration is:**
- ARTS 113. Introduction to Painting One course
- ARTS 114. Advanced Painting One course
- ARTS 310. Senior Studio One course
- ARTS 214. Senior Tutorial One-half course
- ARTS 390. Senior Seminar One-half course
- ARTS Elective. Any course in studio art outside painting One course
Required courses (and recommended sequence) for a printmaking concentration is:

- ARTS 135. Introduction to Printmaking
- ARTS 235. Advanced Printmaking
- ARTS 310. Senior Studio
- ARTS 214. Senior Tutorial
- ARTS 390. Senior Seminar
- ARTS Elective. Any course in studio art outside printmaking

Required courses (and recommended sequence) for a graphic design concentration is:

- ARTS 040. Graphic Design and Communication
- ARTS 261. Computer Graphic Applications
- ARTS 310. Senior Studio
- ARTS 214. Senior Tutorial
- ARTS 390. Senior Seminar
- ARTS Elective. Any course in studio art outside graphic design

Required courses for the licensure concentration:

- ARTS 113. Introduction to Painting
- ARTS 135. Introduction to Printmaking
- ARTS 040. Graphic Design and Communication
- ARTS 211. Sculpture I or ARTS 233. Ceramics I

For licensure, admission to teacher education is required. See the catalog entry for Education.

Studio Art Minor

A minor in studio art requires the completion of six courses: ARTS 020, 025, 111, 113, 135 and either 200 or 290. Four of the six courses must be taken at Salem.

Art Courses (ARTS)

020. Introduction to Two-Dimensional Design

In-depth exploration of basic elements of two-dimensional design through multiple approaches to a wide variety of black and white media. Consideration of the influence of art and design within the context of the dominant culture as well as other cultures and periods. Six-hour studio plus outside assignments. No prerequisite. Fall and Spring.

025. Advanced Two-Dimensional Design

Building on experience in ARTS 020 and ARTS 111, students will explore conceptually sophisticated design problems. Introduction to and exploration of color theory. Six-hour studio plus outside assignments. Prerequisite: ARTS 020 and ARTS 111. Fall and Spring.

030. Three-Dimensional Design

Exploration of a variety of issues dealing with three-dimensional form: What is the third dimension? Why do structures stand up? What can be created with limited materials? Prerequisite: ARTS 020 or ARTS 111. Fall.
040. Graphic Design and Communication
One course
An introductory course in the history, concepts and techniques of graphic design and communication. Lectures will address topics in typography, illustration, book and magazine layout, advertising, marketing and packaging. Students will address exercises relating to the working fields of graphic design. Exercises will be used to educate the students’ ability to analyze problems, offer creative solutions with craft and present projects in a professional manner. Prerequisite: ARTS 020. Fall, alternate years.

110. Photography I
One course
A basic course in photography, including a history of photography, camera mechanics, camera techniques, composition, film processing, proofing techniques, enlarging procedures and methods of matting and mounting. No prerequisite. Offered as needed in conjunction with the Sawtooth School of Visual Arts.

111. Drawing
One course
Introduction to basic elements of drawing through a wide variety of drawing experiences utilizing black and white media. Emphasis on descriptive techniques, introduction to the figure and perspective. Six-hour studio plus outside assignments. Fall and Spring.

112. Figure Drawing
One course
Beginning with an anatomical survey, students will build an understanding of the human form, based on research and regular sessions with the model. Six-hour studio plus outside assignments. Prerequisite: ARTS 020, ARTS 111. Spring, alternate years.

113. Introduction to Oil Painting
One course
Students will develop an understanding of the oil medium and its manipulation to achieve descriptive results through a directed series of problems. Emphasis is on the act of painting. Six-hour studio plus outside assignments. Prerequisite: ARTS 020 or ARTS 111. Fall.

114. Advanced Painting
One course
Continued study of painting problems begun in ARTS 113. Students will work on a variety of directed and independent projects to encourage individual stylistic growth. Six-hour studio plus outside assignments. Prerequisite: ARTS 113 and ARTS 025.

135. Introduction to Printmaking
One course
Various relief and intaglio processes for black and white and color printmaking. Will include experiences with linoleum and woodblock printing, collagraphs, drypoint and etchings. Prerequisite: ARTS 020 or ARTS 111. Spring, alternate years.

200. Independent Study
One-quarter to one course
Independent study under the guidance of a faculty advisor. Open to students with a 3.0 cumulative average and permission of the chair of the department. Independent study may take the form of readings, research, conference, project and/or field experience. Independent study may be taken for a total of two courses, the maximum in any one term being one course credit. Offered on demand.
211. Sculpture I  
Introduction to relief sculpture, skeletal structure, carving, kinetic motion, modeling and casting. Six-hour lab. Spring, alternate years.

212. Sculpture II  
Continued introduction to relief sculpture, skeletal structure, carving, kinetic motion, modeling and casting. Six-hour lab. Spring, alternate years.

214. Senior Tutorial  
The class, comprised of all senior students in the studio program, participates in a seminar meeting once a week discussing readings of contemporary criticism and professional practices in their chosen area of concentration. Students begin to define issues and methods of working with an eye toward their Senior Thesis Exhibition. Spring.

220. Special Topics in Studio Art  
This course provides the student with the opportunity to explore aesthetic and technical issues presented by faculty or visiting instructors.

230. Photography II  
An intermediate course in photography beginning with a review of techniques in Photography I. Greater emphasis will be placed on the aesthetics of photography and more advanced techniques and processes will be explored. Prerequisite: ARTS 110 or permission of the instructor. Offered in conjunction with the Sawtooth School for Visual Arts.

233. Ceramics I  
Introductory instruction in clay technology, clay body preparation, wheel throwing, coiling, slab building, loading and firing kilns. Discussions also include design instruction and exposure to historical and contemporary pottery and ceramics. Offered as needed in conjunction with through the Sawtooth School for Visual Arts.

235. Advanced Printmaking  
Various advanced printmaking processes including soft ground, aquatint and monoprints will be presented. Prerequisite: ARTS 135.

261. Computer Graphics Application  
An introduction to Macintosh computer skills and terminology as related to the graphic design field. The use of word processing, drawing, painting, page layout and illustration software will be emphasized. Prerequisite: ARTS 040 or the permission of instructor. Fall, alternate years.

270. Internship in Studio Art  
An opportunity to use the knowledge and skills the student has learned.

290. Honors Independent Study  
Advanced independent study under the guidance of a faculty advisor. Normally open to juniors and seniors with a 3.5 average in art. Subject to the approval of the department chair. Honors work may be taken for a maximum of two courses.
310. Senior Studio  One course
During the fall semester of the senior year, the class, comprised of all seniors in the studio art program, will work with a variety of media and technique based on their individual style. Students will begin to define issues important to them and establish a personal point of view. Students will learn to position their art in relation to current trends and methods of working with a theme to allow them to develop a consistent body of work to be exhibited in the spring of their graduating year. Six-hour studio/seminar plus outside work. Prerequisite: Two levels of courses in the student’s concentration and senior status. Fall.

390. Senior Seminar in Studio Art  One-half course
This course is designed to prepare the senior student for professional practices in the student’s chosen area of concentration. The student will be informed of job possibilities, gallery representation and exhibition opportunities and will be required to prepare a professional packet consisting of resume, artistic statement, slide presentation and/or portfolio to aid the student in preparation for graduate school and/or professional representation in the art world.
Art History
Associate Professor Hutton, chair; Associate Professors Griffin and Varnadoe

The course offerings in the art department are designed to provide a broad background for both the major and non-major. A student may major or minor in art history.

Art History Major (B.A.)
Art history majors are required to complete:

ARTH 121. Survey of Western Art I One course
ARTH 122. Survey of Western Art II (to be taken first year if possible) One course
ARTH 244. Late Modern Art One course
ARTH 245. Renaissance Painting 1300-1500 One course
ARTH 270. Internship in Art History One course
ARTH 300. Methods of Art History One-half course
ARTH 390. Senior Seminar in Art History One-half course
ARTS 020. Introduction to Two-Dimensional Design or
ARTS 111. Drawing One course

An additional five courses (at least one from each of the following four groups) will be chosen with the guidance of the faculty advisor depending on availability when courses are taught in alternate years.

Group 1
ARTH 225. Greek Art
ARTH 231. Ancient Art
ARTH 232. Medieval Art

Group 2
ARTH 240. Northern Renaissance
ARTH 246. European Painting and Sculpture 1550-1750

Group 3
ARTH 243. Early Modern Art
ARTH 247. European Painting and Sculpture 1750-1850
ARTH 263. American Art

Group 4
ARTH 140. Survey of the Art of Japan
ARTH 150. Survey of the Art of China

At least six full courses toward the major must be taken in the art department at Salem, including ARTH 300 (one-half course) and ARTH 390 (one-half course).

Art History Minor
The minor in art history requires the completion of six courses:

ARTH 121. Survey of Western Art I One course
ARTH 122. Survey of Western Art II One course
ARTH 240. Northern Renaissance or
ARTH 245. Renaissance Painting 1300-1500 One course
ARTH 243. Early Modern Art or
ARTH 244. Late Modern Art
ARTH electives
Four of the six courses must be taken at Salem.

Art History Courses (ARTH)

121. Survey of Western Art I
Introduction to the history and interpretation of architecture, sculpture and painting in the West from prehistoric times to the present. Fall.

122. Survey of Western Art II
Continued introduction to the history and interpretation of architecture, sculpture and painting in the West from prehistoric times to the present. Fall and Spring.

140. Survey of the Art of Japan
Japanese art from the beginning of its civilization through the 18th century, including sculpture, painting and printmaking. Fall, alternate years.

150. Survey of the Art of China
Chinese art from prehistoric through the Ching Dynasty including sculpture, painting, ceramics and bronzes. Fall.

180. Women and Art
This course explores ways in which women have been portrayed in art, and also provides an introduction to women artists from the ancient world to modern times. Feminist art history/feminist discourse is introduced as a way of analyzing representations of women in art, with focus on Renaissance and Baroque art, and their underlying – too often negative – assumptions. Models for this work will be provided by such classic feminist art historians as Nochlin, Munro, Garrard, Broude and Russell. The second half of the course will focus on women as producers of art and offers an empowering alternative to the too frequent neglect of women artists in modern art history.

200. Independent Study
Independent study under the guidance of a faculty advisor. Open to students with a 3.0 cumulative average and permission of the chair of the department. Independent study may take the form of readings, research, conference, project and/or field experience. Independent study may be taken for a total of two courses, the maximum in any one term being one course credit. Offered on demand.

220. Special Topics in Art History
This course provides the student with the opportunity to explore aesthetic and technical issues presented by faculty or visiting instructors.

225. Greek Art
Sculpture, architecture and painting in the Greek world from the late geometric to the end of the Hellenistic period. Consideration will also be taken of the roots of Greek art in other cultures of the prehistoric Aegean. Emphasis will be placed on monumental art related to Greek cultic
practices; minor arts and architecture will be considered in order to gain a broad understanding of the context of artistic development. Readings from ancient literature will be assigned to provide a historical and cultural background. Prerequisite: ARTH 121 or ARTH 122. Spring, every third year.

231. Ancient Art  
One course  
Architecture, city planning, sculpture, painting and related arts from the beginning of civilization in the Near East until the fall of the Roman Empire. Emphasis will be placed on the relationship of visual arts to other aspects of intellectual history. Prerequisite: ARTH 121 or ARTH 122. Spring, every third year.

232. Medieval Art  
One course  
Architecture, sculpture and painting from the beginning of the Christian era to the Renaissance. Emphasis upon the relationship between the visual arts and other aspects of intellectual history. Prerequisite: ARTH 121 or ARTH 122. Spring, every third year.

240. Northern Renaissance  
One course  
Art of Northern Europe from ca. 1350 to ca. 1560. The paradoxical emphasis on naturalistic observation and Christian mysticism of the period will be special themes of discussion. The development of new art forms, such as oil painting and printmaking, and the appearance of new genres, such as portraiture, landscape and still life, will also be considered. Focus will be made on the work of van Eyck, Bosch, Dürer and Bruegel. Prerequisite: ARTH 121 or ARTH 122. Fall, alternate years.

243. Early Modern Art  
One course  
Early movements in modern art: Impressionism, Cubism, Symbolism, Dada and Expressionism. Prerequisite: ARTH 121 or 122. Fall, alternate years.

244. Late Modern Art  
One course  
Art movements from the 1930s to the present, including: abstract expressionism, minimal art, pop, post-painterly, photo realism and post modernism. Prerequisite: ARTH 121 or 122. Spring.

245. Renaissance Painting 1300-1500  
One course  
The development of form and content in painting from the rebirth of humanism to the Reformation. Accent on Giotto, Ghiberti, Donatello, Masaccio, Piero della Francesca, Michelangelo, Leonardo da Vinci, Raphael and Titian. Prerequisite: ARTH 121 or 122.

246. European Painting and Sculpture 1550-1750  
One course  
Baroque and Rococo art in Spain, Italy, France, Holland and Flanders, including works by Bernini, Velazquez, Rubens, Rembrandt and Vermeer. Prerequisite: ARTH 121 or 122. Fall, alternate years.

247. European Painting and Sculpture 1750-1850  
One course  
Art in Europe with analysis of various movements: neoclassicism, romanticism and realism, including works by David, Ingres, Turner and Delacroix. Prerequisite: ARTH 121 or 122. Fall, alternate years.
263. American Art
The history and interpretation of architecture, sculpture and painting in the United States from colonial times to the present. Spring, alternate years.

270. Internship in Art History
One-half to one course
An opportunity to use the knowledge and skills the student has learned.

290. Honors Independent Study
One course
Advanced independent study under the guidance of a faculty advisor. Normally open to juniors and seniors with a 3.5 average in art. Subject to the approval of the department chair. Honors work may be taken for a maximum of two courses.

300. Methods of Art History
One-half course
A course required of all art history majors, to be taken in the spring of the senior year. Material covered is intended to acquaint the student with the literature and “methods” of art historical research and thought. To be taught in a weekly two-hour seminar, topics of discussion will include: aesthetics, materials and techniques, conservation, the role of the museum, style and chronology, connoisseurship, iconography, art and social history, art and psychology and alternate art histories. Spring.

390. Senior Seminar in Art History
One-half course
Senior thesis work in area of concentration. Required of all art history majors along with an additional course, ARTH 300. Methods, for one-half credit.
Arts Management

Professor Borwick, chair of the department of policy, politics, and public services management

The arts management program offers a major and minor in arts management.

Arts Management Major (B.A.)

The arts management major is an interdisciplinary one that combines study in the arts and accounting with courses specific to the field of arts and not-for-profit management. Within the major, students must complete a core of four courses in either a visual arts or performing arts concentration. In addition, majors are required to complete 10.5 management courses. Arts management majors must take all of their arts management (ARMN) and not-for-profit management (NFPM) courses at Salem. Opportunities are available for majors to do internships in a variety of local, state and national arts organizations.

Required courses for the major:
Management Courses (All ten and one-half courses are required.)

ACCT 120. Principles of Financial Accounting One course
ACCT 130. Principles of Managerial Accounting or NFPM 170. Financial Management for Not-for-Profit Organizations One course
ARMN 100. Introduction to Arts Management. One course
ARMN 110. The Arts in the Community One course
ARMN 270. Arts Management Internship One course
ARMN 301. Principles of Arts Management One course
ARMN 390. Senior Seminar One-half course
NFPM 100. The Not-for-Profit Corporation One course
NFPM 250. Not-for-Profit Fundraising One course
NFPM 301. Organizational Planning and Evaluation One course
NFPM 310. Not-for-Profit Management and Governance One course

Students must also complete one four-course concentration for the major:
Visual Arts Concentration Four courses

ARTH 121. Survey of Western Art I
ARTH 122. Survey of Western Art II

In addition to the two required ARTH courses, choose two courses from the list below:

ARTS 020. Two-Dimensional Design
ARTS 025. Advanced Two-Dimensional Design
ARTS 030. Three-Dimensional Design
ARTH 243. Early Modern Art
ARTH 244. Late Modern Art
ARTH 263. American Art

Performing Arts Concentration Four courses

Choose any of the courses from the list below. Some courses are worth less than one full course; the sum total of course credit in this concentration must be at least four courses:

DANC 104. History of Dance
ENGL 208. Early-Modern Female Dramatists: Sinners, Saints, and Sapphoses
ENGL 223. Modern Drama (only if taken in addition to ENGL 208)
MUSI 103. The Musical in America
MUSI 105. Women in Music
MUSI 107. Introduction to Music of the World
MUSI 117. Principles of Musical Structure and Style
MUSI 118. Music History I
MUSI 217. Music History II
MUSI 218. Music History III
MUSI 150. Musical Theater
MUSI 151. Acting
MUSI 021 through 046. (music performance)
MUSI 050, 051, 052, 053, 054, 055. (performing ensembles)

Recommended Electives:
COMM 120. Oral Communication
ECON 120. Introduction to Microeconomics
MKTG 230. Principles of Marketing
BUAD 240. Business Statistics or
SOCI 215. Social Statistics

In addition, students are strongly encouraged to take elective courses in art and/or music history. The creative writing minor may also be used to fulfill an area of concentration.

Arts Management Minor
The minor in arts management requires the completion of six courses: Introduction to Arts Management (ARMN 100), Arts in the Community (ARMN 110), The Not-for-Profit Corporation (NFPM 100), Not-for-Profit Fundraising (NFPM 250), Principles of Arts Management (ARMN 301) and Organizational Planning (NFPM 301). The minor in arts management should be combined with a major in the arts.

Arts Management Courses (ARMN)
100. Introduction to Arts Management
One course
An overview of the field of arts management. The student will be introduced to basic concepts and skills in the discipline and will be shown the array of professional opportunities requiring those skills. Management principles and practices in the performing and visual arts will be presented. (Students with experience in arts management may be allowed, with consent of the director, to substitute ARMN 200 for this requirement.) Fall.

110. Arts in the Community
One course
A study of roles the arts can play in improving communities: economic development, educational reform and the creation of “social capital.”

200. Independent Study
One-quarter to one course
Independent study under the guidance of a faculty advisor. Open to students with a 2.0 cumulative G.P.A. Independent study may take the form of readings, research, conference, project and/or field experience. Ordinarily it may not be used to substitute for a regular course in the curriculum. Independent study may be taken for a total of four courses, no more than two in any term. Prerequisite: Permission of the Director. Fall and spring.
270. Arts Management Internship
The arts management internship provides the arts management major with on-site experience in national, state and local arts organizations and the opportunity to perform a number of functions at various levels of the organization. Open to sophomores, juniors and seniors; maximum credit per term is one course; admission by application only.

280. Topics in Arts Management
In-depth study of an issue (or issues) of special current importance in the field of arts management. (Examples: Public Policy and the Arts; Money for the Arts; Marketing the Arts.) Prerequisite: ARMN 100 or permission of instructor.

290. Honors Independent Study
Advanced independent study under the guidance of a faculty advisor. Normally open to juniors and seniors with a 3.5 average in arts management, subject to the approval of the department chair. Honors Independent Study may be taken for a maximum of two courses.

301. Principles of Arts Management
A study designed to teach and develop skills essential to managing arts organizations. The course will also introduce topics crucial to the growth and development of the field of arts management in the near future. Prerequisite: ARMN 100 or permission of the instructor.

390. Senior Seminar
Creation of a portfolio documenting experience and/or competence in topics and skills essential to successful management of the arts. Survey of critical literature and trends in arts management. Projects geared toward the particular needs of the student. These may include preparation of position papers, arts events production or consulting work for arts organizations. Spring.
Biology
Associate Professor Porter, chair; Professor Nohlgren; Associate Professor Dunn; Assistant Professor Kupinger; Laboratory Coordinator Duckett

The study of biological sciences enables the student to understand better the living world of which she is part and to secure a scientific knowledge of the fundamental facts and concepts concerning living organisms, including bacteria, viruses, protists, fungi, plants and animals.

Biology Major (B.A.)
The student who seeks the bachelor of arts degree with a major in biology must complete eleven courses, including eight biology courses:

- BIOL 100. Cell and Molecular Biology
- BIOL 101. Biodiversity
- BIOL 205. Biometry
- BIOL 210. Ecology
- BIOL 230. Genetics
- BIOL 311. Evolution
- BIOL 390. Senior Seminar
- BIOL elective
- MATH 070. Essential Calculus or higher
- CHEM 110. General Chemistry
- CHEM 120. General Chemistry with Qualitative and Quantitative Analysis

An equivalent statistics course may be substituted for BIOL 205 with the permission of the biology department chair. At least four of the eight biology courses required for the major (B.A.) must be taken at Salem.

Biology Major (B.S.)
The student who seeks the bachelor of science degree with a major in biology must complete a minimum of seventeen courses, including ten biology courses:

- BIOL 100. Cell and Molecular Biology
- BIOL 101. Biodiversity
- BIOL 205. Biometry
- BIOL 210. Ecology
- BIOL 230. Genetics
- BIOL 311. Evolution
- BIOL 390. Senior Seminar
- BIOL electives
- CHEM 110. General Chemistry
- CHEM 120. General Chemistry with Qualitative and Quantitative Analysis
- CHEM 201. Organic Chemistry I
- CHEM 202. Organic Chemistry II
- PHYS 210. General Physics I
- PHYS 220. General Physics II
- MATH 100. Calculus I or higher

At least five of the 10 biology courses required for the major (B.S.) must be taken at Salem.
A student intending to be a B.S. biology major should meet with her advisor early and regularly to discuss a suggested program of study in order to remain on track for graduation within four years.

All students planning a major in biology are expected to finish their mathematics requirements by the end of their first year. Entering students who are confident in their quantitative skills are advised to take general chemistry (CHEM 110) and BIOL 100 & 101 in their first year. Students who have not had pre-calculus may consider taking CHEM 110 in their second year. BIOL 205 (or an equivalent course in statistics), 210 and 230 should be completed by the end of their junior year. The electives BIOL 235 and 218/219 are recommended for the junior or senior year. Most other electives are appropriate for students in their sophomore through senior years. BIOL 311 and 390 are capstone courses required in the senior year.

**Biology Minor**
The minor in biology requires the completion of five courses:

- BIOL 100. Cell and Molecular Biology
- BIOL 101. Biodiversity
- BIOL 210. Ecology
- BIOL 230. Genetics
- BIOL elective

All courses must be taken at Salem or Wake Forest. A transfer student may submit the equivalent of up to two of the following courses for credit toward the minor: BIOL 100, 101 or one biology elective.

**Teaching Licensure in Biology**
Students seeking teacher licensure in biology (grades 9-12) are required to complete a major in biology which must include BIOL 100, 101, 205, 210, 218, 219, 230, 235, 311, 390; CHEM 110, 120; PHYS 210, 220; and MATH 100. Professional education requirements are listed under the education department.

**Senior Evaluation for Majors**
The department of biology evaluates the performance of its seniors with key components of the curriculum. BIOL 390 (Senior Seminar) requires students to give a major presentation and paper on a current biological topic that requires an integration of the knowledge acquired in the biology core curriculum. In addition, the department requires all seniors to take the Major Field Test in Biology while enrolled in BIOL 390. The tests are designed and evaluated by the Educational Testing Service (ETS).

**Biology Courses (BIOL)**
Each course lists the number of lectures and laboratories per week.

**010. Principles of Biology**
One course
An introductory course in biological science for non-majors. Emphasis is on general principles, including the scientific method, biochemistry, cytology, metabolism, cellular respiration, photosynthesis, cell division, classical and molecular genetics, evolution and ecology. This course will not substitute for any biology course for majors in biology or clinical laboratory science. Three lectures, one two-hour laboratory. Fall and Spring.
050. Issues in Environmental Science One course
Designed for non-majors (available only as general elective credit for majors in biology). Seeks to relate the basic principles of ecology to human beings. Consideration of such problems as world population, limited resources such as food, minerals and fossil fuels, pollution and waste disposal, land use and conservation and potential solutions to such problems. This course will not substitute for BIOL 210 for biology majors. Three lecture. Recommended prerequisite: BIOL 010 or equivalent. Fall.

070. Issues in Biology for Women One course
The major emphasis of this course will be placed on the scientific principles behind many issues directly related to women’s lives. Designed for non-majors, this course will concentrate on basic biological issues in genetics, molecular biology and health, including such topics as reproduction and fertility, AIDS and other sexually-transmitted diseases, breast cancer, toxins and biohazards in the workplace, home and the environment, issues in modern healthcare provision and how biology influences society and vice versa. This course will not substitute for any biology course for majors in biology or clinical laboratory science and is open to non-majors only. Recommended prerequisite: BIOL 010 or equivalent. Spring, alternate years.

100. Cell and Molecular Biology One course
The structure and function of cells. An examination of the cell’s microscopic and ultrastructural features, physiological capabilities, and biochemical properties, including such topics as membrane and organelle formation, DNA replication, transcription, translation, cellular metabolism, cell division, cell differentiation and cell communication. This is the required introductory course for majors in biology and clinical laboratory science and is a prerequisite for all other biology courses. Three lectures, one three hour laboratory. Prerequisite: Placement above MATH 020. Fall.

101. Biodiversity One course
Evolution and structure of organisms in all biological kingdoms (monerans, protists, plants, fungi, and animals) with emphasis on the basic principles of observation and experimental problems. Three lectures, one three hour laboratory. Prerequisite: BIOL 100. Spring.

114. General Botany One course
The structure and function of plants with emphasis on angiosperms. Designed to provide the student with a broad survey of the plant activities. Growth, differentiation, nutrition and reproduction are studied in representative members of the major divisions. Three lectures, one three-hour laboratory. Prerequisite: BIOL 100, 101 or permission of the instructor. Fall, alternate years.

200. Independent Study One-quarter to two courses
Independent study under the guidance of a faculty advisor. Open to students with a 2.0 cumulative average and permission of the chair of department. Independent study may take the form of readings, research, conference, project, and/or field experience. Ordinarily it may not be used to substitute for a regular course in the curriculum. Independent study may be taken for a
maximum of two courses, the maximum in any one term being two course credits. Prerequisite: BIOL 101 and MATH 025 or higher, or permission of the instructor. Fall and spring.

205. Biometry One course
Introduction to the theory and application of descriptive and inferential statistical methods used in the life sciences. Includes training in computer assisted analysis. Three lectures and one two-hour laboratory/discussion session per week. Prerequisites: BIOL 100 or equivalent and MATH 025 or higher or the permission of the instructor. Fall

210. Ecology One course
The principles underlying the interrelations of organisms with their environments, including the population, community, ecosystem and biosphere levels of organization. The laboratory is closely integrated with the lecture and includes studies of the different levels of integration. Three lectures, one three-hour laboratory. Prerequisites: BIOL 101 and MATH 070 or higher or permission of instructor. Spring.

212. Plant Taxonomy One course
The morphology, classification, nomenclature and systematics of the seed plants with emphasis upon orders and families. The laboratory stresses the collection and identification of specimens from the local spring flora. Field trips are taken to the different vegetative provinces of the Carolinas, including the seashore and mountains. Three lectures, one three-hour laboratory. Prerequisite: BIOL 101 or permission of instructor. Offered as needed.

215. Developmental Biology One course
Developmental biology incorporates the study of the transformation of a single cell into an adult organism and the underlying causes of what makes living things become different. We will explore the central concepts of the development of an individual and the role development plays in the evolution of organisms by using primarily vertebrate and invertebrate animal model systems to study classical embryology and the underlying molecular mechanisms of development. Two lectures and one three hour laboratory/ discussion session per week. Prerequisites: BIOL 101 or permission of the instructor. Offered as needed.

218. Anatomy and Physiology I One course
The first of a two-course sequence in basic human anatomy and physiology. Beginning with a review of biochemistry, cytology and cellular metabolism, this first course then emphasizes the structure and function at the gross, histologic and ultrastructural levels of the integumentary, skeletal, articular, muscular and nervous systems. Anatomy by dissection and experimental concepts of physiology are studied in the laboratory. Three lectures, one three-hour laboratory. Prerequisite: BIOL 101 or permission of the instructor. Fall.

219. Anatomy and Physiology II One course
The continuation of a two-course sequence in basic human anatomy and physiology. Emphasis on the structure and function of the cardiovascular, immune, respiratory, digestive, urinary, endocrine and reproductive systems. Anatomy by dissection and experimental concepts of physiology are studied in the laboratory. Three lectures, one three-hour laboratory. Prerequisite: BIOL 218. Spring.
220. Special Topics in Biology
An investigation of a topic of importance in contemporary biology. The specific course content and methods of study will vary in response to recent developments in the life sciences and current needs of students majoring in biology; the topic will be announced prior to registration for the course. Three lecture/discussions, one three-hour laboratory or field experience. Prerequisites: BIOL 100 or permission of the instructor.

222. Ornithology
A lecture/discussion, laboratory and field course on the biology of birds. The lecture/laboratory will stress concepts and principles of structure and physiology, distribution, behavior, migration and evolution, while the field portion will emphasize identification and recognition of the local bird fauna. Field trips will be taken to the different vegetative provinces of the Carolinas. Three lectures, one three-hour laboratory and field trips. Prerequisite: BIOL 101 or permission of the instructor. Offered as needed.

225. Parasitology
The biology of parasites and parasitism, including a comparative and systematic study of the major parasitic groups: protozoa, helminths and arthropods. The concepts and principles of morphology, physiology, life histories and host-parasite relationships of representative members of these phyla will be discussed in lecture and explored in the laboratory and the field. Three lectures, one three-hour laboratory. Prerequisite: BIOL 101 or permission of the instructor. Offered as needed.

230. Genetics
Principles of genetics, including an examination of gene chemistry and function, transmission genetics and cytogenetics, mutation, developmental and population genetics. The laboratory consists of experiments in classical genetics and molecular biology. Three lectures, one three-hour laboratory. Prerequisites: BIOL 101 and MATH 070 or higher; junior standing as science or math major; or permission of instructor. Spring.

235. Microbiology
A systematic study of the more important groups of microorganisms: the bacteria, yeasts, molds, cyanobacteria, rickettsiae, viruses and protozoa. Emphasis is given to morphology, taxonomy and activities of selected members of each group, including topics on control of microorganisms, disease relationships and applied microbiology. Three lectures, two two-hour laboratories. Prerequisites: BIOL 210 and CHEM 201 and 202, or permission of instructor. Fall.

240. Research Methods
This course prepares students for conducting undergraduate research by emphasizing the process of asking scientific questions, critical analysis and designing undergraduate research projects. Students will analyze classic biologic literature, attend off campus graduate seminars, participate in peer reviews and design a research proposal based loosely on a National Science Foundation proposal for graduate fellowships. Two lectures and one three hour laboratory/discussion session per week. Prerequisite: BIOL 101 or permission of the instructor. Offered as needed.
270. Internship in Biology
One course
An opportunity to use the knowledge and skills the student has learned in coursework to solve problems in a real work setting; the apprenticeship aspect of the internship implies that the student has some base of knowledge and will increase her knowledge and skills by direct contact with an experienced, knowledgeable mentor. Open to sophomores, juniors and seniors with at least a 2.0 cumulative average; maximum credit per term is one course; admission by application only. Fall and Spring.

290. Honors Independent Study in Biology
One to two courses
Advanced independent study under the guidance of a faculty advisor. Normally open to junior and senior biology majors with a 3.5 or greater average in biology, subject to the approval of the department chair. Prerequisite: MATH 070 or higher. Honors work may be taken for a maximum of two courses per term. Fall and Spring.

311. Evolution
One course
A study of the historical aspects of the theory of evolution, including a critical analysis of *The Origin of Species*, and an understanding of the modern theory with emphasis on the mechanisms involved. A term paper is required. Three hours of lecture/discussion per week. Prerequisites: BIOL 210 and 230, or permission of instructor. Fall.

390. Senior Seminar
One course
Fundamental problems in the biological sciences with emphasis on current research. Open only to seniors for credit, but sophomores and juniors are encouraged to attend the seminars. Spring.

391, 392. Undergraduate Research Program at the Wake Forest University School of Medicine
One to two courses
The undergraduate research program in the departments of neurobiology and anatomy, physiology and pharmacology or microbiology and immunology is a program for serious upper-division students in biology. It may be taken by biology majors interested in participating in ongoing basic and/or applied research who have completed BIOL 230 and CHEM 305, 309 or 311, 312, and who have an overall G.P.A. of 3.0 and a science G.P.A. of 3.2 or greater. The program as designed allows qualified students to take up to two course credits in undergraduate research. These course credits will be accepted as biology credits for the major. Students meeting the criteria and interested in participating must also have the approval of the chair of the biology department. Fall and Spring.
Business Administration
Assistant Professor Cardwell, chair of department of business and economics; Professor Schuette, Ardrey Stough Kimbrough Chair in Business and Economics; Associate Professors Cummings and Rapp; Assistant Professors Johe and Zenker; Executive-in-Residence Hartgrove.

Business Administration Major (B.A. or B.S.B.A.)
The business administration major offers students a special combination of pre-professional preparation and a firm foundation in the liberal arts. Both are essential to success in today’s increasingly global and diverse business environment. Interdisciplinary in nature, the major includes courses in economics, business law, management, business statistics, business ethics, accounting, computer applications, marketing and mathematics. The curriculum is designed to make the links between the liberal arts and the world of business explicit. In upper-level courses, the emphasis is on case studies and analytical thinking.

Because of the number of courses required, the student choosing to major in business administration is strongly advised to begin the major during her first or sophomore year by taking the introductory sequences in economics and accounting, required mathematics courses and perhaps a business administration course. Several courses required for the major will also satisfy general education requirements. Students are encouraged to pursue these in order to increase their upper-level elective options. All students are encouraged to complete at least one internship in the major, either in January or during the regular semester. Internships are not required for the major, but they offer the student an opportunity to apply course concepts in a business setting. All business administration majors are encouraged to minor in a modern language. The business administration major offers specializations in the following areas: economics, marketing, accounting and finance.

The major in business administration requires the same courses whether the student is pursuing the B.A. degree or the B.S.B.A. degree. Students enrolled in the College through the Martha H. Fleer Center for Adult Education who are seeking the B.S.B.A. degree with a major in business administration have slightly different general education requirements than students seeking the B.A. degree major do, but the courses for the major are the same for both. The business administration major is required to take 13 or 14 core courses (depending on the student’s choice of introductory economics courses) and three courses in a selected area of specialization (economics, marketing, accounting or finance). At least seven of the required core courses, including BUAD 350 (Senior Seminar in Strategic Management), must be taken at Salem. In addition, at least two of the three required courses in the area of specialization must be completed at Salem.

Required Core Courses for the Business Administration Major:
- ECON 100. Principles of Economics or
- ECON 110. Introduction to Macroeconomics and
- ECON 120. Introduction to Microeconomics
- BUAD 201. Principles of Management
- BUAD 220. Business Law
- BUAD 240. Business Statistics

One or two courses
One course
One course
One course
One course
BUAD 350. Senior Seminar in Strategic Management
MATH 070. Essential Calculus or
   MATH 100. Calculus I
ACCT 120. Principles of Financial Accounting
ACCT 130. Principles of Managerial Accounting
CINS 020. Introduction to Spreadsheets for Business and Social Science
CINS 040. Introduction to Relational Databases
FINC 302. Corporate Finance
MKTG 230. Principles of Marketing

One course
One course
One course
One half-course
One half-course
One course
One course
One course

Three required courses must be taken from one of the following areas of specialization.

Economics:
   ECON 210. Intermediate Macroeconomics
   ECON 220. Intermediate Microeconomics
   One economics elective (other than ECON 260)

Marketing:
   MKTG 231. Marketing Research Methods
   MKTG 234. International Marketing
   MKTG 235. Service Marketing

Finance:
   ECON 201. Money, Banking and Monetary Policy
   FINC 303. Investment Analysis
   FINC 310. International Finance

Accounting:
   ACCT 140. Intermediate Accounting I
   ACCT 150. Intermediate Accounting II
   One of the following:
       ACCT 160. Cost Accounting
       ACCT 301. Auditing
       ACCT 303. Income Taxation

Sport Management:
   BUAD 202. Sport Management
   MKTG 236. Sport Marketing
   EXER 245. Women in Sport

The major in business administration requires a maximum of 17 courses, including the area of specialization, some of which may be used to fulfill certain general education requirements.

A student intending to major in business administration should meet with her advisor early and regularly to discuss a suggested program of study in order to remain on track for graduation within four years.
**Business Administration Minor**

*For a minor in business administration the following courses are required:*

- ECON 100. Principles of Economics *or*
- ECON 110. Introduction to Macroeconomics *or*
- ECON 120. Introduction to Microeconomics
- ACCT 120. Principles of Financial Accounting
- CINS 020. Introduction to spreadsheets for Business and Social Science
- CINS 040. Introduction to Relational Databases
- MKTG 230. Principles of Marketing
- BUAD 201. Principles of Management
- FINC 302. Corporate Finance

One course

A minimum of three courses must be taken at Salem.

**Marketing Minor**

*For a minor in marketing, the following six courses are required:*

- MKTG 230. Principles of Marketing
- MKTG 231. Marketing Research Methods
- MKTG 234. International Marketing
- MKTG 235. Service Marketing
- BUAD 201. Principles of Management

One course

One of the following:

- COMM 322. Communication Campaigns
- MKTG 270. Internship in Marketing

One course

At least three of the six courses must be taken at Salem. MKTG 270 must be taken under the supervision of a Salem faculty member who is currently teaching marketing courses. This minor is not available to those students who are taking a marketing specialization in the business administration major.

**Sport Management Minor**

*For a minor in sport management, the following six courses are required:*

- BUAD 202. Sport Management
- MKTG 236. Sport Marketing
- EXER 245. Women in Sport
- BUAD 240. Business Statistics
- BUAD 270. Internship in Management

One course

One of the following:

- BUAD 220 Business Law
- BUAD 124 Business Ethics

One course

At least three of the six courses must be taken at Salem College. BUAD 270 must be taken under the supervision of a Salem College faculty member and focused on sport management. The minor is not available to those students taking a sport management specialization in the business administration major.
Business Administration Courses (BUAD)
All business administration courses require a minimum of first-year standing or permission of the instructor in addition to any other prerequisites noted.

124. Business Ethics
One course
This course examines some of the various ways in which ethics is relevant to business by analyzing the ethical elements in problems that arise in the business world. Emphasis is placed upon the application of general ethical theories to such problems. Cross-listed with PHIL 124. Credit will not be given for both PHIL 122 and BUAD/PHIL 124. Fall and spring.

200. Independent Study in Management
One-quarter to one course
Independent study under the guidance of a faculty advisor. Independent study may take the form of readings, research, conferences and projects. It may not be used to substitute for regular courses in the curriculum. Independent study may be taken for a total of four courses, usually not more than two per term. Prerequisites: 2.0 cumulative average, previous study in management, permission of the department.

201. Principles of Management
One course
An analysis of the historical concepts and environments that play a major part in the changing concepts of management. Attention is focused on the management functions – planning, organizing, leading and controlling – within the context of topics such as strategy formulation and implementation, motivation, teamwork, decision-making, communications, diversity, information technology and operations management. Fall and Spring.

202. Sport Management
One course
This course examines the application of general principles of management to the sport industry and to the management of sport organizations in particular. The course provides the student with an overview of the sport industry, as well as the issues encountered by managers of sport organizations and how management techniques can be applied to effectively address these issues. Students will also consider the ethical and moral dilemmas facing sport managers and the sport industry as a whole. Provides an overview of management in the professional sport franchise; intercollegiate athletics, sport marketing and promotions; athlete representation; sport law; facilities management; the health club, spa, resort industry; and sport tourism. Fall.

220. Business Law
One course
The American legal system and the law as it relates to the conduct of business in our society. A survey of our federal and state court systems and an examination of the constitutional foundations of the American judicial structure. Specific attention to torts, contracts, property and other legal concepts integrally related to commercial enterprise. Spring.

240. Business Statistics
One course
Emphasis on sampling and probability distributions, measures of central tendency and dispersion, hypothesis testing, linear and multiple regression analysis and analysis of variance. Prerequisite: a college-level math course or permission from the instructor. Fall.
260. Special Topics in Management  One course
An intense examination of a specialized topic in contemporary management. A research paper and oral presentation will be required. Possible topics for this course include, but are not limited to, small business management, personnel management, production and operations management, retail management and leadership.

270. Internship in Management  One course
An opportunity to use the knowledge and skills the student has learned in coursework to solve problems in a real work setting; the apprenticeship aspect of the internship implies that the student has some base of knowledge and will increase her knowledge and skills by direct contact with an experienced, knowledgeable mentor. Open to sophomores, juniors and seniors with a 2.0 cumulative average; maximum credit per term is one course; admission by application only.

290. Honors Independent Study in Management  One course
Advanced independent study under the guidance of a faculty advisor. Normally open to juniors and seniors with a 3.5 average in business administration, subject to the approval of the department chair. Honors work may be taken for a maximum of two courses.

320. Entrepreneurship  One course
An in-depth study of the elements that serve as a catalyst to being a successful entrepreneur. These include a knowledge of the preparation and analysis of financial statements, sources of venture ideas, conducting market research, addressing the human side of being an entrepreneur and finally the development of a realistic business plan that could be submitted to a venture capitalist or for bank financing. Prerequisites: ECON 100 or 120, ACCT 120, MKTG 230 and BUAD 201; or permission of the instructor.

325. Oxford Summer Program  One course
Salem College, St. Peter’s College of Oxford University Summer Program in International Business. The program will be taught by St. Peter’s college faculty and other distinguished lecturers on the campus of St. Peter’s College, Oxford, England and is comprised of three week-long integrated modules: Globalization and the World Economy; Development of Global Companies; and Business Culture, Ethics and Gender Issues. The course to be taught in the summer will include approximately 80 contact hours. Students are also expected to complete case studies, do independent research and attend joint interdisciplinary seminars. Formal evaluation of student academic performance is to be provided by on-site Salem College faculty at St. Peter’s College. One course credit is to be awarded to students who successfully complete the program.

350. Senior Seminar in Strategic Management  One course
A capstone course, with a heavy emphasis on case studies in strategy formulation and implementation. Students will utilize conceptual tools learned in principles of management, corporate finance, marketing, economics and accounting. Part of the course will include a semester-long analysis of publicly traded corporations. Prerequisites: permission of the instructor, graduating senior status, BUAD 201, FINC 302, MKTG 230 and ACCT 120. Spring.
**Marketing**
Courses in marketing are offered as part of the business administration program. Although there is no major in marketing, marketing may be chosen as either a minor or a specialization area within the business administration major.

**Marketing Courses (MKTG)**

**230. Principles of Marketing**  
One course  
An introduction to the understandings of marketing and the marketing management process. Includes analyzing marketing opportunities and segmenting, targeting and positioning for competitive advantage. Specific attention will be given to the development of marketing strategy and the marketing mix of product, price, place and promotion. Fall.

**231. Marketing Research Methods**  
One course  
An in-depth study of the marketing research process. Attention is given to the scope of marketing research, the research process, research designs, measurement concepts, sampling including basic statistical concepts, data analysis and interpretation and the use of marketing research. Students will do a marketing research problem, using SPSS for statistical analysis. Prerequisites: MKTG 230 and a college-level math course or permission from the instructor. Fall.

**234. International Marketing**  
One course  
A study of the problems and opportunities in marketing products and services overseas. This includes an analysis of economic, political, cultural and financial environments, as well as the global concerns of pricing, promotional and distribution strategies. Prerequisite: MKTG 230. Spring.

**235. Service Marketing**  
One course  
An in-depth study of the marketing of services in the business world. Specifically, the course will cover the underlying process of service delivery, the way that technologies are affecting this delivery and the concept of creating value through service marketing with human resource management. International service marketing will be covered to the extent that it is now covered in MKTG 234 International Marketing. Prerequisite: MKTG 230. Spring.

**236. Sport Marketing**  
One course  
The applications of marketing science to all realms of the sport industry, including: professional sport; intercollegiate, interscholastic and amateur sport; and commercial and public sport and recreational facilities, clubs, resorts and service organizations. An introduction to sales as an element of marketing. A view of the international sport business and ethical issues in sport marketing. Prerequisite: SPRT 202. Spring.

**270. Internship in Marketing**  
One course  
An opportunity to use knowledge and skills the student has learned in coursework to assess and solve problems in the real work setting. The apprenticeship aspect of the internship implies that the student has some base of marketing knowledge and will increase her knowledge of skills by direct contact with an experienced supervisor in a marketing environment. This course is open to Juniors and Seniors with a 2.0 cumulative G.P.A. Faculty sponsor must be a full-time Salem
faculty member who is currently teaching marketing courses. Admission is by application only. Maximum credit per term is one course.

**Finance**
Courses in finance are offered as part of the business administration program. Although there is no major or minor in finance, finance may be chosen as a specialization area within the business administration major.

**Finance Courses (FINC)**

**302. Corporate Finance**  
One course  
A course of study concerned primarily with the management of capital sources and uses and factors influencing the financial structure, capital budgeting administration and analysis methods. Prerequisite: MATH 060 or BUAD 240; ACCT 120. Fall.

**303. Investment Analysis**  
One course  
The study of domestic and global portfolio management, investment alternatives, investment markets, expected return and risk evaluation, investment mix selection and optimizing behavior of the individual investor. Fall.

**310. International Finance**  
One course  
The purpose of this course is to focus on value-maximization and risk management in firms with emphasis on multinational corporations. Concepts from finance are used to analyze capital budgeting, the cost hedging, international cash management, the debt denomination decisions and international capital budgeting. Emphasis is on applying economic and financial theory to management decisions through a series of quantitative assignments and case studies. Prerequisite: FINC 302. Spring, alternate years.
Chemistry

Associate Professor McKnight, chair; Associate Professor Eskew

The chemistry curriculum strives to acquaint the student with the modern theories of the science and to familiarize her with the basic laboratory techniques which are fundamental to its practice. A student may combine her interest in chemistry with other areas such as biology, education, pre-medicine, scientific writing, business, etc.

Chemistry Major (B.A.)
The bachelor of arts degree in chemistry provides the student with a basic understanding of the fundamentals of chemistry. The degree is designed to provide the student with flexibility to combine her interests in chemistry with interests in other areas.

The major requires the completion of eight courses:

- CHEM 110. General Chemistry
- CHEM 120. General Chemistry with Qualitative and Quantitative Analysis
- CHEM 201. Organic Chemistry I
- CHEM 202. Organic Chemistry II
- CHEM 207. Solutions
- CHEM 390. Senior Seminar
- CHEM electives

At least three of the eight courses must be taken at Salem.

Students seeking teacher licensure in chemistry (grades 9-12) are required to complete a major in chemistry including CHEM 305, BIOL 010 or 100, PHYS 210, 220 and MATH 100. Professional education requirements are listed under the education department.

Chemistry Major (B.S.)
The bachelor of science degree in chemistry prepares a student for a career in chemistry or a related field.

- CHEM 110. General Chemistry
- CHEM 120. General Chemistry with Qualitative and Quantitative Analysis
- CHEM 201. Organic Chemistry I
- CHEM 202. Organic Chemistry II
- CHEM 207. Solutions
- CHEM 309. Physical Methods Laboratory I
- CHEM 310. Physical Methods Laboratory II
- CHEM 311. Physical Chemistry I
- CHEM 312. Physical Chemistry II
- CHEM 313. Inorganic Chemistry
- CHEM 390. Senior Seminar
- CHEM elective
- PHYS 210. General Physics I
- PHYS 220. General Physics II
- MATH 102. Calculus III

At least four of the ten required chemistry courses must be taken at Salem.
Students who have taken the advanced placement examination in chemistry may receive advanced placement and/or credit in CHEM 110 and 120. Students with scores of three on the AP examination will receive advanced placement into CHEM 120, while a score of four or five merits advanced placement and credit in CHEM 110 and 120. The department reserves the right to require students deficient in laboratory skills to complete the laboratory portions of CHEM 110 and 120.

**Chemistry Minor**
The minor in chemistry requires completion of five courses and must include:
- CHEM 110. General Chemistry
- CHEM 120. General Chemistry with Qualitative and Quantitative Analysis
- CHEM 201. Organic Chemistry I
- CHEM 202. Organic Chemistry II
- CHEM elective

Students must take two of the five courses at Salem.

**Chemistry Courses (CHEM)**
Each course lists the number of lectures and laboratories per week.

**050. Modern Chemistry and Society** One course
This course is designed for the non-science major. Emphasis is placed on the presentation of those concepts which will enable the student to understand the role of chemistry in society. Topics are selected which illustrate the impact of chemistry on the individual as well as society as a whole. Not included in the major or minor. Students who have taken one semester of general chemistry cannot take this course for credit. Three lectures and one laboratory. Offered as needed.

**110. General Chemistry** One course
Introduction to stoichiometry, thermochemistry, the gas laws, atomic structure and ionic bonding. Four hours of lecture, one laboratory. Prerequisite: MATH 020 equivalent or placement in a higher level math course. Fall.

**120. General Chemistry with Qualitative and Quantitative Analysis** One course
A continuation of CHEM 110 with emphasis on chemical bonding, thermodynamics, chemical equilibria, oxidation and reduction and an introduction to chemical kinetics and electrochemistry. The laboratory emphasizes the techniques associated with qualitative and quantitative analysis. Four hours of lecture, one laboratory. Prerequisite: CHEM 110. Spring.

**200. Independent Study** One-quarter to one course
Independent study under the guidance of a faculty advisor with permission from the department chair. Open to students with a 2.0 cumulative average. Independent study may take the form of readings, research, a conference, project and/or field experience. Ordinarily it may not be used to substitute for a regular course in the curriculum. Independent study may be taken for a total of four courses, no more than two in any term. Prerequisite: previous study in chemistry or permission of the department. Fall and Spring.
201. Organic Chemistry I  One course
The chemistry of carbon compounds with an emphasis on structural theory, reactions and energetics. The laboratory stresses synthesis separation and identification techniques typical for organic compounds, including chromatography, spectrometry and molecular modeling. Four hours of lecture, one laboratory. Prerequisite: CHEM 120. Fall.

202. Organic Chemistry II  One course
The continuation of CHEM 201 with emphasis on the reactions and reaction mechanisms characteristic of various functional groups. The laboratory stresses synthesis, separation and identification techniques (chromatography and spectrometric) and kinetic measurements. Four hours of lecture, one laboratory. Prerequisite: CHEM 201. Spring.

207. Solutions  One course
The course introduces the student to the computational techniques used in quantitative analysis. This includes an introduction to the statistical methods used in evaluating the reliability of experimental and calculated data and the use of Excel in the manipulation of this data. The course specifically treats data obtained through gravimetric and titrimetric analyses and the chemical equilibria associated with these analytical methods. Four lectures. Prerequisite: CHEM 120 and MATH 025 or equivalent. Spring.

220. Special Topics in Chemistry  One course
A study of an area, topic, application or issue related to chemistry that will offer the student a broader, deeper, more practical or alternative view of the field. To be offered as needed. The topic will be announced in the semester prior to the semester in which it will be offered.

270. Internship in Chemistry  One course
An opportunity to use the knowledge and skills the student has learned in coursework to solve problems in a an applied laboratory setting; the apprenticeship aspect of the internship implies that the student has some base of knowledge and will increase her knowledge and skills by direct contact with an experienced, knowledgeable mentor. Open to juniors and seniors with a 2.0 cumulative average; maximum credit per term is one course; admission by application only.

290. Honors Independent Study in Chemistry  One to two courses
Advanced independent study under the guidance of a faculty advisor. Normally open to juniors and seniors with a 3.5 average in chemistry. Subject to approval of the chair of the department. Honors work may be taken for a maximum of two courses per term.

305. Biochemistry  One course
Modern biochemistry with emphasis on the structure, chemical properties and metabolism of biologically important molecules. Three lectures. Prerequisite: CHEM 202 and BIOL 100, or permission of the instructor. Fall.

308. Spectroscopy  One course
Basic principles of infrared, nuclear magnetic resonance and mass spectroscopy and their use in the identification of organic compounds. Three lectures. Prerequisite: CHEM 202. Spring 2010 and alternate years.
309. Physical Methods Laboratory I  
Methods of chemical analysis based on spectroscopy and laboratory computers. Prerequisite: CHEM 202 and PHYS 220. Fall.

310. Physical Methods Laboratory II  
A continuation of CHEM 309 with emphasis on chromatography and electrochemistry. Prerequisite: CHEM 309 and PHYS 220. Spring.

311. Physical Chemistry I  
Thermodynamics, gas laws and colligative properties. Three lectures. Prerequisite: four chemistry courses, PHYS 220, and MATH 102 or permission of the instructor. Fall 2010 and alternate years.

312. Physical Chemistry II  
Kinetics, quantum mechanics and spectroscopy. Three lectures. Prerequisite: CHEM 311. Spring 2011 and alternate years.

313. Inorganic Chemistry  
An introduction to the chemistry of inorganic compounds. Topics covered are: atomic structure, molecular structure, molecular shape and geometry, the structures of solids, acids and bases, d-metal complexes and oxidation and reduction. Additional topics may be selected based on student interest. Four lectures. Prerequisite: CHEM 202 or CHEM 207. Fall 2011 and alternate years.

390. Senior Seminar  
Discussion of special topics in chemistry with emphasis on current research. Required of majors in the department. Fall and Spring.
Clinical Laboratory Science

Professor Nohlgren, advisor; Laboratory Coordinator Duckett, staff coordinator; Associate Professor Porter, chair of the department of biology; Associate Professor Dunn; Assistant Professor Kuppinger; Adjunct Instructor Gaither

Salem offers a cooperative (three years/one year) program in clinical laboratory science (CLS) through a continuing affiliation with the Program in Medical Technology of the Wake Forest University Baptist Medical Center or by temporary contractual affiliations with other approved schools of CLS. The student applies to enroll in the approved CLS program in the fall of the junior year. Required admission tests should also be taken during this fall term. Students are advised that admission to the fourth-year program is not automatic, as admissions are based upon competitive application. Approved programs in CLS must be accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). The student must complete the three-year prescribed program at Salem College, followed immediately by 12 months in the CLS program. Salem College confers the bachelor of science degree when the 12-month program is completed. The graduate is eligible to take a national certifying examination, such as that given by the American Society of Clinical Pathologists.

Clinical Laboratory Science Major (B.S.)
The student who seeks the bachelor of science degree with a major in clinical laboratory science must complete the following courses for the major:

- BIOL 100. Cell and Molecular Biology  One course
- BIOL 101. Biodiversity  One course
- BIOL 218. Anatomy and Physiology I  One course
- BIOL 235. Microbiology  One course
- CHEM 110. General Chemistry  One course
- CHEM 120. General Chemistry with Qualitative and Quantitative Analysis  One course
- CHEM 201. Organic Chemistry I  One course
- CHEM 202. Organic Chemistry II  One course
- SCIE 210. Clinical Laboratory Science  One-half course
- PHYS 210. General Physics I  One course
- PHYS 220. General Physics II  One course
- MATH 100. Calculus I or higher  One course
- BIOL 205. Biometry or an equivalent course in statistics  One course
- BIOL 230. Genetics or
  - CHEM 305. Biochemistry  One course

Additionally, the student must complete one course from the following:
- BIOL 200. Independent Study in Biology or
  - BIOL 290. Honors Independent Study in Biology (upon approval)
- BIOL 219. Anatomy and Physiology II
- BIOL 220. Special Topics in Biology (upon approval)
- BIOL 225. Parasitology
- BIOL 230. Genetics
- BIOL 240. Research Methods

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CHEM 200. Independent Study in Chemistry or
CHEM 290. Honors Independent Study in Chemistry (upon approval)
CHEM 207. Solutions
CHEM 220. Special Topics in Chemistry (upon approval)
CHEM 305. Biochemistry
Both CHEM 309. Physical Methods Laboratory I (one-half course) and
CHEM 310. Physical Methods Laboratory II (one-half course)

During the senior year, the student enrolls in courses at an accredited and approved school of clinical laboratory science or medical technology, where her studies will include the equivalent of nine courses, typically in clinical microscopy (including hematology, urinalysis, etc.), microbiology (including bacteriology, mycology, serology and parasitology), clinical chemistry or biochemistry and blood banking.

Clinical laboratory science majors are exempted from the requirement that eight of the last ten courses toward the degree be taken in residence at Salem. However, students must complete at least eight of the last ten courses at Salem in the year prior to enrolling in the approved clinical laboratory science or medical technology program. At least four of the courses taken at Salem must be 1) from the list of required science courses at or above the 200 level, or 2) from the list of required mathematics courses at or above the 100 level or 3) completed with the permission of the chairs of the biology and chemistry departments.

A student intending to be a clinical laboratory science major should meet with her advisor early and regularly to discuss a suggested program of study in order to remain on track for graduation within four years.
College Courses
Dean of Undergraduate Studies Smith, director

For traditional-age students who enrolled at Salem prior to fall 2009 or for transfer students whose academic program of study falls under the purview of the 2008-09 undergraduate catalog’s regulations, College (COLL) courses are designed to prepare women to become confident, effective leaders who find their lives meaningful in the community and in the professional world. COLL courses previously constituted the centerpiece of the Salem Signature program. Students whose academic program is governed by the 2009-10 undergraduate catalog or later are not permitted to enroll in COLL courses. Rather, those students fall under the Salem Signature (SIGN) program and its course requirements, as indicated elsewhere in this catalog. Limited COLL courses will continue to be offered from 2010 to 2012, to allow for completion of the academic program in place at the time of matriculation.

College Courses (COLL)
270. Experiential Learning One course
A variety of experiential learning experiences may satisfy the requirement of the third year of the Salem Signature, including internships, field work or travel-study programs. Registration for this course must be approved by the student’s advisor and the dean of undergraduate studies. If a student opts to use an internship to satisfy the third year of the Salem Signature, she may use either a departmental internship or a January experimental (JANX) internship.

390. Values and Leadership for Life One-half course
This capstone course explores three important and interrelated issues for college seniors: identity, ethics and values and leadership. Students will consider the presentation of self in terms of interviews, essays and resumés. They will examine leadership theory with special emphasis on women’s leadership. Values and ethical stances will be studied using theoretical writings, literature and case studies.
College Honors Courses  
*Salem Distinguished Professor Dulan, director*

Each semester, Honors courses are offered to students who are in the Salem College Honors Program or to students who qualify to undertake Honors work. These courses may be either Interdisciplinary Honors seminars (HONR 210) or Disciplinary Honors courses (HONR 220). Details about the Honors Program and about qualifications to enroll in Honors courses are in the Academic Program section of the catalog.

**College Honors Courses (HONR)**

210. **Interdisciplinary Honors Seminar**  
One course  
This interdisciplinary honors course offers advanced work in a topic that crosses disciplines. Two courses are offered each year. Content varies by instructor and is announced prior to the pre-registration period. Enrollment limited to members of the College Honors Program or students with a 3.5 cumulative GPA.

220. **Disciplinary Honors Seminar**  
One course  
This disciplinary honors course offers advanced work in a single discipline. Two courses are offered each year. Content varies by instructor and is announced prior to the pre-registration period. Enrollment limited to members of the College Honors Program or students with a 3.5 cumulative GPA.
Communication

Associate Professor Dykers, chair

The communication program is an undergraduate course of study that develops students’ understanding of and reflectivity about the process and practice of oral, written and visual communication. The program is built on the assumption that via their ability to symbolize, people coordinate social and cultural activity, influence social and cultural change and define their nature as human beings.

Communication Major (B.A.)

The major in communication requires 10 courses: four core courses, two analysis courses, one intervention course, one practice course and two elective courses from the approved course list in this section. Students must complete at least five of the eight required courses and at least one of the two elective courses at Salem College.

The communication coursework emphasizes conceptual knowledge, practical application, critical thinking skills and teamwork to provide a foundation that enables students to achieve their full potential as practitioners and scholars in their community and chosen professions. Majors analyze and interpret symbolizing activity and practice social intervention to prepare for communication careers, post-baccalaureate learning and lives as participants in a global community. Majors demonstrate accomplishment of the communication program’s learning outcomes through a senior project, senior portfolio and senior presentation.

The program offers hands-on learning opportunities – such as internships, professional and scholarly presentations, community involvement and campus media – that increase knowledge and build skills for future employment, graduate school and global life. Internships permit students to link their knowledge of communication and liberal arts with practical experiences in institutional and organizational settings. Students are strongly encouraged to pursue at least two formal departmental internships (COMM 250) during their junior and senior years to explore career possibilities, develop a resumé and make professional contacts for mentoring relationships. Students are also encouraged to use elective courses to build minors in areas that complement the communication major, such as marketing and not-for-profit management.

Overall, the communication program challenges students to strengthen their knowledge of the complexity of the human communication process while practicing mutual respect and collaboration. The program contributes to Salem’s liberal arts mission by developing students’ potential to become reflective and responsible change agents and enhancing their appreciation of communication as the force underlying social change and continuity.

Communication Foundations—Required core courses

COMM 120. Oral Communication

COMM 170. Intercultural Communication OR
COMM. 100 Introduction to Communication Studies

COMM 323. Communication Research Methods (Prereq.: COMM 221, 222 or 223)

COMM 390. Senior Seminar (Prereq.: COMM 323)
Communication Analysis & Interpretation—Select two courses. (Prerequisites: COMM 100 or 170; or NFPM 100; or MKTG 230; or permission of instructor)

COMM 221. Rhetoric of Social Intervention
COMM 222. Argumentation and Advocacy
COMM 223. Gender and Communication

Communication Intervention & Application—Select one course. (Prerequisite: COMM 221, 222 or 223; or MKTG 230; or NFPM 100; or permission of instructor)

COMM 321. Community Communication
COMM 322. Campaign Communication

Communication Practice—Select one course.

COMM 105. Multimedia Writing
COMM 180. Visual Communication
COMM 205. Advanced Media Writing and Editing (Prereq.: COMM 105)
COMM 206. Strategic Communication Writing (Prereq.: COMM 105 recommended)
COMM 250. Internship (Prereq.: COMM 100 or 170; 105 or 206; 120; and 221, 222 or 223)
COMM 262. Photojournalism (Prereq.: COMM 180)

Communication Electives—Select two courses from list below. NOTE: If a course has been used to satisfy a major area listed above, that course cannot be double-counted as an elective.

COMM 100. Introduction to Communication Studies
COMM 105. Multimedia Writing
COMM 180. Visual Communication
COMM 200. Independent Study in Communication (Prereq.: COMM 221, 222 or 223)
COMM 205. Advanced Media Writing and Editing (Prereq.: COMM 105)
COMM 206. Strategic Communication Writing (Prereq.: COMM 105 recommended)
COMM 212. Introduction to Creative Writing
COMM 220. Special Topics in Communication
COMM 221. Rhetoric of Social Intervention
COMM 222. Argumentation and Advocacy
COMM 223. Gender and Communication
COMM 250. Internship (Prereq.: COMM 105 or 206; 120; and 221, 222 or 223)
COMM 262. Photojournalism (Prereq.: COMM 180)
COMM 290. Honors Independent Study (Prereq.: COMM 321, 322 or 323)
COMM 321. Community Communication
COMM 322. Campaign Communication
MKTG 230. Marketing
MKTG 231. Marketing Research Methods (Prereq.: MKTG 230 & a math course)
MUSI 151. Acting
NFPM 100. The Not-for-Profit Corporation
NFPM 150. Web-based Marketing and Fundraising Tools
NFPM 250. Not-for-Profit Fundraising
PHIL 121. Logic
SOCI 208. Sociology of the Mass Media
SOCI 215. Social Statistics (Prereq.: SOCI 100 & a math course)
**Communication Minor**

The minor consists of five courses in communication:

- COMM 120. Oral Communication
- COMM 100. Introduction to Communication Studies or COMM 170. Intercultural Communication
- COMM 221. Rhetoric of Social Intervention or COMM 222. Argumentation and Advocacy or COMM 223. Gender and Communication
- COMM electives

Students must take at least three of these courses at Salem.

**Communication Courses (COMM)**

**100. Introduction to Communication Studies**

An overview of human communication processes, focusing on theories and skills related to interpersonal, small group and presentational communication. Short papers, research project and presentations required.

**105. Multimedia Writing**

Introduction to media composition, style and research. Course work includes media lab requirement and reporting for campus media such as the student newspaper, campus Internet publications and departmental publications. Media portfolio required.

**120. Oral Communication**

Introduction to analyzing audiences, researching, preparing and presenting speeches and critiquing public presentations. Six to eight speeches and speech portfolio required. Fall and Spring.

**170. Intercultural Communication**

Introduction to the intercultural communication process, with emphasis on appreciating the diverse ways that different cultures communicate and critically analyzing intercultural interactions. Group final project and individual portfolio required. Fall and Spring.

**180. Visual Communication**

Introduction to principles and theories for evaluating and developing visual images and presentations. Visual and written projects required.

**200. Independent Study in Communication**

Independent study, under guidance of a faculty advisor, is available to students with a 2.5 cumulative average and permission of communication department chair. Independent study may be readings, research, conference, project and/or field experience. No more than one course per term. Prerequisites: COMM 221, 222 or 223, or permission of instructor.
205. Advanced Media Writing and Editing
One course
Discussion and practice in multimedia reporting and editing, including producing Web content. Includes copy-editing of student-written articles. Group final project and editing portfolio required. Prerequisite: COMM 105 or permission of instructor. Spring, odd years.

206. Strategic Communication Writing
One course
Discussion and practice in strategic writing for organizations. Includes developing media materials such as news releases, newsletters, brochures and PSAs for campus or community organizations. Group final project and writing portfolio required. Prerequisites: COMM 105 recommended. Spring, even years.

212. Introduction to Creative Writing
One course
The course is organized for the fledgling creative writer and is designed to develop creative writing skills in poetry, fiction and creative non-fiction. Students will read contemporary poetry, fiction and creative nonfiction in order to deepen and broaden their understanding of the creative process and the craft of writing. This course must be taken at Salem College. Fall and Spring. (Cross-listed as CRWR 212.)

220. Special Topics in Communication
One course
Investigation of a topic of importance in the field of communication. Topic will vary in accordance with developments in the field and needs/interests of students. Possible topics might include film criticism, mass media and society, documentary film and intercultural communication. Research paper or creative project and oral presentation generally required.

221. Rhetoric of Social Intervention
One course
Critical exploration of the communication processes and practices of social change, including analysis of rhetorical strategies, tactics and maneuvers. Requires a critical essay and portfolio. Prerequisites: COMM 100 or 170; or NFPM 100; or MKTG 230; or permission of instructor. Spring.

222. Argumentation and Advocacy
One course
Critical exploration of the nature of argumentation and advocacy of social issues, including analysis and evaluation of reasoning and evidence. Requires a critical essay and portfolio. Prerequisites: COMM 100 or 170; or NFPM 100; or MKTG 230; or permission of instructor. Fall.

223. Gender and Communication
One course
Critical exploration of the creation and performance of gender through communication in contexts such as interpersonal, family, organizational, social and media. Requires a critical essay and portfolio. Prerequisites: COMM 100 or 170; or NFPM 100; or MKTG 230; or permission of instructor. Spring.

250. Internship in Communication
One course
On-site communication experience in profit and not-for-profit settings approved by internship coordinator. Weekly logs, paper, portfolio required. Students may count up to three internships in different positions/organizations as COMM major electives. Prerequisites: Four
communication courses: COMM 100 or 170; COMM 120; COMM 105 or 206; and COMM 221, 222 or 223; Minimum 2.5 G.P.A. and permission of the internship coordinator.

262. Photojournalism
One course
Critical analysis and practice of photo storytelling, with emphasis on composition, lighting and the law and ethics of photojournalism. Student must have access to a digital camera. Requires group project, digital portfolio and presentation. Prerequisites: COMM 180 or permission of instructor.

290. Honors Independent Study
One course
An advanced independent study under the guidance of a faculty advisor. Open to junior and seniors with a 3.5 G.P.A. in communication, subject to department chair approval. Honors work may be taken for a maximum of two courses. Requires research or creative project. Prerequisite: COMM 321, 322 or 323, or permission of instructor.

321. Community Communication
One course
Introduction to collaborating with a local community or not-for-profit on current social and cultural projects through effectively integrating communication theories and research. Class research project, individual portfolio and oral presentation required. Prerequisites: COMM 221, 222, or 223; or MKTG 230; or NFPM 100; or permission of instructor. Fall.

322. Campaign Communication
One course
Introduction to integrating theory and research to develop a strategic communication campaign for a not-for-profit, political, or advocacy organization. Class research project, individual portfolio and oral presentation required. Prerequisites: COMM 221, 222, or 223; or MKTG 230; or NFPM 100; or permission of instructor. Fall.

323. Communication Research Methods
One course
Introduction to communication research methodology. Research project, individual portfolio and oral presentation required. Prerequisites: COMM 221, 222 or 223; or MKTG 230; or NFPM 100; or permission of instructor. Fall.

390. Senior Seminar in Communication
One course
Advanced study and discussion of contemporary problems and issues in communication. Senior portfolio, senior thesis or creative project and public presentation required. Prerequisite: Senior standing and COMM 323, or permission of instructor. Spring.
Computer Science and Computer Information Systems  
Associate Professors Sun and Young

The course offerings in computer science are designed to supplement and enrich the liberal arts study of the Salem student. Computer courses and courses which integrate computer use allow the student to pursue study in computer in ways that complement her academic and career goals. All students are encouraged to undertake some form of computer study during their undergraduate years in standard courses, internships or January Term courses.

**Computer Science Courses (CPSC)**

140. Introduction to Programming I  
One course
Computer programming in an object-oriented language such as Java for algorithmic problem solving. Programming concepts such as classes, objects, inheritance, variables and data types, methods, looping, strings, arrays, basic sorting, scientific computations and elementary drawing will be introduced. Requires competence in high school algebra. Spring.

141. Introduction to Programming II  
One course
Computer programming in an object-oriented language such as Java for algorithmic problem. Programming concepts not covered in Computer Science 140, such as collections, recursions, sorting, searching, input/output and exceptions, advanced drawing and elementary data structures will be introduced. Prerequisite: CPSC 140. Offered as needed.

**Computer Information Systems Courses (CINS)**

010. Computer Applications  
One-half course
Introduction to computers and how they may be used. Treats the primary categories of applications software: word processing, presentation software and spreadsheets, as well as the integration of these software packages. Prerequisite: Completion or placement out of MATH 020. Fall and Spring.

020. Spreadsheets for Business and Social Science  
One-half course
This course introduces the student to spreadsheet functionality as it relates to applications in accounting, business, finance and statistics. Using Microsoft Excel, students will complete project-based assignments that expose them to many built-in features of modern spreadsheet packages. Topics include charting, built-in financial functions, Goal Seek, the Solver, pivot tables, regression and data analysis. Students may not receive credit for both CINS 020 and CINS 030. Prerequisite: CINS 010 or permission of instructor. Fall.

030. Spreadsheets for Science and Mathematics  
One-half course
This course introduces the student to spreadsheet functionality as it relates to applications in biology, chemistry, mathematics, psychology and physics. Using Microsoft Excel, students will complete project-based assignments that expose them to many built-in features of modern spreadsheet packages. Topics include built-in mathematical and statistical functions, curve fitting, data analysis, graphing and simulations. Students may not receive credit for both CINS 020 and CINS 030. Prerequisite: CINS 010 or permission of instructor. Fall.
040. Introduction to Relational Databases  One-half course
Using Microsoft Access, this course serves as an introduction to creating and managing databases, as well as creating forms, executing queries and designing reports. Prerequisite: CINS 010 or permission of instructor.
Creative Writing
Assistant Professor Brown, director of the creative writing program; Associate Professor Zehr, chair of the Department of English; Salem Distinguished Professor Dulan; Associate Professor Oczkowicz; Visiting Writer Mills

Salem’s department of English offers both a major and minor in creative writing. The creative writing major/minor offers talented students the opportunity for in-depth study and practice of the craft of imaginative writing. Through close readings, workshop discussions and rigorous revision, students will be prepared to pursue graduate degrees in writing and/or English or to avail themselves of the many careers that value writing skills and critical thinking.

Creative Writing Major (B.A.)
The creative writing major requires 12 courses. Five of the 12 courses must be in literature or literary studies as follows:
- One course of British Literature from Category I
- One course of American Literature from Category II
- One course of literature from Category III
- Two literature or literary studies electives

Categories are determined as follows:
Category I (Literature and language before 1700): ENGL 208, 231, 316, 333, 343, 344, 348, 352
Category II (Literature and language between 1700 and 1865): ENGL 208, 231, 232, 292, 293, 341, 346, 348
Category III (Literature and language after 1865): ENGL 211, 223, 232, 288, 293, 294, 295, 298, 320, 325, 346, 347, 396, 399
ENGL 315 and 221 may fulfill one of the three categories.

CRWR 212 (Introduction to Creative Writing) is required of all majors and is a prerequisite to all creative writing classes. This course must be taken at Salem College.

Creative writing majors will be required to identify a genre of interest. One 200 level and one 300 level creative writing course beyond 212 must be taken in the same genre. In addition, one 200 level creative writing course beyond 212 must be taken outside the chosen genre.

CRWR 395 (Senior Seminar in Creative Writing) is required of all creative writing majors and can be taken only in the senior year or if the student has successfully completed all except one creative writing and/or one literature course for the major.

Required Creative Writing Courses (all creative writing courses will be valued at 1 credit):
- CRWR 212 (a prerequisite to all creative writing courses)
- CRWR 218 (Introductory Poetry Workshop) and CRWR 321 (Intermediate Poetry Workshop) or CRWR 217 (Fiction and Creative Non-Fiction Workshop) and CRWR 313 (Intermediate Fiction Workshop) or CRWR 319 (Intermediate Creative Non-Fiction Workshop)
- One 200 level CRWR course beyond 212 in a second genre
- CRWR 395 (Senior Seminar in Creative Writing)
2 CRWR Electives
Five of the seven creative writing courses (including 212 and 395) must be taken at Salem.

Creative Writing Minor
The College offers courses in creative writing for students interested in using their imaginative
talent and skills. A minor in creative writing consists of five courses in the English department:
four courses in creative writing and one in literature. At least three of these courses must be
taken at Salem.

Creative Writing Courses (CRWR)
200. Independent Study in Creative Writing
Independent study under the guidance of a faculty advisor. Open to students with a 2.0
cumulative average and permission of the chair of the department. Independent study may take
the form of readings and/or research, and will include a substantial written project. Ordinarily it
may not be used to substitute for a regular course in the curriculum. Independent study may be
taken for a total of four courses, no more than two in any term. Prerequisite: Previous study in
creative writing and permission of the department.

212. Introduction to Creative Writing
This course is required of all creative writing majors and is a prerequisite to all Creative Writing
courses. The course is organized for the fledgling creative writer and is designed to develop
creative writing skills in poetry, fiction and creative non-fiction. Students will read contemporary
poetry, fiction and creative nonfiction in order to deepen and broaden their understanding of the
creative process and the craft of writing. This course must be taken at Salem College. Fall and
Spring.

217. Introductory Fiction and Creative Non-Fiction Workshop
In this workshop course in writing fiction and creative non-fiction, emphasis is on the craft of
writing prose and how that craft contributes to meaning. The original prose of the students will
make up the workshops. Workshop sessions will assist students in acquiring the skills necessary
to evaluate with care the writing of others as well as their own writing. The course also includes
a survey of selected writings by fiction and creative non-fiction writers. Prerequisite: CRWR
212.

218. Introductory Poetry Workshop
In this workshop course on writing poetry, emphasis is on the craft of poetry and how that craft
contributes to meaning. The original poetry of students will make up the workshops. Workshop
sessions will assist students in acquiring the skills necessary to evaluate with care the writing of
others as well as their own writing. The course also includes a survey of selected writings by
traditional and contemporary poets. Prerequisite: CRWR 212.

220. Special Topics in Creative Writing
Intensive investigation of a genre, topic or craft issue. The subject matter of the course will be
announced prior to the beginning of the course. Prerequisite: CRWR 212.
270. **Internship in Creative Writing**  
The opportunity to use the knowledge and skills that the creative writing major/minor has learned through coursework in a professional setting. The apprenticeship aspect of the internship implies that the student will increase her knowledge and skills by direct contact with an experienced mentor. Open to sophomores, juniors and seniors with at least a 2.0 cumulative average; no more than one internship can count toward major; admission only by application.

290. **Honors Independent Study in Creative Writing**  
Advanced independent study under the guidance of a faculty advisor. Open to juniors and seniors with a 3.5 G.P.A. in creative writing, subject to the approval of the chair of the department. Honors Independent Study may be taken for a maximum of two courses.

313. **Intermediate Fiction Workshop**  
This workshop course in fiction writing builds upon the skills developed in CRWR 217 and addresses the essential strategies for writing and evaluating fiction. Students read, discuss and analyze contemporary fiction and original fiction written for the class. Writing will focus on short fiction. Substantial original writing and outside reading required. Prerequisites: CRWR 212 and 217.

319. **Intermediate Creative Non-Fiction Workshop**  
This workshop course in creative non-fiction builds upon the skills developed in CRWR 217 and addresses the essential strategies for writing and evaluating creative nonfiction. Students read, discuss and analyze writings such as essays, biographies and memoirs, as well as original creative non-fiction written for the class. Substantial original writing and outside reading required. In addition, students will discuss various modes of writing about personal experience and the aesthetic and ethical issues raised by such writing. Writing will focus on biography, essay, memoir, vignette, etc. Prerequisites: CRWR 212 and 217.

321. **Intermediate Poetry Workshop**  
This workshop course in poetry builds upon the skills developed in CRWR 218 and addresses the essential strategies for writing and evaluating poetry. Students read, discuss and analyze contemporary poetry and original poetry written for the class. Writing will focus on various forms of poetry. Substantial original writing and outside reading required. Prerequisites: CRWR 212 and 218.

370. **Special Topics in Creative Writing**  
This advanced workshop course will put emphasis on a sustained creative writing project. Students will focus on manuscript preparation and should anticipate individual conferences with the professor. Topic will vary each semester and could include advanced poetry, fiction or creative non-fiction. Additional possible topics might include novel writing, screenwriting or writing for children. Students may take the course for credit more than once if the genre/topic differs or with approval from the professor. Prerequisites: CRWR 212 and one 300-level creative writing course taken at Salem in the genre of the special topic, or permission of instructor.
390. Editing National Literary Awards  
One course
Students will work with the National Literary Awards given annually in fiction, poetry and creative non-fiction through the Center for Women Writers. Students will be responsible for using editorial criteria to read, evaluate and discuss entries. They will also help with promotion of the awards and assist in the announcement of winners. Each student will consult with the professor to identify a specific writing project. In workshops, original writing will be edited, polished and evaluated, and culminate in a final portfolio. Prerequisite: CRWR 212 and two additional creative writing courses (all taken at Salem).

395. Senior Seminar in Creative Writing  
One course
This capstone workshop course is open only to seniors or students who have completed all but one creative writing class and one literature course required for the creative writing major. The course involves intensive writing in the students’ genre of emphasis and will culminate in a substantial portfolio of original work: poetry, fiction, creative non-fiction or an appropriate genre as determined by the professor. Students will complete the course with a portfolio of writing that might be used as preparation for graduate study or a career in a related field. The course will conclude with a teaching demonstration.
Dance

Associate Professor Godfrey; Adjunct Instructor Bowman-Hicks

Dance Minor

The dance minor at Salem College gives students the opportunity to develop artistically through skilled technique classes, creative exploration and varied performance opportunities. The program’s mission is to create self-motivated students with high academic standards and artistic originality.

Required Courses for the Minor:

- DANC 034. Beginning Ballet One-half course
- DANC 035. Intermediate/Advanced Ballet One-half course
- DANC 036. Beginning Jazz Dance One-half course
- DANC 037. Intermediate/Advanced Jazz Dance One-half course
- DANC 104. History of Dance One course
- DANC 201. Choreography One course
- DANC 230. Independent Study in Dance One course

plus

- DANC 023. Salem College Dance Company (for 2 terms) or
- DANC 038. Beginning Modern (One-half course) and
- DANC 039. Intermediate/Advanced Modern (One-half course)

The following dance technique courses may be used to satisfy one-half of the Salem Signature two-course physical education activity requirement: DANC 023, 034, 035, 036, 037, 038 or 039.

Dance Courses (DANC)

023. Salem College Dance Company No course credit

This is a student dance company that focuses on Modern dance techniques while allowing the exploration of all dance forms. Performances are held at the end of each semester. Students must audition for the company. Full term. Students will receive one physical education activity requirement upon completion of the semester course work and the end of semester performance.

034. Beginning Ballet One-half course

This course is an introduction to the basic Ballet vocabulary. Full term. Fall, alternate years.

035. Intermediate/Advanced Ballet One-half course

This course is further development of Ballet vocabulary and personal technique. Full term. Spring, alternate years.

036. Beginning Jazz One-half course

An introduction to basic Jazz vocabulary through various exercises and combinations. Full Term. Fall, alternate years.

037. Intermediate/Advanced Jazz One-half course

Further development of Jazz vocabulary and personal technique. Full Term. Spring, alternate years.
038. Beginning Modern  
One-half course  
Introduction of basic Modern vocabulary through floor work, center exercises and locomotion.  
Full Term. Fall, alternate years.

039. Intermediate/Advanced Modern  
One-half course  
Further development of Modern vocabulary with more complex movements and phrases. Full Term. Spring, alternate years.

104. History of Dance  
One course  
A survey of dance from pre-historic times to the present with an investigation of the scope, style and function of dance in various cultures. Fall.

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

220. Special Topics in Dance  
One-half to one course  
This course will cover diverse and current topics in dance.

230. Independent Study in Dance  
One-quarter to one course  
Independent study under the guidance of a faculty advisor. This independent study may take the form of readings, research, project or field experience. Open to students with a 2.0 cumulative G.P.A. Permission of chair of the department required. May not be taken for more than a total of two courses.
Economics
Assistant Professor Cardwell, chair of department of business and economics; Professor Schuette, Ardrey Stough Kimbrough Chair in Business and Economics; Associate Professors Cummings and Rapp; Assistant Professors Johe and Zenker; Executive-in-Residence Hartgrove.

Knowledge of economics will provide the student with the tools to understand and analyze current events and trends, different market structures, governmental fiscal and monetary policy and consumer behavior in the marketplace. The development of decision-making, quantitative and analytical skills will prepare the student for active participation in business or government as well as for graduate study.

Economics Major (B.A.)
Required Core Courses for the Economics Major:
- ECON 100. Principles of Economics or One course
- ECON 110. Introduction to Macroeconomics and or
- ECON 120. Introduction to Microeconomics Two courses
- ECON 210. Intermediate Macroeconomics One course
- ECON 220. Intermediate Microeconomics One course
- ECON 280. History of Economic Thought One course
- ECON 390. Senior Seminar One course

Additional Required Courses
- MATH 070. Essential Calculus or One course
- MATH 100. Calculus I
- BUAD 240. Business Statistics or
- PSYC 101. Statistics or
- SOCI 215. Social Statistics One course

Economics Electives
- ECON 200, 201, 205, 250, 260, 270, 310 and 320. Three or four courses
  (The number of required ECON electives depends upon the student’s completion of either ECON 100 or 110 & 120. The total courses toward the major must equal eleven.)

At least four of the core courses in economics, and at least two elective courses in economics must be completed at Salem.

Economics Minor
For a minor in economics six courses are required. Four of the six courses must be taken at Salem:
- ECON 100. Principles of Economics or One course
- ECON 110. Introduction to Macroeconomics and or
- ECON 120. Introduction to Microeconomics Two courses
  One of the following:
  - ECON 210. Intermediate Macroeconomics or
  - ECON 220. Intermediate Microeconomics One course
  One of the following:
  - SOCI 215. Social Statistics or
  - BUAD 240. Business Statistics or
PSYC 101. Statistics
ECON electives

(The number of required ECON electives depends upon the student’s completion of either ECON 100 or 110 & 120. The total courses toward the minor must equal six.)

Economics Courses (ECON)

100. Principles of Economics
Introduction to the basic economic concepts of supply and demand, price determination, decision-making by consumers, firms and institutions and the public sector. Examination of national income determination and distribution, inflation, unemployment, fiscal and monetary policy and international trade. Fall and Spring.

110. Introduction to Macroeconomics
The basic principles of supply and demand and the determination of the basic principles of income determination and distribution as well as policies that influence the national economic environment. Particular emphasis on current economic problems and policies. Fall.

120. Introduction to Microeconomics
The basic principles of supply and demand and the determination of price as they apply to individual decision making units such as consumers, firms and resource suppliers. Spring.

200. Independent Study in Economics
Independent study under the guidance of a faculty advisor. Independent study may take the form of assigned readings, research, conferences and projects. Ordinarily it may not be used to substitute for regular courses in the curriculum. Independent study may be taken for a total of usually not more than two per term. Prerequisites: a 2.0 cumulative average, sufficient background in economics and permission of the department.

201. Money, Banking, and Monetary Policy
The role of money and credit in the global society. The relationship of central banks/currency boards, the activities of commercial banks and other financial institutions and monetary theory and policy will be examined. Prerequisite: ECON 100 or ECON 110.

205. Labor Economics
Analysis of labor markets to include: labor demand and supply, educational choices, determination of wages and productivity, theories of discrimination and technological issues facing the labor force. Prerequisite: ECON 100 or ECON 120.

210. Intermediate Macroeconomics
Modern and classical theories of employment, national income determination and governmental monetary and fiscal policy. Prerequisite: ECON 100 or ECON 110 and 120. Fall.

220. Intermediate Microeconomics
A rigorous study of the principles of microeconomics, to include applications and in-depth study of consumer behavior, the price system and resource allocation under various market conditions. Prerequisite: ECON 100 or ECON 110 and 120. Spring.
250. Mathematical Economics  
Quantitative methods used in economics. Fundamental applications of algebra and calculus to macro- and microeconomics. Prerequisites: MATH 070 or 100; ECON 100 or ECON 110 and 120; or permission of the instructor.

260. International Trade and Business  
The basic principles of international economic relations. Subjects covered include the theories of international trade and investment, international monetary relations and financial markets, the effect of the national and international policies on trade and managing in the international economic environment. Prerequisite: ECON 100 or ECON 110 and 120. Fall and spring.

270. Internship in Economics  
An opportunity to use the knowledge and skills the student has learned in coursework to solve problems in a real work setting; the apprenticeship aspect of the internship implies that the student has some base of knowledge and will increase her knowledge and skills by direct contact an experienced, knowledgeable mentor. Open to sophomores, juniors and seniors with a 2.0 minimum cumulative average; maximum credit per term is one course; admission by application only.

280. History of Economic Thought  
A study of major economists and schools of economic thought from the classical through the contemporary period with special emphasis on their contributions to economic theory. Cross-listed as HIST 280. Prerequisite: ECON 100 or ECON 110 and 120. Alternate years.

290. Honors Independent Study in Economics  
Advanced independent study under the guidance of a faculty advisor. Normally open to juniors and seniors with a 3.5 average in economics, subject to the approval of the department chair. Honors work may be taken for a maximum of two courses.

310. Current Issues  
Economic analysis of various public issues and policies. Possible topics include the energy crisis, pollution and the environment, welfare, crime and punishment and health care as well as current economic issues. Prerequisite: ECON 100 or ECON 110 or 120.

320. Econometrics  
Statistical methods as the vehicle for examining the validity of the principles of economics. Topics covered include multiple regression techniques, problems associated with dummy and lagged variables, problems arising from multi-collinearity, heteroscedasticity, autocorrelation and the analysis of time series data. Prerequisites: MATH 070 or 100 and ECON 100 or ECON 110 and 120.

370. Special Topics in Economics  
A thorough examination of a special topic or issue in economics. The specific content and methods for study will be announced prior to the beginning of the course, as will any necessary prerequisite courses.
390. Senior Seminar
Intensive study of selected topics in economics with emphasis on current research. Students will be required to complete and present a major research paper. Required of all senior majors. Spring.
The teacher education program at Salem College is rooted in our history and grounded in our foundational belief that equitable learning opportunities should be made available for all students. Prospective teachers, Salem faculty and school-based partners collaborate to promote lifelong learning for all students.

Preparing educators to serve diverse learners in diverse settings, Salem’s teacher education programs foster candidates as they develop the foundational knowledge and dispositions indicative of excellent teachers. At the conclusion of their courses of study, candidates for licensure are expected to demonstrate evidence of two primary dispositions: the belief that all students can learn and the understanding that teachers are responsible for creating the conditions of learning for all students.

Carefully planned classes and associated field experiences help pre-service teachers gain the knowledge, dispositions and skills described by the Interstate New Teacher Assessment and Support Consortium (INTASC) standards, the National Council for Accreditation of Teacher Education (NCATE) standards and the new North Carolina Professional Teaching Standards established by the North Carolina Department of Public Instruction (NCDPI). Specific goals for each prospective teacher are:

1. to describe the nature of learning as constructivism
2. to demonstrate the belief that all students are learners
3. to accept responsibility for creating the conditions of learning for all students
4. to model best constructivist practices in teaching, classroom management, assessment and integration of technology
5. to apply metacognitive reflection processes to teaching
6. to develop appropriate professional relationships with all members of the learning community and to model ethical behaviors

The Bachelor of Arts in Education is available for candidates who plan to teach elementary education (grades K-6) and general curriculum special education (K-12). Students majoring in elementary or special education will complete general education course requirements, professional studies core requirements and specific specialty-area course requirements.

Students who seek middle/secondary licensure (grades 6-12) typically major in the content area they wish to teach and complete professional studies and program courses in their area of specialty. Licensure programs incorporate professional studies course requirements and specific specialty-area course requirements.

The teacher education program at Salem College has been approved by the National Council for Accreditation of Teacher Education (NCATE) and the North Carolina Department of Public
Instruction (NCDPI). These accreditations make it possible for graduates to be licensed in most states.

Candidates seeking teaching licensure must apply for admission to Teacher Education and Graduate Studies, usually by the spring of their sophomore year. In order to be admitted to a teacher education program, licensure candidates must meet specific criteria:

1. have an overall G.P.A. at Salem College of 2.5 or better
2. have completed Professional Studies blocks 1 and 2 with a G.P.A. of 2.5 or better
3. provide proof of minimum state-mandated test scores (SAT combined scores 1100+, ACT combined scores 24+ or PRAXIS I PPST composite score 522+)
4. provide two recommendation forms from professors or employers
5. provide a completed DPI Candidate for Professional Licensure Form (CPL)
6. complete a dispositions self-evaluation
7. schedule and complete an admission interview with the Director of Teacher Education and/or the Clinical Coordinator and/or the coordinator of the candidate’s intended specialty program

A student must apply for EDUC 394 (Teachers as Practitioners seminar) and EDUC 399 (Teachers as Practitioners) during the semester prior to that in which s/he expects to student teach. A minimum cumulative G.P.A. in all Salem courses of 2.5 is required for student teaching. Candidates must complete all education course requirements with a minimum G.P.A. of 3.0 prior to the student teaching semester.

During their programs, students create and compile an extensive electronic portfolio on Foliotek, the department’s online assessment system. Completed during student teaching, this portfolio of electronic evidences demonstrates specific knowledge, competencies and dispositions for teaching and documents candidates’ readiness to be recommended for professional teaching licensure.

Students enrolled in the College through the Martha H. Fleer Center for Adult Studies will pursue the same courses of study as traditional undergraduate candidates. These students should also seek advising from the program coordinators and the Director of Teacher Education early in their degree programs.

**Education Major (B.A.)**

*in Elementary (K-6) or General Curriculum Special Education (grades K-12)*

Candidates wishing to teach elementary education (K-6) or general curriculum special education (K-12) major in elementary education or special education. To ensure satisfactory progress through the chosen course of study, education majors should seek advising from the program coordinators or the Director of Teacher Education early in their degree programs.

The major in education consists of 17 courses: a professional core of nine courses; six specialty area program courses; one course in communication, chosen from a list; and one course in history, chosen from a list.
Professional Studies Core Courses (9 courses):

Block I
- EDUC 110. 21st Century Teaching and Learning
- EDUC 112. Historical and Social Foundations of Education

Block II
- EDUC 120. Text in Context
- EDUC 122. Learners in Context

Block III
- EDUC 330. Instructional Design
- EDUC 332. Psychological Foundations of Education

Block IV
- EDUC 394. Teachers as Practitioners Seminar
- EDUC 399. Teachers as Practitioners

Communication – Choose one:
- COMM 120. Oral Communication
- COMM 170. Intercultural Communication

History – Choose one:
- HIST 209. African American History
- HIST 221. American Women’s History
- HIST 205. The Modern South

Choose either Elementary or Special Education Specialty Area Program Courses (6 courses):

ELEMENTARY EDUCATION (K-6)
- EDUC 333. Comparative Educational Studies
- EDUC 334. Introduction to Exceptionalities
- EDUC 355. Primary (K-2) Literacy
- EDUC 356. Intermediate (3-6) Literacy
- EDUC 370. Integrated Math
- EDUC 372. Integrated Content Areas

SPECIAL EDUCATION (K-12)
- EDUC 333. Comparative Educational Studies
- EDUC 355. Primary (K-2) Literacy
- EDUC 356. Intermediate (3-6) Literacy
- EDUC 370. Integrated Math
- EDUC 380. Exceptional Students – Exceptional Characteristics
- EDUC 381. Exceptional Students – Exceptional Strategies

Licensure Programs for Candidates in Middle/High School (grades 6-12) & Content Areas (grades K-12)
Candidates wishing to teach middle grades and/or high school or modern foreign languages (French or Spanish) must major in the discipline they plan to teach: art (with licensure track) for art; English for language arts; biology or chemistry for science; economics, history, international relations, psychology or sociology for social sciences; mathematics for math; music (B.A., with
licensure concentration) for music; or French or Spanish for second language. Typically, candidates will need additional courses in the major to meet licensure requirements; therefore, candidates should seek advising from the program coordinator or the Director of Teacher Education early in their degree programs.

**Professional Studies Core Courses (9 courses):**

**Block I**
- EDUC 110. 21st Century Teaching and Learning
- EDUC 112. Historical and Social Foundations of Education

**Block II**
- EDUC 120. Text in Context
- EDUC 122. Learners in Context

**Block III**
- EDUC 330. Instructional Design
- EDUC 332. Psychological Foundations of Education

**Block IV**
- EDUC 394. Teachers as Practitioners Seminar
- EDUC 399. Teachers as Practitioners

**Specialty Area Program Courses (4 courses):**
- EDUC 333. Comparative Educational Studies
- EDUC 334. Introduction to Exceptionalities
- EDUC 368. Middle Grades Pedagogy
- EDUC 385. Teaching Content in the MS/HS OR

One of the following Specialty Area Methods Courses:
- EDUC 375. English in the MS/HS
- EDUC 376. Foreign Language in the MS/HS
- EDUC 377. Mathematics in the MS/HS
- EDUC 378. Science in the MS/HS
- EDUC 379. Social Studies in the MS/HS
- EDUC 383. Art in the K-12 School
- EDUC 384. Music in the K-12 School

To obtain a middle/secondary grades teaching license, candidates are required to demonstrate content-area competencies equivalent to a major in the area in which licensure is sought. If a student establishes proficiency or otherwise demonstrates competency in any of the major content requirements, required courses may be adjusted.

**Education Courses (EDUC)**

**110. 21st Century Teaching and Learning**  
One course

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. (blocked with EDUC 112). Fall and Spring.

**112. Historical and Social Foundations of Education**  
One course  
This course overviews the historical and philosophical bases for educational practice. Candidates will reflect upon, analyze and evaluate their ideas about teaching and learning in light of personal context, philosophical stances and theoretical ideals. Educational issues of social justice and equity will be examined from a constructivist perspective. Reflective journals, case studies and significant field experience will be utilized (blocked with EDUC 110). Fall and Spring.

**120. Text in Context**  
One course  
This course introduces students to genres of fiction and non-fiction, text selection for guided and independent reading and the integration of trade books in units/lessons of study across the content areas. Criteria for evaluating children’s or adolescent literature and matching learners to text are stressed. EDUC 120 is blocked with EDUC 122. Fall and Spring.

**122. Learners in Context**  
One course  
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. EDUC 122 is blocked with EDUC 120. Fall and Spring.

**200. Independent Study**  
One course  
Independent study. Candidates must select a topic and complete a self-directed inquiry form in consultation with the specialty program advisor. Proposal form required prior to registration.

**220. Contemporary Issues in Education**  
One-half to one course  
This course explores a topic or interrelated topics relevant to 21st century education. Course content will be determined by current social, political, technological or pedagogical developments in education.

**330. Instructional Design**  
One course  
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 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. Additionally, the course will focus on strategies for managing the effective learning environment and for integrating content across subject areas and the arts. Each candidate will plan and construct an instructional unit specific to their area of teaching specialty. EDUC 330 is blocked with EDUC 332. Admission to Teacher Education required. Fall and Spring.
332. Development and Cognition One course
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 332 is blocked with EDUC 330. Admission to Teacher Education required. Fall, Spring and Summer.

333. Comparative Educational Studies One course
This course encourages candidates to make basic comparisons of educational issues between education in the United States and internationally. By reflecting on their own educational experiences, students will think critically about core global issues in education and engage with current comparative research. Significant field experiences in diverse social and educational settings will be required. Study abroad possible. Admission to Teacher Education required. January and Summer.

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

355. Primary Literacy One course
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. EDUC 355 is a prerequisite for EDUC 356. Case studies, professional research and writing and field experience are required. Admission to Teacher Education required. Fall.

356. Intermediate Literacy One course
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 to 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. Case studies, professional research and writing and field experience are required. Prerequisite: EDUC 355. Admission to Teacher Education required. Spring.

368. Middle Grades Pedagogy
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. Admission to Teacher Education required. Fall.

370. Integrated Math
This course presents constructivist instructional strategies, use of developmentally appropriate materials for facilitating learners’ understanding of mathematical concepts and strategies for integrating math across the elementary curriculum. Math standards from the North Carolina Standard Course of Study (NCSOS) and National Council of Teachers of Mathematics (NCTM) will be introduced. Candidates will examine and practice methods to impact diverse students and to use calculators and computers to enhance their understandings. The course includes ongoing assessment methods and strategies for the North Carolina End of Grade Tests. Case studies, professional research and writing and field experience are required. Admission to Teacher Education required. Fall.

372. Integrated Content Areas
This course will utilize cooperative learning, brain-compatible instructional theories and technology to introduce candidates to applications and strategies for teaching science, social studies and health that are integrated across the curriculum. Instructional units will be correlated with standards from the North Carolina Standard Course of Study (NCSOS), the National Science Teachers Association (NSTA) and the 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. Admission to Teacher Education required. Spring.

375. English in the MS/HS
Curriculum, methods and assessment for teaching English in the middle and secondary grades. Admission to Teacher Education required. Fall.

376. Foreign Language in the MS/HS
Instructional techniques, materials and resources for teaching foreign languages in grades K through 12. Admission to Teacher Education required. Fall.

377. Math in the MS/HS
Curriculum, methods and assessment for teaching mathematics in the middle and secondary grades. Admission to Teacher Education required. Fall.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>378</td>
<td>Science in the MS/HS</td>
<td>One</td>
<td>Curriculum, methods and assessment for teaching science in the middle and secondary grades. Admission to Teacher Education required. Fall.</td>
</tr>
<tr>
<td>379</td>
<td>Social Studies in the MS/HS</td>
<td>One</td>
<td>Curriculum, methods and assessment for teaching social studies in the middle and secondary grades. Admission to Teacher Education required. Fall.</td>
</tr>
<tr>
<td>380</td>
<td>Exceptional Students – Exceptional Qualities</td>
<td>One</td>
<td>This course overviews the legal, historical and medical foundations regarding exceptional students including learning disabilities (LD), behavioral/ emotional disabilities (BED) and mild mental disabilities (MMR). EDUC 380 is a prerequisite to EDUC 381. Case studies, professional research and writing and field experience are required. Admission to Teacher Education required. Fall.</td>
</tr>
<tr>
<td>381</td>
<td>Exceptional Students – Exceptional Strategies</td>
<td>One</td>
<td>This course presents a study of current trends, instructional strategies, and individual educational plans (IEPs). Candidates will compare and contrast inclusive or co-teaching service models, identify strategies for accommodation and differentiation and screening/evaluation procedures. Case studies, professional research and writing and field experience are required. Prerequisite: EDUC 380. Admission to Teacher Education required. Spring.</td>
</tr>
<tr>
<td>383</td>
<td>Teaching Art in the K-12 School</td>
<td>One</td>
<td>Curriculum, methods, and assessment for teaching art in kindergarten through grade 12. Admission to teacher education required. Fall.</td>
</tr>
<tr>
<td>384</td>
<td>Teaching Music in the K-12 School</td>
<td>One</td>
<td>Curriculum, methods, and assessment for teaching music in kindergarten through grade 12. Admission to teacher education required. Fall.</td>
</tr>
<tr>
<td>385</td>
<td>Teaching Content in the MS/HS</td>
<td>One</td>
<td>Curriculum, methods and assessment for teaching integrated content areas in the middle and secondary grades. Admission to Teacher Education required. Fall.</td>
</tr>
<tr>
<td>394</td>
<td>Teachers as Practitioners – Seminar</td>
<td>One</td>
<td>This seminar accompanies the supervised internship (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 EDUC 394 and EDUC 399 in the same semester. Admission to Teacher Education required. Graded pass/no credit. Fall and Spring.</td>
</tr>
<tr>
<td>399</td>
<td>Teachers as Practitioners</td>
<td>Two</td>
<td>Supervised internship (student teaching). Required for all initial licensure candidates. Candidates must register for both EDUC 394 and EDUC 399 in the same semester. Graded pass/no credit. Admission to Teacher Education required. Fall and Spring.</td>
</tr>
</tbody>
</table>
English

Associate Professor Zehr, chair; Salem Distinguished Professor Dulan; Associate Professor Oczkowicz; Assistant Professor Brown; Visiting Writer Mills

The English department focuses on English and American literary history, including literature by women and by writers from diverse cultures; on skills for reading various kinds of literature with comprehension and delight; on historical, social, intellectual and aesthetic contexts for literature; on skills for writing powerfully, clearly and correctly; and on knowledge of the world and the self that comes through literature and writing. The department also strives to provide a solid foundation for those who wish to teach English at the secondary level and for those who wish to pursue a higher degree.

Salem’s department of English offers both a major and minor in creative writing. See the separate entry for creative writing earlier in this catalog.

English Major (B.A.)
The major in English requires 11 courses, including two different courses from each of the following categories and ENGL 380 (Senior Seminar). (Although some courses are listed in two categories, each course may be used to fulfill requirements in only one category.) Appropriate special topics, major authors or honors courses may be substituted for courses in each category with the permission of the department. Creative writing courses can be used as electives toward the English major. A maximum of one internship (ENGL 270) may be used as an elective toward the major.

Category I (Literature and language before 1700): ENGL 208, 231, 316, 333, 343, 344, 348, 352
Category II (Literature and language between 1700 and 1865): ENGL 208, 231, 232, 292, 293, 341, 346, 348
Category III (Literature and language after 1865): ENGL 211, 223, 232, 288, 293, 294, 295, 298, 320, 325, 346, 347, 396, 399
ENGL 315 and 221 may fulfill one of the three categories.

Students must take one literature or literary theory course numbered 350 or above at Salem. At least six of the 11 required courses, including ENGL 380, must be completed at Salem.

English Minor
The minor in English requires the completion of five English courses of which at least three must be literature and language courses. At least three of the five courses must be completed at Salem.

English Courses (ENGL)
Courses numbered 200-349 are intended for sophomores and juniors. Courses numbered 350-399 are appropriate for juniors and seniors.

200. Independent Study in English or Creative Writing
Independent study under the guidance of a faculty advisor. Open to students with a 2.0 cumulative average and permission of the chair of the department. Independent study may take the form of readings, research, and will include a substantial written project. Ordinarily it may
Independent study may be taken for a total of four courses, no more than two in any term. Prerequisite: Previous study in English and permission of the department.

208. Early-Modern Female Dramatists: Sinners, Saints and Sapphos  
One course  
Theatrical conventions used by English women dramatists during the Restoration and 18th century. Examination of how women playwrights both resisted and upheld the patriarchal dictates of period and how they treated notions of race, class, gender and religious/political affiliation. Spring, alternate years.

211. Advanced Composition  
One course  
Advanced study and practice of the writing process and its rhetorical elements. Discussion of selected literary critical perspectives and samples from fiction. Intensive critical thinking, writing, and reading practiced in workshop atmosphere. Fall, alternate years.

221. Special Topics in English  
One course  
Intensive investigation of a topic or author not studied in depth in traditional courses. The subject matter of the course will be announced prior to the beginning of the course.

223. Modern Drama  
One course  
Major trends in continental, British, and American drama from 1850 to the present. Spring, alternate years.

231. Survey of English Literature, 1370-1789  
One course  
Selected works of major English writers and important literary movements of the period. Spring, alternate years.

232. Survey of English Literature, 1789-Present  
One course  
Selected works of major English writers and important literary trends of the period. Spring, alternate years.

270. Internship in English or Creative Writing  
One course  
The opportunity to use the knowledge and skills that the English major/minor or creative writing major/minor has learned through coursework in a real setting. The apprenticeship aspect of the internship implies that the student will increase her knowledge and skills by direct contact with an experienced mentor. Open to sophomores, juniors and seniors with at least a 2.0 cumulative average; no more than one internship can count toward English electives or creative writing major; admission only by application.

288. Women Writers, 1900-Present  
One course  
A study of the novels, short stories, poetry and essays of notable women authors such as Virginia Woolf, Doris Lessing, Isak Dinesen and Adrienne Rich. Spring, alternate years.
290. Honors Independent Study in English  One to two courses
Advanced independent study under the guidance of a faculty advisor. Open to juniors and seniors with a 3.5 G.P.A. in English, subject to the approval of the chair of the department. Honors Independent Study may be taken for a maximum of two courses.

292. American Literature before 1870  One course
Major American writers to about 1870. Emphasis on such writers as Poe, Emerson, Thoreau, Hawthorne, Melville and Whitman. Spring, alternate years.

293. The Culture of African American Literature  One course
African American writings of the 18th, 19th, 20th and 21st centuries. Using a backdrop of social history, the course will investigate how African American writers discursively depict class, racial and gender/sexual oppression and privilege in a radical effort to problematize “American” individualism. Readings will include slave narratives, prose of the Reconstruction writers, fiction of the Harlem Renaissance, literature of the War eras and literature of the Black Arts Movement, as well as contemporary fiction. Fall, alternate years.

294. American Literature from 1870 to the Present  One course
Major American writers and their contributions to an evolving American literature. Studying representatives of American realism, naturalism and modernism. Mainstream as well as minority writers discussed. Spring, alternate years.

295. Selected Southern Writers  One course
Influential Southern writers from Kate Chopin to the present with emphasis on writers of the twentieth century, such as Flannery O’Connor, Katherine Anne Porter, Eudora Welty and Robert Penn Warren. Fall, alternate years.

298. Twentieth-Century American Poetry  One course
A study of important trends in American poetry from 1900 to the present with emphasis on Frost, Bishop, Williams, Ammons and Rich. Spring, alternate years.

315. Major British and American Writers  One course
An intensive study of the works of one or two important American or British writers. Emphasis on themes, style and artistic development of each writer. Fall, alternate years.

316. History of the English Language  One course
Study of the historical development of English. Offered as a conference course. Spring, alternate years.

320. Contemporary American Fiction  One course
American fiction since World War II. Close reading, class discussion and writing about postmodernist, experimental as well as realistic fiction. Includes selections from both ethnic and women writers. Fall, alternate years.
325. Global Literature: Modern Writings from Women of the Non-Western World

This course endeavors to guide students to a critical analysis of literature from cultures outside of the Euro-American literary tradition. Using selected texts, students will become familiar with female authors and their works, which will represent literature from multiple countries and multiple voices within them. The course will be designed to provide students with a foundational understanding of the historical, political, social and cultural conditions that influenced the development and production of the literature addressed.

333. The Medieval World: English Literature from Beowulf to Chaucer

A study of the major male and female authors from the Anglo-Saxon period to the 15th century, with special emphasis on the works of Chaucer. Fall, alternate years.

341. The Romantic Era, 1786-1832

Social and aesthetic ideas of the period in the poetry and prose of Blake, Wordsworth, Coleridge, Byron, Shelley and Keats. Fall, alternate years.

343. Shakespeare and Other Renaissance Dramatists

In the highly ritualized medieval world, elaborate ceremonies marked the important events in a person’s life. During the Renaissance, the power and meaning of traditional ceremonies and rituals came into question. This course will explore the nature and purpose of rituals in Shakespeare’s plays as well as in other Renaissance texts. Fall, alternate years.

344. Shakespeare

The tragedies and later comedies. Fall, alternate years.

346. The Victorian Era, 1832-1900

Poetry and prose of the chief Victorian writers with consideration of the political, religious and social problems of the period as they are exhibited in the literature. Spring, alternate years.

347. The Twentieth Century American Novel

A study of the American novel before World War II. Emphasis on modernist experimentation and social realism in fiction. Selections from male, female and ethnic writers. Fall, alternate years.

348. The Rise of the Female Novelist, 1684-1900

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

352. Milton and Seventeenth-Century Culture

An examination of Milton’s major and minor poetry and prose in the context of revolution and the Civil Wars. Topics will include early-modern gender and race relations, educational bias,
political power and colonial and imperial authority. Along with Milton’s work, we will read women’s texts to investigate how they altered and influenced revolution. Fall, alternate years.

380. Senior Seminar
One course
This seminar will involve a sustained exploration of a literary topic, which could include a literary period, genre or the oeuvre of a specific author. Students will undertake extensive primary and secondary reading on the specified topic. The outcome of this reading will be an independent research project that the student will develop into a major paper (or thesis). In conjunction with the department members, the professor teaching the course will determine the course topic. This course is required of English majors. Enrollment limited to seniors.

396. Multi-Cultural Literature in the United States
One course
A study of selected contemporary writers representative of Native American, African American, Asian American and Hispanic American literatures. Focus on close reading, discussion and writing about individual texts in their specific social, historical, cultural and aesthetic contexts. Consideration of the impact ethnic writing has on the canon of American literature. Spring, alternate years.

399. Introduction to Contemporary Literary Theory
One course
Introduction to literary theories developed since the early 20th century: structuralism, deconstruction, new historicism, cultural materialism, Marxist, reader-response, psychoanalytic, feminist and postcolonial criticism among others. In depth study of major theoretical concepts and their application to specific literary texts. Intensive reading, writing and seminar discussion format. Recommended for all English majors. Fall, alternate years.
Exercise Science

*Athletic Director Fierke; Assistant Athletic Director Pryor; Instructors Callahan and Stevens*

The exercise science major curriculum is derived from the national standards as set forth by the largest and most respected sports medicine and strength and conditioning organizations in the world – the American College of Sports Medicine (ACSM) and the National Strength and Conditioning Association (NSCA). The exercise science major is attractive to students who have an interest in sports, exercise, health fields, personal training and corporate fitness and wellness positions. It also prepares students for graduate studies in physical therapy, athletic training, occupational therapy, physician assistants or sports medicine. It is important to prepare students to meet the requirements to sit for board-certified exams and the curriculum is designed with this goal in mind. This allows students the opportunity to develop their potential through the occupational areas they may be interested in pursuing. Class assignments allow for individual flexibility to relate to their particular field of interest. The major prepares our students to be leaders in the field of sport and exercise, thereby promoting the prominence of women in a field dominated by a male hierarchy. Salem offers both a bachelor of arts (B.A.) and a bachelor of science (B.S.) in exercise science.

**Exercise Science Major (B.A.)**

The bachelor of arts in exercise science is designed for students interested in working in the health field, personal training, corporate fitness, wellness positions, physical education or other sport and exercise related fields.

The following 13.25 courses are required for exercise science major (B.A.):

**Core Courses**

BIOL 100. Cell and Molecular Biology  
BIOL 101. Biodiversity  
BIOL 218. Anatomy and Physiology I  
BIOL 219. Anatomy and Physiology II  
EXER 100. Introduction to Sport and Exercise Science  
EXER 210. Nutrition  
EXER 230. Motor Development  
EXER 250. Care and Prevention of Athletic Injuries  
EXER 310. Exercise Physiology  
EXER 320. Biomechanics of Sport and Exercise  
EXER 330. Measurement, Assessment, and Evaluation of Exercise and Sport  
PHED 170 or 270. First Aid, CPR and AED: Emergency Response

The PHED 170/270 requirement in the major may be waived if students can demonstrate current certification in first aid/CPR. Such a waiver does not alter the physical education activity course requirement toward the Salem Signature.

**Senior Capstone Course**

EXER 340. Science of Strength and Conditioning or

EXER 350. Fitness Instructor Development and Exercise Programming

**Major Elective (choose one)**

EXER 150. Philosophy and Fundamentals of Coaching Competitive Sports or

EXER 240. Psychology of Sport and Exercise or
EXER 245. Women in Sport or
EXER 270. Internship in Sport and Exercise Science or
SOCI 265. Sociology of Sport

**Exercise Science Major (B.S.)**

Students interested in attending graduate school in exercise science, athletic training, sports medicine, cardiac rehabilitation, physical therapy, occupational therapy, physician assistant, clinical exercise physiology, or other science related health fields are encouraged to complete the work for a bachelor of science degree in exercise science.

The following 18.25 courses are required for the B.S. in exercise science:

- BIOL 100. Cell and Molecular Biology One course
- BIOL 101. Biodiversity One course
- BIOL 218. Anatomy and Physiology I One course
- BIOL 219. Anatomy and Physiology II One course
- CHEM 110. General Chemistry One course
- CHEM 120. General Chemistry with Qualitative and Quantitative Analysis One course
- MATH 100. Calculus I or
  - MATH 070. Essential Calculus One course
- PHYS 210. General Physics I One course
- EXER 100. Introduction to Sport and Exercise Science One course
- EXER 210. Nutrition One course
- EXER 230. Motor Development One course
- EXER 240. Psychology of Sport and Exercise One course
- EXER 250. Prevention and Care of Athletic Injuries One course
- EXER 270. Internship in Sport and Exercise Science One course
- EXER 310. Exercise Physiology One course
- EXER 320. Biomechanics of Sport and Exercise One course
- EXER 330. Measurement, Assessment and Evaluation of Exercise and Sport One course
- EXER 340. Science of Strength and Conditioning or
  - EXER 350. Fitness Instructor Development and Exercise Programming One course
- PHED 170 or 270. First Aid and CPR: Emergency Response One-quarter course

The PHED 170/270 requirement in the major may be waived if students can demonstrate current certification in first aid/CPR. Such a waiver does not alter the physical education activity course requirement toward the Salem Signature.

**Coaching Minor**

The coaching minor curriculum is derived from the National Standards for Athletic Coaches. The completion of the program meets all 37 standards as set by AAHPERD (Alliance for Health, Physical Education, Recreation and Dance).

The following 5.75 courses are required for the coaching minor:

- EXER 100. Introduction to Sport and Exercise Science or
  - SPRT 202. Sports Management One course
The PHED 170/270 requirement in the minor may be waived if students can demonstrate current certification in first aid/CPR. Such a waiver does not alter the physical education activity course requirement toward the Salem Signature.

### Exercise Science Courses (EXER)

#### 100. Introduction to Sport and Exercise Science
- **One course**
- This course is an overview of the evolving discipline of kinesiology (exercise science, sport, and physical education) with an emphasis on historical, philosophical, psychological foundations and their implications for contemporary society. It includes an introduction to the scholarly subdivisions of kinesiology and an exploration of possible career opportunities. This class places a strong emphasis on exploring sport and exercise through the female lens. Fall.

#### 150. Philosophy and Fundamentals of Coaching Competitive Sports
- **One course**
- Examination of the methods of teaching sport skills in a competitive environment. The purpose will be to promote athletes’ growth, development, and learning, while developing the skills necessary to lead a sport program. Emphasis is placed on developing leadership skills necessary to lead a sport program. Theoretical research on healthy teams, teamwork, competitiveness, and gender will be explored. Fall.

#### 210. Nutrition
- **One course**
- This course helps students understand the real life implications of nutrition. Students learn about the roles of macro- and micronutrients in the body. The class examines the impact of food choices on metabolism, body composition, and weight control. Discussion centers on nutrition misinformation, consumer issues, and major diseases that may be affected by eating behaviors. Recommended prerequisite: CHEM 050, CHEM 110, BIOL 010 or BIOL 100. Spring.

#### 230. Motor Development
- **One course**
- This course studies the sequential, continuous age-related process whereby movement behavior changes. The class examines information processing theories, theories of motor learning, factors influencing effects of practice and feedback, and biological changes experienced over a lifetime. Fall, even years.

#### 240. Psychology of Sport and Exercise
- **One course**
- This course is designed as an introductory course to the field of sport and exercise psychology. The course will examine the theories and research related to sport and exercise behavior, and includes an overview of the major topics of sport and exercise psychology. These could include but are not be limited to personality, motivation, arousal, imagery, goal setting, disease, stress, rehabilitation and burnout. A focus will be on enhancing performance through practical applications of theory. Spring.
245. Women in Sport
One course
A critical survey of the origins and historical evolution of modern women’s sports. The course will consider the social, economic, political and cultural variables which influenced and shaped female athletics. It will also consider the significance of the contemporary women’s sports revolution. Includes an examination of women in sport through historical, physiological and sociological perspectives with emphasis on the obstacles faced by female athletes; the impact of the media; and the implications of federal mandates.

250. Prevention and Care of Athletic Injuries
One course
An introduction to the theoretical and practical approach to caring for injured and ill athletes. Topics include emergency procedures and safety skills; preventive procedures in athletic training; the duties and qualifications of athletic training personnel; and an understanding of the importance of physical conditioning for prevention of injuries. The course includes demonstrations and practical experience in taping and bandaging techniques. Course fee will apply. Spring.

270. Internship in Sport and Exercise Science
One course
An opportunity to use the knowledge and skills learned in coursework to gain experience in a real work setting; the apprenticeship aspect of the internship implies that the student has some base of knowledge and will increase her knowledge and skills by direct contact with an experienced, knowledgeable mentor. Open to juniors and seniors with at least a 2.0 cumulative average, maximum credit is one course; admission by application only. Fall and Spring.

275. Internship in Coaching
One-half course
An opportunity to use the knowledge and skills learned in coursework for an approved coaching experience of 80-160 hours at the youth, community partnership, junior high, high school or college level. The student will work with an experienced, knowledgeable mentor in an approved setting. Open to coaching minors who have completed all other coursework; maximum credit is one course; admission by application only. Exercise Science majors may, with permission of the program director, satisfy the internship requirement through EXER 270. Fall and Spring.

310. Exercise Physiology
One course
This course studies the physiological response of the human body to physical activity. The acute and chronic responses to the muscular, cardiovascular, respiratory and other systems of the body are examined. Laboratory experiences will involve the application of concepts regarding the human body’s response to the stress of exercise, sport and long-term physical training. Lectures and one two-hour laboratory. Prerequisites: BIOL 218 and 219; MATH 060 or higher. Fall.

320. Biomechanics of Sport and Exercise
One course
This course is a study of the anatomical and mechanical bases of physical activity with emphasis on the analysis of sport and exercise skills. Content also includes understanding muscular imbalances, physiological support systems, body types, movement behavior and movement efficiency. This course is the physics applied to human movement and students are strongly recommended to have taken PHYS 210 prior to enrollment. Lectures, additional focused
colloquium required. Prerequisites: BIOL 218 and 219; MATH 060 or higher; PHYS 210 recommended.

330. Measurement, Assessment and Evaluation of Exercise and Sport One course
This course provides a survey of current assessment instruments in Exercise Science, Sport and Physical Education with an emphasis on test selection, administration and interpretation of results. Principles of test construction and use relative to skills, knowledge and behavior will be included. Prerequisites: BIOL 218 and 219; MATH 060 or higher. Spring.

340. Scientific Principles of Strength and Conditioning One course
This course will aid students in gaining knowledge to design and implement strength training and conditioning programs for individuals as well as athletes in a team setting. It will also cover administrative concerns for leadership of such training programs. This course will prepare the student to sit for the Certified Strength & Conditioning Specialist (CSCS) certification from the National Strength & Conditioning Association (NSCA). A passing grade in this course is not, however, a guarantee that the student will pass the CSCS certification examination. May serve as the senior capstone course in the major. Prerequisites: EXER 310 and EXER 320. Spring.

350. Fitness Instructor Development and Exercise Programming One course
This course studies appropriate exercise instruction and exercise programming. The course provides for resistive training, anaerobic and aerobic exercise across different populations. A major part of the course will be reviewing competencies for the American College of Sports Medicine (ACSM) Health Fitness Specialist (HFS) certification exam. A passing grade in this course is not, however, a guarantee that the student will pass the ACSM HFS certification examination. May serve as the senior capstone course in the major. Prerequisites: EXER 310 and EXER 320. Fall.
French
Professor Ljungquist, chair of the department of modern languages; Professor McElaney-Johnson

A goal of any person seeking a liberal education is an understanding of the workings – phonemic, semantic, syntactic, stylistic – of language. Study of a modern language, for sake of contrast and comparison with one’s mother tongue, is highly desirable in producing such an understanding. In addition, study of a modern language is needed more than ever today for transcending cultural barriers. Study of modern languages and cultures promotes rapprochement among nations and peoples.

French is one of two languages offered by the department of modern languages. Foreign study forms a valuable part of education, and the department strongly encourages students to spend their junior year abroad. The department maintains a file of the many summer, semester and year-long programs abroad in which our students can participate so that each one can choose the type of program and location which best suits her interests.

Both a major and a minor in French are offered.

French Major (B.A.)
All French courses offered above the 030 level may count toward the major and, unless otherwise indicated, are conducted primarily in French. Nine such courses are required for the major and must include FREN 105 and FREN 206. At least three of the required French courses, including at least one 200 or 300-level course, must be completed at Salem. All majors will be expected to demonstrate an appropriate level of oral and written proficiency in French. During the senior year, each student majoring in French will consult with her advisor and designate a specific course for senior assessment. As part of this course, each student will complete the required components of the senior assessment of learning outcomes.

French Minor
The minor in French requires five courses above the 030 level and must include FREN 105. In addition, one civilization course and one literature course in French are required. At least three of the five courses must be taken at Salem.

French Courses (FREN)

010. French, First Level
Basic spoken and written French within the limits of a few simple situations. Elements of pronunciation and basic grammar, with progressive emphasis on reading. Three meetings per week plus two weekly one-hour laboratories. Fall.

020. French, Second Level
Continuation of FREN 010 at a more advanced level. Three meetings, two one-hour laboratories. Prerequisite: FREN 010 or proficiency equivalent. Spring.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
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<tbody>
<tr>
<td>025.</td>
<td>Intensive Elementary French</td>
<td>One course</td>
<td>A comprehensive and intensive study of the basics of French pronunciation, grammar, vocabulary and structure. Practice in speaking, understanding, writing and reading French of increasing difficulty. This class covers the same material as FREN 010 and 020 combined. Designed for entering students with two or more years of French who do not meet the proficiency requirement to enter FREN 030. Fall.</td>
</tr>
<tr>
<td>030.</td>
<td>French, Third Level</td>
<td>One course</td>
<td>Speaking, understanding, reading and writing French. Review of basic elements of French grammar. Three meetings, two one-hour laboratories. Prerequisite: FREN 020 or proficiency equivalent. Fall and spring.</td>
</tr>
<tr>
<td>100.</td>
<td>Introduction to Literature</td>
<td>One course</td>
<td>Introduction to literature through the study of poetry, film, theatre and short story. Class emphasizes close textual readings, discussion, critical writing and analytical skills. Prerequisite: FREN 030, placement or permission of instructor. Fall.</td>
</tr>
<tr>
<td>101.</td>
<td>Conversational Practice in French</td>
<td>One-half course</td>
<td>An opportunity for students to speak French in an informal setting. Topics might include current events, work, cultural issues and one’s personal life. Emphasis on improving one’s speaking and listening skills. May be repeated once, for a total of one course credit toward the major or minor. Prerequisite: FREN 030 or equivalent. Offered as needed.</td>
</tr>
<tr>
<td>105.</td>
<td>Verbal Communication</td>
<td>One course</td>
<td>A course to develop fluency and accuracy in the use of spoken and written French. Includes a review of the principles of French syntax, grammar and phonology. Prerequisite: FREN 030, placement or permission of the instructor. Fall.</td>
</tr>
<tr>
<td>130.</td>
<td>French Drama Workshop</td>
<td>One course</td>
<td>Reading, analysis and presentation of plays from the Middle Ages to the modern period. Emphasis on improved oral proficiency, development of theatrical skills and creative approaches to drama. Prerequisites: FREN 030 or permission of instructor. Fall, alternate years.</td>
</tr>
<tr>
<td>200.</td>
<td>Independent Study in French</td>
<td>One-quarter to one course</td>
<td>Independent study under the guidance of a faculty advisor. Open to students with a 2.0 cumulative average, permission of the chair of the department. Independent study may take the form of readings, research, conference, projects and/or field experience. Ordinarily it may not be used to substitute for a regular course in the curriculum. Independent study may be taken for a total of four courses, no more than two in any term. Prerequisite: previous study in French or permission of the instructor.</td>
</tr>
<tr>
<td>206.</td>
<td>Advanced French Composition and Conversation</td>
<td>One course</td>
<td>Advanced study and practice of some of the finer points of grammar, stylistics, idiomatic expression and pronunciation. Limited to 15 students. Four meetings per week. Prerequisite: FREN 105 or permission of the instructor. Offered as needed.</td>
</tr>
</tbody>
</table>
210. Business French  
One course
Practice in both oral and written forms of communication, with emphasis on their application to practical problems encountered in social or business situations. Attention to social and economic practices which differ from those of the U.S. Two meetings per week. Prerequisites: FREN 105 or permission of the instructor. Offered as needed.

216. Francophone Literature  
One course
An introduction to literature produced in French-speaking countries around the globe. Although the regions and topics studied may vary, the course will place special emphasis on texts produced in Africa and the Antilles. Students will address the cultural and historical realities surrounding the text with particular attention to the representation of women. Prerequisite: FREN 100-level course or permission of the instructor. Spring, alternate years.

220. Contemporary French Culture  
One course
Political, social, economic and cultural developments in contemporary France. Prerequisite: two 100-level FREN courses or permission of the chair of the department. Fall, alternate years.

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

232. French Novel  
One course
Reading and analysis of significant French novels of the 19th and 20th centuries with special emphasis on novels by women. Prerequisite: FREN 100-level course or permission of instructor. Spring, alternate years.

250. Special Topics in French  
One course
A special period, issue or theme in French literature or culture is to be studied in depth. Topic and course content will be announced prior to registration. Course may be taught in English or French. French majors will be required to do their reading and writing in French whenever possible. Prerequisite for French majors: FREN 105. No prerequisites for others. Offered as needed.

270. Internship in French  
One course
An opportunity to apply the knowledge and skills the student has learned in courses to real work settings; the apprenticeship aspect of the internship implies that the student has some base of knowledge and will increase her knowledge and skills by direct contact with an experienced, knowledgeable mentor. Open to juniors and seniors with a 2.0 cumulative average; may be taken only once for credit toward the major or minor; admission by application only. Fall and spring.

290. Honors Independent Study in French  
One-half to two courses
Independent study under the guidance of a faculty advisor. Normally open to juniors and seniors with a 3.5 major average in French. Subject to the approval of the chair of the department. Honors work may be taken for a maximum of two courses.
### 311. Literature and Culture in the Age of Louis XIV

An intensive study of France from 1643 to 1715. Emphasis on the development of comedy and tragedy, trends in poetry, women’s writing, painting, the beginnings of French opera and the role of Versailles as a hub of cultural production. Prerequisite: FREN 105 and a literature class or permission of instructor. Spring, every third year.

### 312. The Eve of the Revolution

Introduction to the thought and literature of the 18th century France. Students will examine social and political criticism at the eve of the Revolution through the study of diverse literary texts. Prerequisite: FREN 105 and a literature class. Spring, every third year.

### 313. French Cinema and Culture

A study of French culture as represented in and created by film. Study of classic films, the new wave, heritage films and feminist film. Open to non-French speakers. Prerequisite for French majors or minors: FREN 100-level course. French majors and minors will have a separate class meeting in French. Spring, alternate years.
Historic Preservation

Instructor Fearnbach, coordinator of the historic preservation certificate program Assistant Professor Otero, director of the interior design program; Associate Professor Hutton, chair of the department of art

Salem College offers an undergraduate certificate program in historic preservation. See the section on certificate programs earlier in this catalog for details.

**Historic Preservation Courses (PRSV)**

**230. Historic Preservation**
One course
Theory and practice of historic preservation. Government policies, regulations and guidelines for the preservation of buildings and their inclusion on the National Historic Register. Prerequisites: HIST 105 and 106 or HIST 103 and 104. Cross-listed with ARTI 206. Spring.

**240. Preservation-Sensitive Sustainable Design**
One course
This course explores the intersection of historic preservation and sustainable design through a discussion of the following topics: economic development tools, including preservation tax credits, energy tax credits and affordable housing; sustainable design, including LEED, weatherization and adaptive reuse; and building technology and materials, including framing/structural materials, bricks and mortar, siding, windows, floors, paint and wallpaper as well as building maintenance and repair and architectural conservation.

**270. Internship in Historic Preservation**
One course
An opportunity to use the skills and knowledge the student has learned in coursework.
History

Assistant Professor Foley, chair of the department of history and international relations; Assistant Professors Johnson, Prosterman and Thomas

The department of history and political science offers a major and a minor in history. Among the department’s objectives are the understanding of historiography; an appreciation of the roles of race, class and gender in transforming politics and culture; and the development of personal skills in research, writing, analysis and criticism.

History Major (B.A.)

The major in history requires the completion of eleven courses:
- HIST 103. World History I
- HIST 104. World History II
- HIST 105. United States History to 1877
- HIST 106. United States History since 1877
- Two HIST courses at the 200-level or above in U.S. history
- Two HIST courses at the 200-level or above in European history
- Two HIST courses at the 200-level or above in non-Western history
- HIST 310. The Clio Colloquium

In calculating the completion of major requirements, each 200-level (or above) course may be counted toward only one regional grouping. Up to three political science courses may be substituted upon approval by the department.

History Minor

The minor in history requires the completion of five history courses and must include Survey of World History (HIST 103 and 104) or United States History (HIST 105 and 106), plus three history electives at the 200-level or above, excluding the internship in history (HIST 275). All courses must be taken at Salem or at Wake Forest University. Transfer students may submit the equivalent of HIST 103 and 104 or HIST 105 and 106 for credit toward the minor.

History Courses (HIST)

103. World History I

A survey of the ancient, medieval and early modern societies of African, Europe, Asia, America and the Middle East with a focus on economic, political and cultural developments and cross-cultural contacts and exchanges. Fall.

104. World History II

An examination of the economic, political and cultural forces that shaped world realities from early modern times to the present day, with a focus on the cause and ramifications of the increasing interconnectivity of Africa, Europe, Asia, America and the Middle East. Spring.

105. United States History to 1877

This course introduces the history of the United States from the fifteenth century through Reconstruction. It emphasizes contact and collision between diverse racial and ethnic cultures; the changing experiences and status of diverse men and women; political, economic and social transformations; and the struggle over freedom and independence. Fall.
106. United States History Since 1877
One course
Surveying the history of the United States from Reconstruction to the present, this course integrates an array of perspectives concerning the evolution of modern America. In particular, it investigates historical struggles over issues that continue to shape our world, including gender roles, conceptions of race, civil rights, war, economic inequality, citizenship and the power of government in American society. Spring.

200. Independent Study
One-quarter to one course
Independent study under the guidance of a faculty advisor. Open to students with a 2.0 cumulative average and permission of the chair of the department. Independent study may take the form of readings, research, conference, project and/or field experience. Students are expected to develop their independent study proposal with their faculty advisor prior to the term in which the independent study would take place. Ordinarily it may not be used to substitute for a regular course in the curriculum. Independent study may be taken for a total of three courses. Prerequisite: Previous study in history or permission of the instructor.

205. History of the American South
One course
This course examines the history of the American South from the colonial through the twentieth century. Course topics include slavery, the Civil War, lynching, segregation, the growth of industry and the civil rights movement. Additional topics include American Indians’ racial status; African American women and men in late 19th and early 20th -century politics. Fall, alternate years.

207. Native American History
One course
This course examines the history of Native American peoples of North America from the pre-colonial period through the present. This course highlights the cultural and historical diversity among native peoples; cultural, religious and economic exchange between Native Americans and African and European newcomers to North America; and patterns of Native American cultural conquest, adaptation and survival. Alternate years.

208. American Frontier History
One course
This course explores frontiers from treks West to Star Trek, in relation to key events and trends in American history from 16th -century Spanish explorations to 19th -century westward migrations, and from early 20th -century U.S. global expansion to contemporary sci-fi images. It examines how diverse European-descended, Native American and African American men and women have shaped and been influenced by frontier experiences. Alternate years.

209. African-American History
One course
This course offers a topic-based chronological survey of African American history from the 1600s through the late 20th century. Woven into the course are the experiences and perspectives of women and men occupying different places in the spectrum between slavery and freedom. Key themes include African Americans’ work, political leadership, migration, role in shaping communities and experience of and resistance against slavery, violence, segregation and other forms of injustice. Spring, alternate years.
210. The Atlantic World One course
This course explores the history of African, European and Native American peoples who inhabited lands that bordered the Atlantic Ocean between the 15th and 19th centuries. The Atlantic World was a frontier zone for encounter, connection and conquest between peoples of diverse races, classes and genders. Alternate years.

211. United States Public History One course
This course focuses on the ways that history is portrayed to public audiences outside of academic settings. Topics will include the way the past is presented in museums, in the press, at historic sites, on the web, in theatres and in the classroom. Alternate years.

212. The Great Depression in History and Memory One course
The Great Depression of the late 1920s and 1930s brought profound change to American society. This course examines the Depression through sources that reflect its diversity of experiences, including film, oral histories, photography, drama, literature, music, political oratory and historical studies. Particular attention is paid to the importance of gender and race in the history of the Depression era. Fall, alternate years.

213. Vietnam War One course
This course begins with an overview of Vietnamese history and then situates the war within the broader context of global anti-imperialist movements of the past century. Students will examine a comprehensive variety of historical sources that reflect the global nature of the conflict, with authors from Vietnam, the United States and other areas of the world.

214. The Global Cold War One course
Rather than viewing the Cold War solely as a struggle between the United States and the Soviet Union, this course seeks to reconceptualize the Cold War as a truly global conflict, shaped also by the peoples of Latin America, Africa, Asia and the Middle East. Spring, alternate years.

215. Critical Issues in the History of Race and Ethnicity One course
This course introduces students to the critical analysis of race and ethnicity, with a focus on comprehending theoretical approaches to the study of race and ethnicity prevalent in the United States and throughout the world. Cross-listed with REST 210. Spring.

219. The United States and the World One course
This course explores how competing conceptions of power—based upon changing narratives of race, gender, fear, economic interest and national purpose—have shaped the history of the U.S. foreign policy. Spanning from the era of colonial conquest to current conflicts throughout the world, it also examines broad patterns of continuity and change in arguments concerning the use of military force. Fall, alternate years.

221. American Women’s History One course
This course offers a topics-based chronological survey of U.S. women’s history from the 1790s through the 1990s. Woven into this course are the experiences and perspectives of women of diverse races, ethnicities, religions, classes and sexual orientations. Key themes include women’s
paid employment, place in politics, role within families and communities, relationship to popular culture, and experience of slavery and social and economic upheaval. Spring.

222. The Greco-Roman World
An upper-division survey course of the Greco-Roman world (1150 BCE-400 CE). It offers students an opportunity to become culturally literate in the ideas, institutions and individuals of classical antiquity and their contribution to both western and Islamic civilizations. Alternate years.

223. Medieval Europe
An upper-division survey course of Medieval Europe (350-1450 CE). It offers students an opportunity to become culturally literate in the ideas, institutions, and individuals of medieval Europe. It also addresses the interactions between the Christian West and the Islamic East. Alternate years.

229. History of the British Isles
A political, social and cultural study of the British Isles from the Middle Ages to the present, including the impact of the British Empire on world history. Alternate years.

231. Renaissance and Reformation Europe, 1350-1650
A study of the political, social and cultural history of Europe from 1350-1650. Prominent themes will be the Italian Renaissance, Northern Renaissance, Protestant and Catholic Reformations and the Age of Exploration. Fall, alternate years.

235. Europe in the Age of Enlightenment and Revolution, 1650-1815
This course will examine the political, social and cultural history of Europe from the Scientific Revolution to the French Revolution and Napoleonic wars. All of these themes will be examined in the broader context of the Enlightenment and its relationship to other revolutions, including the Revolution of 1688 in England and the American and Haitian revolutions. Spring, alternate years.

237. Europe’s Radical Century, 1815-1914
This course explores the Industrial Revolution, nationalism, socialism, communism, liberalism, feminism, imperialism, Social Darwinism and many other “isms” as well as their impact on Europe and the world. Fall, alternate years.

245. History of Germany
A political, social and cultural study of Germany from the Middle Ages to the present. Alternate years.

247. History of Russia
A political, social and cultural study of Russia from the Middle Ages to the present. Alternate years.
250. Special Topics in History
A special period, issue or theme in history will be studied intensively. The specific content and methods of study will be announced prior to the beginning of the course. Prerequisite: one 100-level HIST course or permission of the instructor. Offered as needed.

257. Modern Europe, 1914 to the Present
An examination of European history from the origins of World War I to the present. Themes will include World Wars I and II, the Russian Revolution, the Holocaust, decolonization, the Cold War, the Revolutions of 1989, Balkan crises and contemporary issues from environmentalism to globalization. Spring, alternate years.

265. American Constitutional and Legal History
A survey of the Anglo-American roots of the U.S. Constitution and its evolution through Supreme Court decisions over time. In addition, U.S. legal history will be analyzed to reveal how law has interacted with society to change, adapt, resist or promote certain aspects of civil society over time. Alternate years.

269. America in Our Time: 1945 to Present
American domestic politics, social change and foreign policy since World War II. Emphasis on topics such as the Cold War, McCarthyism, the civil rights movement, the women’s movement, the Vietnam War and the post-New Deal welfare state. Spring, alternate years.

275. Internship in History
An opportunity to use the knowledge and skills the student has learned in coursework to solve problems in a real work setting; the apprenticeship aspect of the internship implies that the student has some base of knowledge and will increase her knowledge and skills by direct contact with an experienced, knowledgeable mentor. Application to and permission of the department is required. Open to sophomores, juniors and seniors with a 2.0 cumulative average. Maximum credit per term is one course.

280. History of Economic Thought
A study of the major economists and schools of economic thought from the classical through the contemporary period, with special emphasis on their contributions to economic theory. Cross-listed as ECON 280. Prerequisite: ECON 110 and ECON 120. Fall.

281. Ottoman Empire
An upper-division course examining the political, social and cultural history of the Ottoman Empire (1300-1921). The Ottoman Empire was an Islamic empire with significant Christian and Jewish minorities. The Ottoman legacy has had a profound impact on the Middle East and Europe. Alternate years.

285. Modern East Asia
This course provides an overview of East Asia since 1800, focusing on the interconnected histories of China, Korea, Japan and Vietnam. Students examine how diverse peoples from this region shaped ideas, processes, and events of global significance, including anti-colonialism, nationalism, feminism, modernity, communism, capitalism, militarism, the World Wars and the
Cold War. Emphasis is also placed on the relationship between East Asia, Europe and the United States throughout this period. Alternate years.

286. Modern Japan
This course examines the revolutionary changes that have characterized Japanese society since the mid-nineteenth century. Analyzing literature, film and other original works, we will study social and cultural critiques of Japanese identity that challenge popular conceptions of national mission, gender roles, economic development and militarism. Fall, alternate years.

290. Honors Independent Study in History
Advanced independent study under the guidance of a faculty advisor. Normally open to juniors and seniors with a 3.5 major average in history, subject to approval of the chair of the department. Honors work may be taken for a maximum of two courses.

310. The Clio Colloquium
Advanced study of problems in modern historical scholarship involving new interpretations and conceptual models. Required of majors in their senior year. Juniors may take the seminar with permission of the instructor. Spring.
Integrative Studies
Dean of Undergraduate Studies Smith, coordinator

Integrative Studies Major (B.A.)
The Integrative Studies major provides students the opportunity to pursue an interdisciplinary program of study that is not typically offered as part of the College curriculum. In this major, a student designs a coherent program that combines existing resources in the curriculum to create an interdisciplinary study of a specific area of interest. The major is designed in collaboration with an academic advisor and the director of the Integrative Studies Program. After establishing learning outcomes, the advisor, the director and the student select appropriate courses, internships and learning experiences designed to help the student develop and demonstrate a body of knowledge in a specific area.

The major requires a minimum of ten courses, including advanced courses in at least two disciplines, a senior capstone course/independent study and no more than two additional independent studies. A student in good academic standing may design and submit her proposal in collaboration with a faculty member and the director of the program in her sophomore year or in the first term of her junior year.

Integrative Studies Courses (INTG)
220. Special Topics in Integrative Studies One course
Investigation of an interdisciplinary topic, issue or problem. Content will vary by instructor(s) and is announced prior to the pre-registration period.
Interior Design
Assistant Professor Otero, Director of the Interior Design Program; Associate Professor Hutton, chair of the department of art; Associate Professors Griffin and Varnadoe; Instructor Fearnbach, Director of the Historic Preservation Certificate Program

The interior design program, offered by the art department at Salem, requires coursework in studio art, art history and interior design. Descriptions of studio art and art history courses may be found earlier in the catalog in those sections.

For a description of the Certificate Program in Historic Preservation, see the section on certificate programs earlier in this catalog.

Interior Design Major (B.A.)
The major in interior design consists of 18 courses. An exhibit of work is required of each student at the end of her senior year. Interior design majors are strongly advised to take ARTS 020 and ARTS 025 during their first year or as early as possible in their program of study. At least seven course credits toward the major must be taken in the art department at Salem, including ARTI 391 (Senior Seminar, one-half course).

Studio Art Courses:
- ARTS 020. Introduction to Two-Dimensional Design One course
- ARTS 025. Advanced Two-Dimensional Design One course
- ARTS 111. Drawing One course

Art History Courses:
- ARTH 121. Survey of Western Art I or
- ARTH 122. Survey of Western Art II One course
- ARTH 244. Late Modern Art One course

Interior Design Courses:
- ARTI 102. Interior Design One course
- ARTI 160. Textiles One course
- ARTI 180. Architectural Representation and Documents One course
- ARTI 201. Residential Interior Design One course
- ARTI 202. Contract Interior Design One course
- ARTI 203. Business Practices in Interior Design One course
- ARTI 204. Architectural Interior Details One course
- ARTI 205. Computer Assisted Drafting/Design One course
- ARTI 206. Historic Preservation One course
- ARTI 208. Lighting for Interior Design One-half course
- ARTI 248. History of Interior Design One course
- ARTI 270. Internship in Interior Design One course
- ARTI 380. Advanced Design Senior Studio One course
- ARTI 391. Senior Seminar in Interior Design One-half course

Additional courses which are recommended but not required are BIOL 050 (Issues in Environmental Science) and SOCI 280 (Urban Community).
**Interior Design Courses (ARTI)**

**102. Interior Design**  
One course  
This course develops the elements and principles of design in interior design as well as the visual and verbal communication skills of the interior designer. Prerequisites: ARTS 020. Fall.

**160. Textiles**  
One course  
Study of design, construction, fiber and finishes for fabrics with emphasis on quality and utilization of currently available materials for soft floor coverings, window treatments and upholstery. Estimation of carpet, window treatments and upholstery will be covered. Fall.

**180. Architectural Representation and Documents**  
One course  
Formal training in graphics representation as it relates to architectural drawings and documents. Students will become familiar with technical terminology and symbols associated with construction documentation. Students will acquire additional drafting, rendering and modeling skills, both mechanically and digitally generated. Fall.

**200. Independent Study**  
One-quarter to one course  
Independent study under the guidance of a faculty advisor. Open to students with a 3.0 cumulative average and permission of the chair of the department. Independent study may take the form of readings, research, conference, project and/or field experience. Independent study may be taken for a total of two courses, the maximum in any one term being one course credit. Prerequisite: permission of instructor.

**201. Residential Interior Design**  
One course  
An introduction to space planning and furnishing residential interiors. Kitchen and bath design is covered in detail. Prerequisite: ARTI 102. Spring.

**202. Contract Interior Design**  
One course  
Space planning of commercial, institutional and environmental spaces. The emphasis is on total design concept for client presentation with plans, lighting design, furnishings and material samples, specifications and presentation. Prerequisite: ARTI 201. Fall.

**203. Business Practices in Interior Design**  
One course  
Students will become familiar with business principles and practices of the interior designer and the interactions that take place among the client, designer, trade sources and contractors. Students plan their own business. Prerequisite: ARTI 201. Spring.

**204. Architectural Interior Details**  
One course  
The study of construction methods and detailing in architectural interiors as utilized by the interior designer. Creative problems in cabinet design and architectural interior detailing will be used for the study of construction methods; materials used in construction are also covered. Prerequisite: ARTI 201. Fall.
205. Computer Assisted Drafting/Design
One course
An introductory course in Computer-Assisted Drafting/Design (CADD). Students will learn the basic commands and parameters of CADD, as well as how to draw floor plans, elevations and other interior design drawings on-line. Prerequisite: ARTI 102. Spring.

206. Historic Preservation
One course
Theory and practice of historic preservation. Government policies, regulations and guidelines for the preservation of buildings and their inclusion on the National Historic Register. Prerequisites: HIST 105 and 106 or HIST 103 and 104. Cross-listed with PRSV 230. Spring.

208. Lighting For Interior Design
One-half course
This course explores lighting designs and techniques, light sources, luminaries (fixtures), controls, color, vision, daylighting, applications to interior space, psychological factors and aging and federal energy policy. Prerequisites: ARTI 201. Spring.

220. Special Topics in Interior Design
One course
This course provides the student with the opportunity to explore aesthetic and technical issues presented by faculty or visiting instructors. Permission of instructor.

248. History of Interior Design
One course
Introduction to period styles and motifs in furniture, architecture and the decorative arts of the ancient world to the present, with application to contemporary interiors. No prerequisite. Fall.

270. Internship in Interior Design
One-half to one course
An opportunity to use the knowledge and skills the student has learned. Prerequisite: Junior standing in the major.

290. Honors Independent Study
One course
Advanced independent study under the guidance of a faculty advisor. Normally open to juniors and seniors with a 3.5 average in art. Subject to the approval of the department chair. Honors work may be taken for a maximum of two courses.

380. Advanced Design Senior Studio
One course
Limited to seniors in the interior design program and taken concurrently with ARTI 390, Senior Seminar. Course members will develop a project based on their individual interests, demonstrating their mastery of the design and technical skills acquired during their academic experience at the college. Expands on subjects already introduced in previous coursework and introduces advanced topics. Projects will be exhibited at the end of the semester during the senior show. Prerequisite: senior standing in major. Spring.

391. Senior Seminar in Interior Design
One-half course
Senior thesis work. Required of all interior design majors. Prerequisite: senior standing in major. Spring.
International Business

Professor Schuette and Assistant Professor Yoon, advisors

The departments of modern languages, business and economics offer the major in international business. Rooted in Salem’s liberal arts tradition, this major affirms the benefit of co-curricular programs, emphasizes a global society and prepares a student for professional leadership roles. The major is designed to meet the needs of students who are interested in combining study in modern languages with a preparation for careers in the global market. Such careers may involve activities in sales, marketing analysis, financial transactions and correspondence in various kinds of enterprises with a global scope, including banks, import-export companies, international firms, manufacturers and the travel and tourism industry.

The goal of this major is to provide students with a working knowledge of a modern language and of the culture and history of the countries where the language is spoken, along with a foundation in accounting, business and economics. Students will be able to prepare for graduate school, professional school or corporate training programs by combining their courses in modern languages with work in courses offered by the department of business and economics. Study in modern languages and culture is available in French or Spanish. Students who elect this program are strongly advised to spend at least a term studying in a foreign country to increase their language proficiency and knowledge of the foreign culture. Students interested in this major should consult with the department faculty as early as possible, preferably in the first year. Internships are available in the international departments of various businesses. They may be taken during the January Term, in the Salem Signature or during the summer. These internships offer the student an opportunity to apply what she has learned in the classroom and to explore career opportunities.

International Business Major (B.A.)
The major in international business requires 16 to 17 courses, including one international internship. At least two of the required language courses and at least three of the required business and economic courses must be completed at Salem. All majors will be expected to demonstrate an appropriate level of oral and written proficiency in their chosen modern language. Five courses are required within a selected modern language area, five courses in business administration, two to three courses in economics, three courses in accounting and one international internship.

Major Requirements

Required courses within Modern Language:

(Select one language track):

- FREN 105. Verbal Communication
- FREN 206. Advanced French Composition and Conversation
- FREN 210. Business French
- FREN 220. Contemporary French Culture
- One additional 200- or 300-level FREN course

OR

- SPAN 105. Verbal Communication
- SPAN 206. Advanced Spanish Composition and Conversation
SPAN 210. Business Spanish One course
SPAN 222. Spain One course
SPAN 228. Latin America One course

Required courses in Business Administration:
BUAD 201. Principles of Management One course
FINC 302. Corporate Finance One course
MKTG 230. Principles of Marketing One course

Required courses in Economics:
ECON 100. Principles of Economics or One course
   ECON 110. Introduction to Macroeconomics and
   ECON 120. Introduction to Microeconomics Two courses
ECON 260. International Trade and Business One course

Required courses in Accounting:
ACCT 120. Principles of Financial Accounting One course
ACCT 130. Principles of Managerial Accounting One course

Required International Internship, appropriate to chosen language:
   (may be a January Term or Salem Signature internship):
   BUAD 270. Internship in Management One course

Additional Requirements:
Choose three of the following four courses:
ACCT 201. International Accounting One course
FINC 310. International Finance One course
MKTG 234. International Marketing One course
POLI 110. Introduction to International Relations One course
International Relations

Assistant Professor Foley, chair of the department of history and international relations; Assistant Professors Johnson, Prosterman and Thomas

The department of history and international relations offers an interdisciplinary major in international relations. Among the department’s objectives are the promotion of historical understanding, the ability to understand the political needs and problems confronting modern society and the development of personal skills in research, writing and criticism.

International Relations Major (B.A.)

At least five of the 12 courses required for the major, including Political Science 310, must be completed at Salem College.

The major in international relations requires the completion of the following six courses:

- HIST 103. World History I
- HIST 104. World History I
- POLI 110. Introduction to International Relations
- POLI 140. Comparing World Governments
- POLI 310. Senior Seminar in Contemporary International Relations

The international relations major must also complete two courses from the following:

- HIST 255. Europe in War and Revolution or HIST 256. Europe in its Global Context
- HIST 285. Modern East Asia or approved HIST special topics course
- HIST 219. U.S. Diplomatic History or POLI 240. American Foreign Policy
- POLI 225. Issues in International Security

In addition, the international relations major must select one course from each of the following groupings (three different courses):

The Western Grouping:
- FREN 216. Francophone Literature
- FREN 220. Contemporary French Culture
- GERM 214. Current Events
- HIST 245. Modern Germany
- HIST 255. Europe in War and Revolution
- HIST 256. Europe in its Global Context
- POLI 235. International Political Geography
- SPAN 222. Spain
- Or approved elective or special topics course.
The Policy Grouping:
 POLI 240. American Foreign Policy
 POLI 245. Political Development and LDC Transition
 POLI 250. Special Topics in Political Science
 HIST 219. U.S. Diplomatic History
 Or approved elective or special topics course.

The Functional and non-Western Grouping:
 RELI 130. Eastern Religious Traditions
 RELI 221. Islam: The Straight Path
 RELI 231. Buddhism: The Middle Path
 HIST 285. Modern East Asia
 NFPM 160. Non-Governmental Organizations
 POLI 205. National Model United Nations
 POLI 245. Political Development and LDC Transition
 SPAN 228. Latin America
 Or approved elective or special topics course.

Students must also successfully complete one language or culture course at the 100 level or above taught in the language.

International relations majors are encouraged to participate in one of the off-campus experiences offered by Salem related to this field. These include approved overseas programs; the Washington and U.N. semester programs; and foreign-policy internships.
January Term Courses  
*Dean of Undergraduate Studies Smith, coordinator*

The January Term provides students with an exciting alternative to the pace of the regular term and the opportunity to concentrate on one subject area of particular interest. January Term is a time when traditional modes of learning give way to a variety of creative and flexible approaches. Students may experiment in learning through independent studies, internships and travel programs. Students also have the opportunity to enroll in one of the many on-campus experimental courses that are offered on a pass/no-credit basis.

**January Term Courses (JANX)**

**200. Experimental Independent Study: Faculty-Directed**  
One course  
Experimental Independent Studies are academic exploration opportunities for students seeking in-depth investigation in an area of special interest not regularly offered at Salem. These studies require approval of the January Program Committee. In faculty-directed study, the faculty member discusses the project with the student at least weekly and the student is assessed based on the criteria outlined on the proposal form. Graded on a pass/no credit basis.

**201. Experimental Independent Study: Self-Directed**  
One course  
Experimental Independent Studies are academic exploration opportunities for students seeking in-depth investigation in an area of special interest not regularly offered at Salem. These studies require approval of the January Program Committee. A self-directed study has no regular faculty supervision during January; students are assessed by their faculty sponsor based on the criteria outlined on the proposal form. Self-directed independent studies are available to junior and senior students only. Graded on a pass/no credit basis.

**220. Experimental January Term Course**  
One course  
Particular courses and topics for a given term are announced in advance of pre-registration for January Term. Courses offer focused study of a topic outside of traditional disciplinary confines, and may incorporate global, international or multicultural perspectives. Coursework may include group projects, field trips, films, speakers, etc.; oral and/or written coursework is generally required. Some sections may include a Basic Set Fee to cover costs of additional materials necessary for the course. Any Basic Set Fee will be indicated in the course description; such fees must be paid before a student may register for the session. Graded on a pass/no credit basis.

**270. Experimental Internship**  
One course  
Internships provide opportunities for students to gain practical experience in a variety of professions. These may include internships in education, government, non-profit organizations, business and industry, hospitals and medical research facilities. The student examines her interests and abilities in the work setting while gaining valuable work experience. Experimental Internships may be particularly suitable for students who have not yet decided on a specific career. Students must have a G.P.A. of 2.0 or higher and must receive approval of the January Program Committee to participate in an experimental internship. Students must go through an internship workshop at Salem College prior to their first internship in order to receive approval. Both the student and the on-site supervisor complete evaluations outlined in the proposal form.
The student also is assessed based on criteria outlined in the proposal form. Graded on a pass/no credit basis.

300. January Term Travel Experience

One course

Each year, travel courses are sponsored by Salem faculty, incorporating classroom work, written assignments and experiential learning in an environment outside the Salem College campus. Destinations and topics vary from year to year, but emphasize global, international or multicultural perspectives. Travel courses maintain the academic rigor of the regular-term course. Faculty may require attendance at pre-travel lectures, as well as written and other work assigned before, during or after the travel period. NOTE: travel deposits may involve significant extra expense; specific costs are detailed prior to pre-registration. Deposits made for January Term travel courses are NOT refundable. Also note that students will not qualify for participation in a JANX 300 travel experience if they have an overdue balance from prior term, if their current balance is overdue or if they are on a monthly payment plan and their payments are not current. Graded on a pass/no credit basis.
Mathematics
Assistant Professor Harrell, chair; Associate Professors Young and Sun

The study of mathematics affords excellent training in rigorous deductive logic and familiarizes the student with results and techniques widely applied in science and industry. Students who major or minor in math are prepared for many different experiences after graduation. Some pursue graduate work in mathematics or an allied field. Other students obtain jobs with various industrial and research-oriented firms.

Each student who enters Salem is given a placement test in mathematics. Any student who places in MATH 060 or higher cannot receive credit for MATH 020 or MATH 025.

The secondary teaching certificate in mathematics requires courses beyond those required for the major. Refer to the section on Education.

All math majors must take at least three courses above the level of MATH 102 at Salem.

Mathematics Major (B.A.)
The student who seeks the bachelor of arts degree with a major in mathematics must complete nine courses:

- MATH 100. Calculus I
- MATH 101. Calculus II
- MATH 102. Calculus III
- MATH 103. Calculus IV
- MATH 110. Introductory Linear Algebra
- MATH 210. Differential Equations
- MATH 221. Modern Algebra
- MATH 321. Real Analysis or MATH 330. Complex Variables
- CPSC 140. Introduction to Programming

For a student with a strong mathematics background, MATH 100 and 101 may be waived if proficiency standards are met through examination, and the total number of major requirements is reduced accordingly.

Mathematics Major (B.S.)
The student who seeks the bachelor of science degree with a major in mathematics must complete a total of 15 courses:

- MATH 100. Calculus I
- MATH 101. Calculus II
- MATH 102. Calculus III
- MATH 103. Calculus IV
- MATH 110. Introductory Linear Algebra
- MATH 210. Differential Equations
- MATH 221. Modern Algebra
- MATH 321. Real Analysis or MATH 330. Complex Variables

For a student with a strong mathematics background, MATH 100 and 101 may be waived if proficiency standards are met through examination, and the total number of major requirements is reduced accordingly.

184
MATH electives (numbered above 110) Two courses
CPSC 140. Introduction to Programming One course
PHYS 210. General Physics I One course
PHYS 220. General Physics II One course
Two courses in a single allied discipline (BIOL, CHEM, ECON or FINC) Two courses

For a student with a strong mathematics background, MATH 100 and 101 may be waived if proficiency standards are met through examination, and the total number of major requirements is reduced accordingly. The two courses in a single allied discipline must be at the 100-level or above; a student may petition the chair of the department of mathematics for permission to include two courses from another allied discipline not listed here.

Mathematics Minor
The minor in mathematics requires the completion of five courses:

- MATH 100. Calculus I One course
- MATH 101. Calculus II One course
- MATH 102. Calculus III or
- MATH 103. Calculus IV One course
- MATH electives (numbered above 102) Two courses

Two of the five courses must be taken at Salem.

Mathematics Courses (MATH)

020. College Algebra One course
Structure of algebraic properties of real numbers, polynomials and their roots, rational expressions, exponents and radical expressions, binomial theorem, solution of equations and inequalities, properties of functions and graphing. The course is designed to prepare first-year students for further mathematics courses, such as MATH 025 and MATH 070. Some familiarity with basic algebra is expected. Not included in the major. Prerequisite: placement. Fall, alternate years.

025. Elementary Functions and Graphs One course
Functions, including the trigonometric functions, exponential functions and logarithmic functions, will be studied in detail. In addition, topics in analytic geometry, including conic sections and solutions of systems of equations using matrices will be covered. This course is designed to prepare the student for calculus. Prerequisite: MATH 020 or placement. Not included in the major. Fall.

060. Introduction to Finite Mathematics One course
A course in mathematics that is applicable in a variety of fields, including business, accounting and the social sciences. Topics include sets, Venn diagrams, probability, statistics, linear functions, linear regression, systems of linear equations and matrix algebra. Applications are used throughout the course. Other topics such as graphic linear programming, the Simplex method, the mathematics of finance, the game theory, logic and Markov processes may be included at the discretion of the instructor. Some familiarity with basic algebra is expected. Prerequisite: one year of high school algebra or placement. Fall and Spring.
070. Essential Calculus
An algebra-intensive introduction to calculus with emphasis on applications to business, accounting and social sciences. Derivatives and integrals of polynomial, rational and exponential and logarithmic functions will be discussed. Applications include optimization, price elasticity of demand, point of diminishing returns and producer and consumer surplus. Not included in the mathematics major. Students may not receive credit for both MATH 070 and MATH 100. Prerequisite: MATH 020 or placement. Spring.

100. Calculus I
Functions, limits, continuity, the derivative and its applications and The Fundamental Theorem of Calculus. Prerequisite: Placement or a grade of C or better in MATH 025. Fall and spring.

101. Calculus II
Applications of the integral, integration techniques, inverse trigonometric functions, exponential and logarithmic functions, L’Hopital’s Rule, improper integrals, conic sections, parametric and polar equations. Prerequisite: MATH 100. Fall and spring.

102. Calculus III
Infinite series, vectors and vector algebra, surfaces in space, lines and planes in space, vector-values functions and an introduction to partial differentation. Prerequisite: MATH 101. Fall.

103. Calculus IV
Partial differentiation, properties of the gradient, optimization of multivariate functions, the method of Lagrange multipliers, multiple integrals in rectangular spherical and cylindrical coordinates, vector fields, line and surface integrals, Greens Theorem, the Divergence Theorem and Stokes theorem. An introduction to differential equations may also be included. Prerequisite: MATH 101. Spring.

110. Introductory Linear Algebra

122. Probability
Probability theory, including discrete and continuous random variables, moments and moment-generating functions, bivariate distributions, the Central Limit Theorem, Chebychev’s Inequality and the Law of Large Numbers. Required for secondary certificate. Prerequisite: MATH 101. Fall, alternate years.

132. Mathematical Statistics
A calculus-based treatment of both descriptive and inferential statistics. Topics will include organizing data, sampling distributions, hypothesis testing, estimation theory, regression, correlation and analysis of variance. Emphasis will be placed on both theory and applications. Prerequisite: MATH 122. Spring, alternate years.
140. Introduction to Numerical Analysis One course
Solutions of equations in one variable, interpolation and polynomial approximation, numerical
differentiation and integration, solutions of linear systems and initial value problems for ordinary
differential equations. Examples will be taken from the physical and biological sciences.
Prerequisite: MATH 102 and CPSC 140. Offered as needed.

200. Independent Study One-half to two courses
Independent study under the guidance of a faculty advisor. Open to students with a 2.0
cumulative average and permission of the chair of department. Independent study may take the
form of readings, research, conference, project and/or field experience. Ordinarily it may not be
used to substitute for a regular course in the curriculum. Independent study may be taken for a
total of four courses, no more than two in any term.

202. College Geometry One course
An axiomatic approach to the foundations of finite geometries, Euclidean, Hyperbolic and
Elliptic geometries, transformational geometry in the plane, convexity and an introduction to
topology. Additional topics, including graph theory, knot theory, fractal theory, projective
geometry and Euclidean constructions, may also be included at the discretion of the instructor.
Required for secondary certificate. Prerequisite: MATH 110. Spring, alternate years.

210. Differential Equations One course
Basic theory of ordinary differential equations of first order and first degree with applications;
linear differential equations and linear systems; operational methods, numerical methods,
solutions in series, existence and uniqueness theorems. Prerequisite: MATH 101. Falls, alternate
years.

221. Modern Algebra One course
Elementary theory of groups, rings, integral domains and fields; properties of number systems;
polynomials; and the algebraic theory of fields. Required for secondary certificate. Prerequisite:
MATH 110. Fall, alternate years.

240. Topology One course
Point set topology, including basic topological properties, metric spaces, topological spaces and
product spaces. Offered as needed.

250. History of Mathematics One course
A general survey of the history and development of mathematical ideas and thought. Topics
include Egyptian, Babylonian, Hindu-Indian, ancient Greek and Arabic mathematics, as well as
mathematics from outside Western tradition. The birth of Calculus and selected topics from the
19th and 20th centuries will be included. Biographical and historical content will be
supplemented by the study and application of techniques and procedures used in earlier eras.
Thus, this will be a “working” course in which students will focus on doing sample problems in
ways that illustrate important developments in mathematics. Prerequisite: MATH 101.
270. Internship in Mathematics  One course
An opportunity to use the knowledge and skills the student has learned in coursework to solve problems in a real work setting; the apprenticeship aspect of the internship implies that the student has some base of knowledge and will increase her knowledge and skills by direct contact with an experienced, knowledgeable mentor. Open to sophomores, juniors and seniors with a 2.0 cumulative average; maximum credit per term is one course; admission by application only.

280. Special Topics in Mathematics  One course
Investigation of a topic, issue or problem in mathematics. Topics might include: history of mathematics, mathematical modeling, dynamical systems, graphical programming.

290. Honors Independent Study in Mathematics  One course
Advanced independent study under the guidance of a faculty advisor. Normally open to juniors and seniors with a 3.5 average in mathematics. Subject to the approval of the chair of the department. Honors work may be taken for a maximum of two courses.

321. Real Analysis  One course
A rigorous treatment of the real number system, limits, continuity, sequences, series, differentiation and Riemann integration. Prerequisite: MATH 103. Spring, alternate years.

330. Complex Variables  One course
The complex number system; complex-valued functions; limits and continuity; complex differentiation and analytic functions; complex integration and Cauchy Theory; infinite series. Prerequisites: MATH 102 and 110. Spring, alternate years.
Music

*Professor Lister-Sink, Acting Director of the School of Music; Professor Borwick; Associate Professor Olsen; Assistant Professors Sepulveda and Swenson; Instructor Brown*

The Salem College School of Music offers a healthful, stimulating environment in which students obtain a unique blend of excellent professional and liberal arts training. Through this training, students develop their talent to its fullest potential and prepare themselves for the world beyond Salem: graduate school, study abroad, professional internships and the job market.

The Salem College School of Music also provides cultural leadership and educational opportunities for Salem Academy and College and for Winston-Salem and the surrounding area. Through concerts, workshops, audience building and general music education, the School of Music seeks to contribute to the cultural vitality of our region and to secure a healthy future for the study and performance of music.

In addition to its college-level program, the School of Music supports a variety of music education programs through the Salem College Community Music School. The Community Music School offers private instruction in music to children and adults. Music majors have the benefit of observing and participating in Community Music School programs as part of their training.

Opportunities to study in the School of Music include pursuing the bachelor of music (B.M.) degree in performance (with a concentration in flute, organ, piano or voice) and the bachelor of arts degree (B.A.) with a major in music, with general and teacher licensure concentration options. Students may also earn the bachelor of arts with a minor in music or a minor in musical theater. All music majors, in any degree program, and music minors, must pass an entrance performance assessment.

Students can work toward a B.M.-Performance in voice, piano, organ and flute. Music lessons in these and other instruments are available to both B.A. music majors and non-majors by audition (in the case of music majors and minors) or permission of the instructor (in case of elective lessons). Students interested in studying instruments other than voice, piano, organ and flute should contact the School of Music for further information. Membership in Salem ensembles is open to all qualified students, regardless of major. Salem’s cross-registration agreement with nearby Wake Forest University provides both music majors and non-music majors with additional ensemble opportunities such as the Marching Band, Symphonic Wind Ensemble and Symphony Orchestra. Interested students should contact the Wake Forest University department of music at (336) 758-5364 for audition, schedule and other information on these ensembles.

Music students are highly encouraged to study arts management, offered through a separate program at Salem College. The arts management degree programs and courses are described separately in the Catalog.

Music majors should consult the *School of Music Handbook* for more detailed statements of mission, goals and objectives and for information on procedures.
For a description of the Certificate Program in Injury-Preventive Keyboard Technique, see the section on certificate programs earlier in this catalog.

**Music Major (B.A.)**
The bachelor of arts in music is available with two alternative concentrations: the general music concentration or the concentration with licensure in music education.

Students who seek licensure to teach music (grades K-12) should pursue the B.A. in Music with a concentration in licensure (below). Admission to teacher education is required. Students seeking licensure will need to complete the required teacher education professional studies core courses and specialty area program courses. Teacher licensure programs at Salem College are approved by the National Council for Accreditation of Teacher Education (NCATE) and the North Carolina Department of Public Instruction (NCDPI). These accreditations make it possible for graduates to be licensed in most states. See the entry under “Education” under “Courses of Instruction.”

**Required Courses for the Bachelor of Arts in Music (both concentrations), totaling 6.25 courses:**

- MUSI 161. Music Theory I  Three-quarter course
- MUSI 162. Music Theory II  Three-quarter course
- MUSI 213. Music Theory III  Three-quarter course
- MUSI 171. Aural Skills I  One-quarter course
- MUSI 172. Aural Skills II  One-quarter course
- MUSI 173. Aural Skills III  One-quarter course
- MUSI 118. Music History I  One course
- MUSI 217. Music History II  One course
- MUSI 218. Music History III  One course
- MUSI 223. Alexander Technique  One-quarter course

**Additional Required Courses for the General Concentration, totaling 7.5 courses**

- MUSI 022, 025, 028, 038, 043, or 046. Applied Music for Majors  
  A minimum of eight semesters of one-quarter course each, totaling two courses
- MUSI 050, 051, 052, 053, 054, or 055. Ensembles  
  A minimum of eight semesters of one-quarter course each, totaling two courses
- MUSI 011, 012, 013 and 014. Keyboard Musicianship I through IV  
  or  
  MUSI 116. Injury-Preventive, Well Coordinated Keyboard Technique and  
  MUSI 247. Intermediate Keyboard Harmony and Improvisation and  
  MUSI 248. Advanced Keyboard Harmony and Improvisation  
  Totaling one course
- MUSI 390. Senior Seminar in Music  One-half course
- ARMN 100. Introduction to Arts Management  
  or  
  ARMN 110. The Arts in the Community  One course
- MUSI elective  One course

**Additional Required Courses for the Licensure Concentration, totaling 4 courses**

- MUSI 022, 025, 028, 038, 043, or 046. Applied Music for Majors  
  A minimum of four semesters of one-quarter course each, totaling one course
MUSI 050, 051, 052, 053, 054, or 055. Ensembles
A minimum of four semesters of one-quarter course each, totaling one course
Demonstrated competency in functional use of piano technique
MUSI 263. Instrumental Techniques: Brass/Percussion One-half course
MUSI 265. Instrumental Techniques: Strings/Woodwinds One-half course
MUSI 330. Conducting and Rehearsal Techniques One course

The following courses must be completed at Salem: four semesters of applied music, two
semesters of ensemble, one course in music theory, one course in music history and Senior
Seminar (MUSI 390).

Music Major (B.M.)
The bachelor of music degree in performance is available with a concentration in flute, organ,
piano or voice. The following courses must be completed at Salem: two years of applied music,
one year of ensemble, one advanced course in music theory, one course in music history, one
course in music pedagogy, one music literature course and Senior Seminar (MUSI 390).

Bachelor of music students must be assessed in order to be admitted to the degree by taking an
extended jury in the first year. Students enroll in 0.25 course credits of lessons (applied music) in
the fall of the first year and enroll in 0.75 course credits of lessons for each subsequent semester,
for a total of 5.5 courses of lessons. Specific requirements will vary depending on the instrument
of the major; see below.

All bachelor of music students must complete a core of 12.75 courses:
MUSI 161. Music Theory I Three-quarter course
MUSI 162. Music Theory II Three-quarter course
MUSI 213. Music Theory III Three-quarter course
MUSI 214. Music Theory IV Three-quarter course
MUSI 171. Aural Skills I One-quarter course
MUSI 172. Aural Skills II One-quarter course
MUSI 173. Aural Skills III One-quarter course
MUSI 174. Aural Skills IV One-quarter course
MUSI 118. Music History I One course
MUSI 217. Music History II One course
MUSI 218. Music History III One course
MUSI 223. Alexander Technique One-quarter course
MUSI 305. Women in Music One course
MUSI 316. Music Technology One course
MUSI 285. Intermediate Recital No course credit
MUSI 385. Advanced Recital No course credit
MUSI 390. Senior Seminar One-half course
ARMN 100. Introduction to Arts Management or
ARMN 110. The Arts in the Community One course
MUSI electives (any MUSI courses open to music majors) Two courses
**Additional Requirements for Performance Major in Piano, totaling 10.5 courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSI 022. Applied Piano for Majors</td>
<td>One-quarter course</td>
</tr>
<tr>
<td>MUSI 023. Applied Piano for Majors (Intensive)</td>
<td>Seven semesters, totaling five and one-quarter courses</td>
</tr>
<tr>
<td>MUSI 050, 051, 052, 053, 054 or 055. Ensembles</td>
<td>Six semesters, totaling one and one-half courses</td>
</tr>
<tr>
<td>MUSI 116. Injury-Preventive, Well Coordinated Keyboard Technique</td>
<td>One-half course</td>
</tr>
<tr>
<td>MUSI 247. Intermediate Keyboard Harmony and Improvisation</td>
<td>One-quarter course</td>
</tr>
<tr>
<td>MUSI 248. Advanced Keyboard Harmony and Improvisation</td>
<td>One-quarter course</td>
</tr>
<tr>
<td>MUSI 243. Piano Sight Reading</td>
<td>One-quarter course</td>
</tr>
<tr>
<td>MUSI 244. The Art of Accompanying</td>
<td>One-quarter course</td>
</tr>
<tr>
<td>MUSI 231. Piano Literature</td>
<td>One course</td>
</tr>
<tr>
<td>MUSI 255. Piano Pedagogy</td>
<td>One course</td>
</tr>
</tbody>
</table>

**Additional Requirements for Performance Major in Voice, totaling 11 courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSI 028. Applied Voice for Majors</td>
<td>One-quarter course</td>
</tr>
<tr>
<td>MUSI 029. Applied Voice for Majors (intensive)</td>
<td>Seven semesters, totaling five and one-quarter courses</td>
</tr>
<tr>
<td>MUSI 050, 051, 052, 053, 054 or 055. Ensembles</td>
<td>Six semesters, totaling one and one-half courses</td>
</tr>
<tr>
<td>MUSI 011. Keyboard Musicianship I</td>
<td>One-quarter course</td>
</tr>
<tr>
<td>MUSI 012. Keyboard Musicianship II</td>
<td>One-quarter course</td>
</tr>
<tr>
<td>MUSI 013. Keyboard Musicianship III</td>
<td>One-quarter course</td>
</tr>
<tr>
<td>MUSI 014. Keyboard Musicianship IV</td>
<td>One-quarter course</td>
</tr>
<tr>
<td>(Voice students with advanced keyboard skill may, with permission of the keyboard faculty, complete the MUSI 116/247/248 sequence in lieu of Keyboard Musicianship I through IV.)</td>
<td></td>
</tr>
<tr>
<td>MUSI 242. Diction</td>
<td>One course</td>
</tr>
<tr>
<td>MUSI 232. Vocal Literature</td>
<td>One course</td>
</tr>
<tr>
<td>MUSI 256. Voice Pedagogy</td>
<td>One course</td>
</tr>
</tbody>
</table>

**Additional Requirements for Performance Major in Organ, totaling 10.5 courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSI 025. Applied Organ for Majors</td>
<td>One-quarter course</td>
</tr>
<tr>
<td>MUSI 026. Applied Organ for Majors (Intensive)</td>
<td>Seven semesters, totaling five and one-quarter courses</td>
</tr>
<tr>
<td>MUSI 050, 051, 052, 053, 054 or 055. Ensembles</td>
<td>Six semesters, totaling one and one-half courses</td>
</tr>
<tr>
<td>MUSI 116. Injury-Preventive, Well Coordinated Keyboard Technique</td>
<td>One-half course</td>
</tr>
<tr>
<td>MUSI 247. Intermediate Keyboard Harmony and Improvisation</td>
<td>One-quarter course</td>
</tr>
<tr>
<td>MUSI 248. Advanced Keyboard Harmony and Improvisation</td>
<td>One-quarter course</td>
</tr>
<tr>
<td>MUSI 245. Sacred Music Skills</td>
<td>One-half course</td>
</tr>
<tr>
<td>MUSI 235. Organ Literature</td>
<td>One course</td>
</tr>
<tr>
<td>MUSI 257. Organ Pedagogy</td>
<td>One course</td>
</tr>
</tbody>
</table>
Additional Requirements for Performance Major in Flute, totaling 10.25 courses:

MUSI 038. Applied Flute for Majors  One-quarter course
MUSI 039. Applied Flute for Majors (intensive)
Seven semesters, totaling five and one-quarter courses
MUSI 050, 051, 052, 053, 054 or 055. Ensembles
Six semesters, totaling one and one-half courses
MUSI 011. Keyboard Musicianship I  One-quarter course
MUSI 012. Keyboard Musicianship II  One-quarter course
MUSI 013. Keyboard Musicianship III  One-quarter course
MUSI 014. Keyboard Musicianship IV  One-quarter course
(Flute students with advanced keyboard skill may, with permission of the keyboard faculty, complete the MUSI 116/247/248 sequence in lieu of Keyboard Musicianship I through IV.)
MUSI 237. Flute Literature  One course
MUSI 238. Orchestral Excerpts for Flute  One-quarter course
MUSI 258. Flute Pedagogy  One course

Music Minor
The minor in music, available to any student majoring in an area other than music, consists of the following course requirements:

MUSI 010. Keyboard Class for Non-Music Majors  Two semesters, totaling one-half course
MUSI 161. Music Theory I  Three-quarter course
MUSI 162. Music Theory II  Three-quarter course
MUSI 171. Aural Skills I  One-quarter course
MUSI 172. Aural Skills II  One-quarter course
MUSI 118. Music History I  One course
MUSI 050, 051, 052, 053, 054 or 055. Ensembles  Two semesters, totaling one-half course
MUSI 021, 024, 027, 037, 041, or 044. Applied Music for Non-Majors  Four semesters, totaling one course
MUSI elective  One course

Musical Theater Minor
The minor in musical theater consists of the following course requirements, all of which must be taken at Salem:

MUSI 161. Music Theory I  Three-quarter course
MUSI 171. Aural Skills I  One-quarter course
MUSI 103. The Musical in America  One course
MUSI 151. Acting  One course
MUSI 027. Applied Voice for Non-Majors  Four semesters, totaling one course
MUSI 150. Musical Theater  Four semesters, totaling one course
Music Courses (MUSI)

010. Keyboard Class for Non-Music Majors
One-quarter course
This beginning-level course provides an introduction to the keyboard. Students will learn to identify notes on the grand staff, develop a solid well-coordinated technical foundation for future growth, play a variety of left-hand accompaniment patterns, demonstrate basic rhythm patterns and perform elementary-level solos and ensemble repertoire. Students will also be introduced to computer software programs that allow for recording, editing and producing creative music projects. Fall and Spring.

011. Keyboard Musicianship I
One-quarter course
For music majors with little or no prior keyboard experience, this course instills a basic technical foundation to playing the piano, while building the skills of becoming a functional musician. Class activities include repertoire, harmonization, transposition, applied music theory, playing by ear, ensemble playing and improvisation. The digital keyboard lab introduces students to some of the uses of MIDI technology. Normally taken in conjunction with MUSI 161 and 171. Fall.

012. Keyboard Musicianship II
One-quarter course
A continuation of the four-semester Keyboard Musicianship sequence. Students further develop their reading fluency and technical skills. Application of music theory concepts continues to guide the student in demonstrating a musical approach to these concepts. Class activities include repertoire, harmonization, transposition, applied music theory, playing by ear, ensemble playing, improvisation and accompanying. Students learn to play all major and harmonic minor scales (two octaves, hands alone) and all major and minor arpeggios (two octaves, hands alone). Spring.

013. Keyboard Musicianship III
One-quarter course
A continuation of the four-semester Keyboard Musicianship sequence. Students further develop their reading fluency and technical skills. Class activities include repertoire, harmonization, transposition, applied music theory, playing by ear, ensemble playing, improvisation and accompanying. Students begin transposing instrumental parts and learning skills for score reading at the keyboard. Scales and arpeggios are reinforced (hands alone). Fall.

014. Keyboard Musicianship IV
One-quarter course
A continuation of the four-semester Keyboard Musicianship sequence. Students further develop their reading fluency and technical skills. Class activities include repertoire, harmonization, transposition, applied music theory, playing by ear, ensemble playing, improvisation and accompanying. Students will prepare for the Piano Proficiency Exam administered at the end of this semester by the music faculty. Spring.

015. Class Voice
One-quarter course
An introduction to basic vocal technique intended primarily for non-voice and beginning voice majors. Fall and Spring.

021. Applied Piano for Non-Majors
One-quarter course
For music majors whose concentration is not piano, or for music minors, or for non-majors taking lessons for enrichment, individual piano instruction, plus a one-hour studio class.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>022</td>
<td>Applied Piano for Majors</td>
<td>One-quarter course</td>
</tr>
<tr>
<td></td>
<td>For music majors whose concentration is piano, individual piano instruction, plus a one-hour studio class.</td>
<td></td>
</tr>
<tr>
<td>023</td>
<td>Applied Piano for Majors (Intensive)</td>
<td>One three-quarter course</td>
</tr>
<tr>
<td></td>
<td>For bachelor of music majors whose concentration is piano or injury-preventive keyboard technique certificate students, individual piano instruction, plus a one-hour studio class.</td>
<td></td>
</tr>
<tr>
<td>024</td>
<td>Applied Organ for Non-Majors</td>
<td>One-quarter course</td>
</tr>
<tr>
<td></td>
<td>For music majors whose concentration is not organ, or for music minors, or for non-majors taking lessons for enrichment, individual organ instruction, plus a one-hour studio class.</td>
<td></td>
</tr>
<tr>
<td>025</td>
<td>Applied Organ for Majors</td>
<td>One-quarter course</td>
</tr>
<tr>
<td></td>
<td>For music majors whose concentration is organ, individual organ instruction, plus a one-hour studio class.</td>
<td></td>
</tr>
<tr>
<td>026</td>
<td>Applied Organ for Majors (Intensive)</td>
<td>One three-quarter course</td>
</tr>
<tr>
<td></td>
<td>For bachelor of music majors whose concentration is organ, individual organ instruction, plus a one-hour studio class.</td>
<td></td>
</tr>
<tr>
<td>027</td>
<td>Applied Voice for Non-Majors</td>
<td>One-quarter course</td>
</tr>
<tr>
<td></td>
<td>For music majors whose concentration is not voice, or for music minors, or for non-majors taking lessons for enrichment, individual voice instruction, plus a one-hour studio class.</td>
<td></td>
</tr>
<tr>
<td>028</td>
<td>Applied Voice for Majors</td>
<td>One-quarter course</td>
</tr>
<tr>
<td></td>
<td>For music majors whose concentration is voice, individual voice instruction, plus a one-hour studio class.</td>
<td></td>
</tr>
<tr>
<td>029</td>
<td>Applied Voice for Majors (Intensive)</td>
<td>One three-quarter course</td>
</tr>
<tr>
<td></td>
<td>For bachelor of music majors whose concentration is voice, individual voice instruction, plus a one-hour studio class.</td>
<td></td>
</tr>
<tr>
<td>037</td>
<td>Applied Flute for Non-Majors</td>
<td>One-quarter course</td>
</tr>
<tr>
<td></td>
<td>For music majors whose concentration is not flute, or for music minors, or for non-majors taking lessons for enrichment, individual flute instruction, plus a one-hour studio class.</td>
<td></td>
</tr>
<tr>
<td>038</td>
<td>Applied Flute for Majors</td>
<td>One-quarter course</td>
</tr>
<tr>
<td></td>
<td>For music majors whose concentration is flute, individual flute instruction, plus a one-hour studio class.</td>
<td></td>
</tr>
<tr>
<td>039</td>
<td>Applied Flute for Majors (Intensive)</td>
<td>One three-quarter course</td>
</tr>
<tr>
<td></td>
<td>For bachelor of music majors whose concentration is flute, individual flute instruction, plus a one-hour studio class.</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
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</tr>
<tr>
<td>041.</td>
<td>Applied Strings for Non-Majors</td>
<td>One-quarter course</td>
</tr>
<tr>
<td>043.</td>
<td>Applied Strings for Majors</td>
<td>One-quarter course</td>
</tr>
<tr>
<td>044.</td>
<td>Applied Winds for Non-Majors</td>
<td>One-quarter course</td>
</tr>
<tr>
<td>046.</td>
<td>Applied Winds for Majors</td>
<td>One-quarter course</td>
</tr>
<tr>
<td>050.</td>
<td>Salem College Chorale</td>
<td>One-quarter course</td>
</tr>
<tr>
<td>051.</td>
<td>Salem College Chamber Choir</td>
<td>One-quarter course</td>
</tr>
<tr>
<td>052.</td>
<td>Symphony Chorale</td>
<td>One-quarter course</td>
</tr>
<tr>
<td>053.</td>
<td>Piano Ensemble</td>
<td>One-quarter course</td>
</tr>
<tr>
<td>054.</td>
<td>Instrumental Ensemble/Chamber Orchestra</td>
<td>One-quarter course</td>
</tr>
<tr>
<td>055.</td>
<td>Chamber Music Ensemble</td>
<td>One-quarter course</td>
</tr>
<tr>
<td>103.</td>
<td>The Musical in America</td>
<td>One course</td>
</tr>
</tbody>
</table>
105. Women in Music
An exploration of the contributions and roles of women in music as performers, teachers, conductors and patrons over the history of Western civilization. Underlying psychological, neurological, historical and sociological patterns that affect women’s productivity positively or negatively will be examined. Videos, sound recordings, concerts, guest lectures, interviews and field trips will enhance appreciation of women in today’s world in all genres of music, including popular, country, classical, jazz and new age. No prerequisites; open to non-majors.

107. Introduction to Music of the World
This course presents an introduction to the relationship between music and the culture in which it originates. It will focus on music from traditions outside of Western Europe. Through the study of selected cultures, students will develop an understanding of how culture influences the sound as well as the uses of a society’s music. In addition, they will gain an appreciation of that culture’s music.

111. Fundamentals of Music
This course will provide an introduction to basic principles of music including pitch, rhythmic notation, key signatures and fundamental chord relationships. Tools include computer programs in tandem with a MIDI keyboard. No prerequisites. Open to non-majors.

116. Injury-Preventive, Well- Coordinated Keyboard Technique
This course is designed to give the keyboard major practical and theoretical knowledge of the fundamentals of a holistic, healthful technique. It addresses biomechanics, keyboard mechanics, wellness and instructions in the fundamentals of healthful sound production through the Lister-Sink Method. Students apply principles of injury-preventive technique to basic keyboard exercises, studies and graduated repertoire. Instruction includes a beginning week of intensive daily workshops, followed by a weekly group and private lessons, as well as guest lectures. It is recommended that this course be taken concurrently with MUSI 223 (Alexander Technique).

117. Learning How to Listen: Principles of Musical Structure and Style
This course will explore elements, forms and styles of music from a variety of traditions, including western classical, popular music and world music. Prior music training is not required.

118. Music History I
The first part of the course presents an overview of music history and literature, surveying the main stylistic trends from early music to the present. Then the course begins a more in-depth study of music, musical styles, and the forces that influence them, beginning with the ancient world and continuing to the early Baroque. Prerequisite: MUSI 162. Fall.

150. Musical Theater
The basic techniques of singing and their applications to musical theater repertoire and performance. Participation in musical production. May be repeated for credit. Fall and Spring.
151. Acting
One course
The fundamentals of acting, e.g., improvisation, scene and character preparation, concentration development as a means of facilitating creativity and spontaneity in the medium of musical theater. Spring.

161. Music Theory I
Three-quarter course
A systematic study of tonal music theory beginning with fundamentals and basic musical skills such as notation, scales, intervals, rhythms, four-part harmony, and cadences. Fundamental harmonic motion of primary triads is introduced along with primary voice-leading principles and basic species counterpoint. Normally taken in conjunction with MUSI 171. Prerequisite: none. Fall.

162. Music Theory II
Three-quarter course
A continuation of Music Theory I. Emphasis is placed on further harmonic analysis and part-writing in the 18th-century style, figured bass, non-chord tones, phrase structure, harmonization of melody, and keyboard application of aforementioned topics. Normally taken in conjunction with MUSI 172. Prerequisite: MUSI 161. Spring.

171. Aural Skills I
One-quarter course
Beginning by reviewing solfege, scales and intervals will be explored. Sight singing of basic melodies and dictation of melodic and rhythmic segments. Normally taken in conjunction with MUSI 161. Prerequisite: None. Fall.

172. Aural Skills II
One-quarter course

173. Aural Skills III
One-quarter course
A continuation of Aural Skills II. Sight singing of increasingly more complicated melodies and rhythms incorporating modulation. Melodic/rhythmic dictation of complete phrases and rhythmic lines. Harmonic dictation of all common diatonic chords and inversions, and introduction of chromatic chords. Normally taken in conjunction with MUSI 213. Prerequisite: MUSI 172. Fall.

174. Aural Skills IV
One-quarter course
A continuation of Aural Skills III. Sight singing melodies with complex rhythms and intervals, including an introduction to modal and non-tonal melodies. Harmonic dictation of common modulations and applied chords. Introduction to dictation of modal and non-tonal melodies. Normally taken in conjunction with MUSI 214. Prerequisite: MUSI 173. Spring.

200. Independent Study
One-half to two courses
Independent study under the guidance of a faculty advisor. Open to students with a 2.0 cumulative average and permission of the director of the School of Music. Independent study may take the form of readings, research, conference, project and/or field experience. Ordinarily it may not be used to substitute for a regular course in the curriculum. Independent study may be taken for a total of four courses, no more than two in any term.
213. Music Theory III    Three-quarter course
A continuation of Music Theory II. Chromatic harmony is explored, focusing on harmonic function, progression, and modulation in the 18th and 19th-century styles. Seventh chords, altered chords, and augmented sixth chords are explored. Normally taken in conjunction with MUSI 173. Prerequisite: MUSI 162. Fall.

214. Music Theory IV    Three-quarter course

216. Pedagogy of Injury-Preventive, Well-Coordinated Keyboard Technique    One course
This course examines the components of sound pedagogy while emphasizing the most effective means of teaching injury-preventive on the elementary and intermediate levels through the Lister-Sink Method. Instruction includes lectures on methodology, educational psychology, learning styles, lesson planning, studio set-up and video analysis. Students complete 10 weeks of student teaching. Prerequisite: MUSI 116.

217. Music History II    One course
Continuing studies of music history, beginning around 1600 and continuing through 1800. Prerequisites: MUSI 118 and MUSI 213. Spring.

218. Music History III    One course
Continuing studies of music history, from 1800 to the present. Prerequisites: MUSI 217 and 214. Spring.

223. Alexander Technique    One-quarter course
The Alexander Technique teaches instrumentalists and singers to identify and prevent unnecessary patterns of tension during practice and performance. Study of the technique improves coordination, promotes ease and freedom of movement and helps the musician avoid strain and injury. Pass/no credit grading. May be repeated for credit.

225. Special Topics in Music    One-quarter to one course
An investigation of a topic of importance to the contemporary musician. The specific course content will vary in response to new developments in music—either in technology, research or practice. Possible topics include: Contemporary Music Performance, The Essentials of Piano Technique and Baroque Performance Practice. Prerequisite: music major beyond first-year level or permission of instructor.

226. Keyboardists’ Injuries: Causes and Cures    One course
The objectives of this course are to identify and study in depth the injuries that afflict keyboardists; to study history and present state of the field of music medicine; to study current mainstream medical and complementary approaches to healing; and to develop a common language to bridge the music and medical worlds. This course will equip more fully the future teacher not only to teach injury-preventive technique but also to be able to help guide the injured
keyboardist to the appropriate health-care professionals, and then to be a partner in the rehabilitation and retraining process.

230. Music of a Genius or Genre One course
Either the works of a single composer will be studied to appreciate his/her unique place in history or a specific genre by various composers will be examined. Prerequisite: permission of the instructor.

231. Piano Literature One course
A survey of piano literature, and its forerunners, from the Baroque period to the present. Includes the development of the piano; analyses of significant keyboard works; and an examination of recordings of distinguished historic performers of the 20th century. Prerequisite: MUSI 218.

232. Vocal Literature One course
An examination of primarily secular song literature from the 17th through the early 20th centuries, with an emphasis on the German Lied of the 19th and early 20th century and the French Melodie of the same period. Emphasis on performance styles and on the great singers. Prerequisite: MUSI 218. Spring, alternate years.

235. Organ Literature One-half to one course
Principles of organ design and construction, and the history of the development of the organ. A survey of organ literature from the Robertsbridge Codex (1325) to present composition; includes research and performance projects focusing on the performance practices of each period. Normally offered across two semesters, totaling one course. Prerequisite: MUSI 218.

237. Flute Literature One course
This course will offer a survey of the literature of the flute and piccolo in orchestral, chamber music and solo repertory. It will also explore the evolution of the flute from ancient to modern times. Prerequisite: MUSI 218.

238. Orchestral Excerpts for Flute One-quarter course
This course will examine flute and piccolo excerpts from the standard orchestral literature, highlighting audition materials of the major symphony orchestras. Students will be coached on how to prepare excerpts and will participate in a mock audition with feedback. This course will also address all aspects of successful auditions and the expectations demanded of them in a professional orchestra. Prerequisites: Senior standing or permission of instructor.

241. Composition One-half course
Studies of the craft of contemporary composition; original written work. May be repeated for credit. Prerequisite: MUSI 212. Fall and Spring.

242. Diction One-half to one course
The basics of the International Phonetic Alphabet and rules for pronunciation in English, Italian, French, German, and Spanish. Normally offered across two semesters. Prerequisite: Junior standing or permission of the instructor. Fall, alternate years.
243. Piano Sight Reading  
One-quarter course
A practical method of building and refining sight reading skills for use in accompanying and chamber music. Fall, alternate years.

244. The Art of Accompanying  
One-quarter course
Study and application of the principles of vocal and instrumental accompanying. Prerequisite: MUSI 243 or permission of instructor. Spring, alternate years.

245. Sacred Music Skills  
One-quarter to one-half course
Emphasis on skills necessary to become a successful church musician. Improvisation will be an integral part of the course each semester. Topics covered include hymnology, liturgy and worship styles, creative hymn-playing, accompanying, sight-reading, transposition, conducting from the console, rehearsal techniques and church music administration. Prerequisite: MUSI 214.

247. Intermediate Keyboard Harmony and Improvisation  
One-quarter course
A thorough exploration of keyboard skills, including simple harmonic progressions and figured bass, harmonization, modulation, transposition, an introduction to reading open scores and C clefs, as well as the development of rudimentary skills in improvisation. Prerequisites: MUSI 213, two semesters of applied piano. Required of all piano and organ majors (B.A. or B. M); open to others based on demonstrated ability. Fall.

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

255. Piano Pedagogy  
One-half to one course
The purpose of this course is to define the characteristics of sound pedagogy through lectures, reading assignments, and observation of teaching; to survey and assess teaching methods; and to acquire foundational pedagogical skills through student teaching. Normally taught across two semesters. Students complete 10 weeks of student teaching. Prerequisite: Junior standing or permission of instructor.

256. Vocal Pedagogy  
One course
The purpose of this course is to develop a working (anatomical and physiological) knowledge of the human voice and an understanding of healthful vocal technique. Also includes the practical application of this knowledge to teaching voice. Students complete 10 weeks of student teaching. Prerequisites: Junior standing or permission of instructor.

257. Organ Pedagogy  
One course
Students will review, examine, and evaluate pedagogical materials and methods sources, and explore teaching techniques to develop a working knowledge of the instructional literature. Supervised applied teaching will be a significant part of the course. Students complete 10 weeks of student teaching. Prerequisites: Junior standing or permission of instructor.
258. **Flute Pedagogy**

This course will explore topics related to the development and understanding of flute pedagogy as well as extra-musical considerations involved in being a successful educator. Topics may include but are not limited to: understanding the mechanics of the instrument, care and minor repair of the instrument, tone development, playing position, fingerings and technique, pitch tendencies, musical styles, recognizing a student’s strengths and weaknesses, problem solving, recital programming, studio development and recruiting. Students complete 10 weeks of student teaching. Prerequisites: Junior standing or permission of instructor.

263. **Instrumental Techniques: Brass/Percussion**

This course will focus on developing familiarity with the brass and percussion instrument families, as well as learning basic skills on the instruments sufficient to demonstrate and teach at beginning levels of proficiency. Students will also develop skills of transposition for instruments and the ability to perform simple instrument repairs.

265. **Instrumental Techniques: Strings/Woodwinds**

This course will focus on developing familiarity with the string and woodwind instrument families, as well as learning basic skills on the instruments sufficient to demonstrate and teach at beginning levels of proficiency. Students will also develop skills of transposition for instruments and the ability to perform simple instrument repairs.

270. **Internship in Music**

An opportunity to apply knowledge and skills that the student has learned in coursework in a real work setting, the music internship provides the music major with an opportunity to experience career possibilities in music in off-campus and/or on-campus settings. Possible assignments may include studio teaching, Suzuki teaching, church music experience, experience with performing organizations, etc. Prerequisite: senior standing.

285. **Intermediate Recital**

A half recital (one-half hour of music). This is one of two required recitals for bachelor of music students. Recommended to be given in the spring of sophomore year. Bachelor of arts degree students who give a senior recital must sign up for this course. Coursework includes preparation of all music for the recital and preparation of program materials. Prerequisite: Permission of instructor.

290. **Honors Independent Study in Music**

Open to juniors and seniors with a 3.5 average in music; subject to the approval of the director the School of Music. Honors work may be taken for a total of no more than two courses.

303. **The Musical in America**

A course for bachelor of music students offered concurrently with MUSI 103 (see MUSI 103 for a complete description). Students enrolled in MUSI 303 will do additional research and presentations on a level suitable for an upper division course in the Bachelor of Music.
305. Women in Music  One course
A course for Bachelor of Music students offered concurrently with MUSI 105 (see MUSI 105 for a complete description). Students enrolled in MUSI 305 will do additional research and presentations on a level suitable for an upper division course in the Bachelor of Music.

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

316. Music Technology  One course
A survey of digital tools and equipment used in making music. Areas of science (acoustics), aesthetics, and the history of sound production and reproduction will contextualize the course. Following this introduction, a hands-on approach to using some of these tools of digital technology will take place in the new Salem College Audio Studio. Creative projects include work with MIDI synthesizers, sequencers, and microphones. Music teachers, performers, composers, and arrangers will learn practical ways of using technology to communicate, educate, and entertain. Prerequisite: Permission of instructor.

317. Form and Analysis  One course
Structural principles in music of various periods analyzing music from folk songs to symphonies. Emphasis will be placed on recognizing structural form by sight and by ear. Prerequisite: MUSI 214.

318. Counterpoint  One course
An introduction to 16th Century (modal) and 18th Century (tonal) counterpoint. Representative works will be analyzed, primarily 16th Century sacred repertoire and Bach two-part inventions. Composing in each style will also be part of the course.
Prerequisite: MUSI 214.

322. Arranging and Orchestration  One-half course
Instruction includes arranging and adapting music for various ensembles from a variety of sources to meet the needs and ability levels of school performing groups and classroom situations, including arranging for instruments. Prerequisite: MUSI 213.

330. Conducting and Rehearsal Techniques  One course
This course will develop basic conducting skills including baton techniques and score reading. Students will study appropriate and efficient rehearsal techniques. Emphasis is placed on accurate and musically expressive conducting. Open only to junior and senior music students.

385. Advanced Recital  No course credit
A full recital (50-60 minutes of music). This is the second of two required recitals for bachelor of music degree students. Normally given in the senior year. Prerequisite: Permission of instructor.
390. Senior Seminar One-half course
The purpose of this capstone course is two-fold: First, to synthesize the various aspects of musical training—music history, theory and performance—in performance, critical listening, and written critiquing. Second, to explore components of creative entrepreneurship in preparation for entering the music profession.
The not-for-profit management program offers a major and a minor in not-for-profit management. For a description of the Certificate Program in Not-for-Profit Management, see the section on certificate programs earlier in this catalog.

**Not-for-Profit Management Major (B.A.)**
The not-for-profit management major is an interdisciplinary one that combines study in the social sciences, accounting and/or the sciences with courses specific to the field of not-for-profit management. It introduces students to “Third Sector” corporations and prepares them to assume leadership roles in those organizations. The field includes advocacy, arts and culture, health care, philanthropic, private education, religious and social service organizations. Within the major, students must complete a core of eight and one-half management courses and four management electives. Not-for-profit management majors must take all of their not-for-profit management (NFPM) courses at Salem. Opportunities are available for majors to do internships in a variety of local, state, and national not-for-profit organizations.

**Required courses for the major:**

**Core Courses**
- COMM 322. Campaign Communication
- NFPM 170. Financial Management for Not-for-Profit Organizations
  - (ACCT 130. Principles of Managerial Accounting may be substituted for this requirement.)
- NFPM 100. The Not-for-Profit Corporation
- NFPM 250. Not-for-Profit Fundraising
- NFPM 270. Not-for-Profit Management Internship
- NFPM 301. Organizational Planning and Evaluation
- NFPM 310. Not-for-Profit Management and Governance
- NFPM 390. Senior Seminar
- PLCY 100. Introduction to Public Policy

**Major Electives**
Choose two of the following:
- COMM 206. Strategic Communication Writing
- COMM 321. Community Communication
- PLCY 140. Public Policy Research and Analysis
- PLCY 160. American Politics and Public Policy
- PLCY 245. State, Regional and Local Government Policy
- SOCI 215. Social Statistics

Choose three of the following:
- NFPM 130. Making Change: Public Policy, Advocacy, and Grassroots Organizing or COMM 221. Rhetoric of Social Intervention
- NFPM 140. Social Entrepreneurship
- NFPM 150. Web-Based Marketing and Fundraising Tools
- NFPM 160. Non-Governmental Organizations
NFPM 180. Volunteer Management
NFPM 200. Independent Study
NFPM 280. Topics in Not-for-Profit Management
NFPM 290. Honors Independent Study

*Other options may be approved upon petition to the relevant department chair and the director of the not-for-profit management program. (Both must concur.)*

**Recommended Electives (optional)**

- COMM 120. Oral Communication
- ECON 100. Principles of Economics or ECON 120. Introduction to Microeconomics
- MKTG 230. Principles of Marketing

**Not-for-Profit Management Minor**

The minor in not-for-profit management can be successfully combined with many majors. A few examples include history (for museum work), biology or chemistry (for work with environmental advocacy organizations) and sociology (for work with social service agencies). The minor in not-for-profit management requires completion of six courses:

- **NFPM 100. The Not-for-Profit Corporation**
- **NFPM 250. Not-for-Profit Fundraising**
- **NFPM 301. Organizational Planning and Evaluation**
- **NFPM 310. Not-for-Profit Management and Governance**
- Choose two from the following:
  - **NFPM 130. Making Change: Public Policy, Advocacy, and Grassroots Organizing**
  - **NFPM 140. Social Entrepreneurship**
  - **NFPM 150. Web-Based Marketing and Fundraising Tools**
  - **NFPM 160. Non-Governmental Organizations**
  - **NFPM 180. Volunteer Management**
  - **NFPM 280. Topics in Not-for-Profit Management**

**Not-for-Profit Management Courses (NFPM)**

**100. The Not-for-Profit Corporation**

A study of the basic structure and governance of not-for-profit corporations, including comparison with for-profit and governmental structures. Management, tax and legal issues will be introduced. Fall.

**130. Making Change: Public Policy, Advocacy, and Grassroots Organizing**

An introduction to public policy and to the means of effecting change in it. The principal focus of the course will be on lobbying, advocacy and grassroots organizing as tools for influencing public policy. Cross-listed as SOCI 130.

**140. Social Entrepreneurship**

An introduction to the creation of enduring change in social systems. The course will present historical models of social entrepreneurs as well as contemporary examples. Emphasis will be placed upon the transferable lessons that those examples represent. The subset of social
entrepreneurship that emphasizes fiscal sustainability will also be presented. Cross-listed as SOCI 140.

150. Web-Based Marketing and Fundraising Tools One course
An introduction to the potential of the Internet for marketing and fund-raising. Students will examine online tools and practices that have application to increasing organizational visibility, developing/maintaining contact with stakeholders and accepting donations. Particular attention will be given to social networking possibilities.

160. Non-Governmental Organizations One course
An introduction to civil society organizations on the international level. Their historical development and current status will be presented, along with a comparison with not-for-profit corporations in the U.S. Prerequisite: NFPM 100 or permission of instructor.

170. Financial Management for Not-for-Profit Organizations One course
This course will introduce students to accounting, financial and related administrative issues that are unique to not-for-profit organizations. The course will examine the rules of accounting that are specific to not-for-profit organizations, including fund accounting, and introduce students to the fundamentals of endowment and investment management. The financial tools for successful management of a not-for-profit organization will be discussed, including cash flow planning, budgeting and the design and evaluation of internal controls. Pre-requisites: ACCT 120 and NFPM 100 or permission of instructor. Cross-listed as ACCT 170.

180. Volunteer Management One course
An introduction to principles and practices of volunteer management in not-for-profit corporations. Prerequisite: NFPM 100 or permission of instructor.

200. Independent Study One-quarter to one course
Independent study under the guidance of a faculty advisor. Open to students with a 2.0 cumulative average. Independent study may take the form of readings, research, conferences, project and/or field experience. Ordinarily it may not be used to substitute for a regular course in the curriculum. Independent study may be taken for a total of four courses, no more than two in any term. Permission of director.

250. Not-for-Profit Fundraising One course
A study of resource development for not-for-profit corporations. Topics to be studied include grant writing, special events, donor solicitation, planned giving, fundraising drives and capital campaigns. Prerequisite: NFPM 100 or permission of the instructor. Spring.

270. Internship in Not-for-Profit Management One course
Opportunity to develop and enhance management skills in the environment of a not-for-profit corporation. Open to sophomores, juniors and seniors; admission by application only.

280. Topics in Not-for-Profit Management One course
In-depth study of an issue (or issues) of special current importance in the field of not-for-profit management. (E.g., Lobbying and Advocacy, Public Policy, Governance.)
290. Honors Independent Study  
One course
Advanced independent study under the guidance of a faculty advisor. Normally open to juniors and seniors with a 3.5 average in not-for-profit management, subject to the approval of the program coordinator. Honors Independent Study may be taken for a maximum of two courses.

301. Organizational Planning and Evaluation  
One course
A course to teach and develop skills in strategic thinking and approaches to planning as well as organizational and program evaluation. Prerequisite: NFPM 100 or permission of the instructor. Spring.

310. Not-for-Profit Management and Governance  
One course
Advanced study of management issues in not-for-profit corporations, including organizational assessment, public policy and governance. Prerequisite: NFPM 100 or permission of the instructor. Fall.

390. Senior Seminar  
One-half course
Creation of a portfolio documenting experience and/or competence in topics and skills essential to successful management of not-for-profit organizations. Survey of critical literature and trends in the field. Projects geared toward the particular needs of the student. These may include preparation of position papers or consulting work for not-for-profit organizations. Spring.
Philosophy

Assistant Professor Adrian, chair of the department of religion and philosophy; Associate Professor Rushing

Philosophy is the practice of critical reflection and creative speculation on the given. As such it aims to give a reasoned conception of the universe and the place of human life in it, and to define the ideals which call for recognition in the moral, social, aesthetic and religious realms.

The philosophy major has many general uses since its methods are applicable to any field. Skills that are cultivated in this area of study include general problem solving, logical and critical thinking and facility in both written and oral communication. For this reason the philosophy major provides excellent preparation for careers in law, public policy and management and for positions of leadership and responsibility.

**Philosophy Major (B.A.)**

The major in philosophy requires completion of nine courses:
- PHIL 101. Introduction to Philosophy  
- PHIL 121. Logic
- PHIL 207. Greek Philosophy or
  - PHIL 208. Modern Philosophy
- PHIL 390. Senior Seminar
- PHIL electives

With permission of the department, relevant offerings in other departments may be accepted to satisfy the major. Philosophy majors are strongly encouraged to broaden their learning experience by taking advantage of philosophy courses offered in other colleges. However, at least five of the required philosophy courses, including PHIL 390, must be completed at Salem.

**Philosophy Minor**

The minor in philosophy requires completion of five courses:
- PHIL 101. Introduction to Philosophy  
- PHIL 121. Logic
- PHIL 122. Ethics or
  - PHIL 124. Business Ethics
- PHIL electives

Three of the five courses must be taken at Salem.

**Philosophy Courses (PHIL)**

101. Introduction to Philosophy  

The methods and aims of philosophy. Survey of several important philosophical problems such as the nature of reality and being (metaphysics), the nature of truth and our means of access to it (epistemology), the principles of moral behavior and a virtuous life (ethics), the rules of correct reasoning (logic) and the essential characteristics of beauty and art (aesthetics). Topics are illustrated by readings from ancient and modern times. Fall.
121. Logic
Logic is the science of valid inference. Problems and principles of deductive and inductive inference, of formal and informal logical systems. Emphasis on the relevance of logic to ordinary human activities. Spring.

122. Ethics
Philosophical inquiry into the nature and grounds of morality. Examination of the main types of ethical theory and the central concepts and problems of ethics, e.g., What is it to be a morally good person? How do I discover what I ought to do and why should I do it? Is morality a matter of reason or feeling or some combination of these? Spring. Credit will not be given for both PHIL 122 and PHIL/BUAD 124.

124. Business Ethics
This course examines some of the various ways in which ethics is relevant to business by analyzing the ethical elements in problems that arise in the business world. Emphasis is placed upon the application of general ethical theories to such problems. Credit will not be given for both PHIL 122 and PHIL/BUAD 124. Cross-listed with BUAD 124. Fall and spring.

200. Independent Study in Philosophy
Independent Study under the guidance of a faculty advisor. Open to students with an average of 2.0 and permission of the chair of the department. Independent study may take the form of readings, conferences, projects and/or field experience. Ordinarily it may not be used to substitute for a regular course in the curriculum. Independent study may be taken for a total of four courses. No more than two in any term. Prerequisite: At least one philosophy course and the permission of the department.

202. Problems of Philosophy
An in-depth examination of two or three philosophical problems. Topics in the past have included the mind-body relationship, personal identity, evil, the meaning of life, process metaphysics and existentialism. Spring, every three years.

207. Greek Philosophy
Philosophical thought from its origins in ancient Greece through the Hellenistic period. Primarily an introduction to Socrates, Plato and Aristotle with overviews of those who preceded and succeeded them. The main themes are metaphysics (theory of reality) and epistemology (theory of knowledge). Prerequisite: One course in philosophy. Fall, every three years.

208. Modern Philosophy
Philosophical thought from Descartes to Kant. Examination of the major metaphysical (theory of reality) and epistemological (theory of knowledge) issues of this period. Prerequisite: one course in philosophy. Spring, every three years.

210. Individual Philosophers
The works of a classical philosopher, ancient (e.g., Plato) or modern (e.g., Kant). Spring, every three years.
220. Topics in Philosophy  
Philosophical investigation of a topic of importance in the contemporary world. Topics in the past have included feminism and philosophy, aesthetics, mythology, mysticism and women philosophers. Fall, every three years.

248. Modes of Knowing: Epistemological Investigations for Educators  
This is a humanities course which focuses on the philosophical area of epistemology. The fundamental principle that informs the course is that any educator must recognize and utilize the fact that there is considerable variety in human modes of knowing and learning. In order to cultivate sensitivity to this cognitive multiplicity, we will explore relevant artistic productions as well as philosophical and literary texts. Fall.

270. Internship in Philosophy  
The opportunity to use the knowledge and skills the student has learned in course work to solve problems in a real work setting; the apprenticeship of the internship implies that the student has some base of knowledge and will increase her knowledge and skills by direct contact with an experienced, knowledgeable mentor. Open to sophomores, juniors and seniors with a 2.0 average; maximum credit per term is one course; admission by application only.

290. Honors Independent Study in Philosophy  
An advanced independent study under the guidance of a faculty advisor. Normally open to juniors and seniors with a 3.5 average in philosophy, subject to the approval of the chair of the department. Honors work may be taken for a maximum of two courses.

302. Philosophy of Religion  
The main problems of the philosophy of religion (e.g., nature of the religious dimension of life, the problem of evil, justification of faith) as treated in the works of various philosophers. Cross-listed as RELI 302. Prerequisite: a minimum of one course in philosophy or religion. Fall, every three years.

390. Senior Seminar  
The senior seminar in philosophy is required of all majors and is designed to provide them with the opportunity for an in-depth examination of a topic of special interest to the student. The topic of the seminar is chosen by the student in consultation with the staff in philosophy. The course meets once a week and is conducted as a seminar involving active discussions between faculty and students. Spring.
Physical Education

Athletic Director Fierke; Assistant Athletic Director Pryor; Instructors Callahan and Stevens

The mission of the Department of Physical Education is to improve students’ understanding of the intrinsic value of healthy living by promoting well-being and physical activity. This is accomplished through the Wellness for Life course (PHED 050) and a variety of activity and team courses.

The Salem Signature general education program requires the completion of at least physical education activity courses and a full-term half-course on wellness. (Students registered in a degree program through the Martha H. Fleer Center for Adult Education are exempt from the physical education requirements but may elect to take activity courses on a space-available basis and subject to additional tuition charges.)

Students are required to complete two activity courses and are permitted to enroll in a maximum of four for-credit physical education activity courses, for the equivalent of one course. This one-course credit equivalent is in addition to the required 0.5 course of PHED 050 (Wellness for Life). Students shall not be permitted to repeat for credit an activity course they have already passed. If the student chooses to repeat a PHED activity course, she would need to audit it. Auditing any activity course does not satisfy the general-education activity requirement.

A student may substitute one semester of a team sport or one dance technique course for either of the two required PHED activities. Team sports do not receive course credit, though they may satisfy one activity requirement. A student could, for example, enroll in one team sport and one dance activity course to satisfy the requirement. However, a student may not substitute two team sports or two dance technique courses for both activity requirements. (Note: Satisfaction of the general-education physical activity requirement is calculated on the basis of courses, not credits. Therefore, enrolling in one 0.5 credit dance course would satisfy only one-half of the general-education physical activity requirement.)

The goal of the activity, dance and team sports courses is to promote physical fitness and well-being, develop motor skills and cognitive strategies, learn rules and enhance the intrinsic enjoyment of participation in physical activity. A second goal is to provide a breadth of experiences for each student to understand physical activity across the lifespan.

All physical education activity classes are offered on a rotating or as-needed basis. With the exception of PHED 050, courses are graded pass/no credit. Courses numbered 001 to 099 are full-term courses. Courses numbered 100-199 are offered in the first half of a semester. Courses numbered 200-299 are offered in the second half of a semester. See the Dance section of the catalog for course descriptions of Dance courses that may satisfy the activity requirement.

Physical Education Courses (PHED)

011. Lifeguard Training  One-quarter course

This full-term activity course is designed to instruct in advanced water rescues and escape techniques. Completion of course results in certification in American Red Cross Lifeguard
Training, CPR for the Professional Rescuer, First Aid and Automated External Defibrillator. Must be able to swim 300 yards.

012. Cross-Country Team
Participation in the Salem College varsity cross-country team. Students must abide by team rules, attend practices and competitions and meet academic and medical eligibility as established by the NCAA, Great South Athletic Conference and Salem College. No course credit, but completion may satisfy one of the two required physical education activities of the general education program. May be repeated.

013. Field Hockey Team
Participation in the Salem College field hockey club sport. Students must abide by team rules, attend practices and competitions, maintain good standing as defined by the athletic department, and complete the season with a qualified coach. No course credit, but completion may satisfy one of the two required physical education activities of the general education program. May be repeated.

015. Equestrian Riding
Students will acquire and improve the necessary skills for successful horsemanship. Instruction is individually scheduled at Cozy Fox Farm. A full-term activity course. Additional fee required.

017. Basketball Team
Participation in the Salem College varsity basketball team. Students must abide by team rules, attend practices and competitions and meet academic and medical eligibility as established by the NCAA, Great South Athletic Conference and Salem College. No course credit, but completion may satisfy one of the two required physical education activities of the general education program. May be repeated.

018. Soccer Team
Participation in the Salem College varsity soccer team. Students must abide by team rules, attend practices and competitions and meet academic and medical eligibility as established by the NCAA, Great South Athletic Conference and Salem College. No course credit, but completion may satisfy one of the two required physical education activities of the general education program. May be repeated.

019. Tennis Team
Participation in the Salem College varsity tennis team. Students must abide by team rules, attend practices and competitions and meet academic and medical eligibility as established by the NCAA, Great South Athletic Conference and Salem College. No course credit, but completion may satisfy one of the two required physical education activities of the general education program. May be repeated.

020. Volleyball Team
Participation in the Salem College varsity volleyball team. Students must abide by team rules, attend practices and competitions and meet academic and medical eligibility as established by the NCAA, Great South Athletic Conference and Salem College. No course credit, but
completion may satisfy one of the two required physical education activities of the general education program. May be repeated.

**041. Swim Team**  
No course credit  
Participation in the Salem College varsity swim team. Students must abide by team rules, attend practices and competitions and meet academic and medical eligibility as established by the NCAA, Great South Athletic Conference and Salem College. No course credit, but completion may satisfy one of the two required physical education activities of the general education program. May be repeated.

**045. Softball Team**  
No course credit  
Participation in the Salem College softball club sport. Students must abide by team rules, attend practices and competitions, maintain good standing as defined by the athletic department and complete the season with a qualified coach. No course credit, but completion may satisfy one of the two required physical education activities of the general education program. May be repeated.

**050. Wellness for Life**  
One-half course  
Integrates the basic components of wellness in order to achieve lifelong patterns of well-being. The course offers current information in areas of healthy living that include exercise, lifestyle modification, healthy nutrition, weight management, stress management, hypokinetic diseases, care and prevention of injuries, prevention of sexually transmitted diseases and substance abuse. Emphasis is on application of knowledge through the use of decision-making and behavior modification skills in order to make healthy choices. This required course is designed to be taken during the first year.

**126/226. Kickboxing**  
One-quarter course  
This class is a high-energy, entire-body workout that can incorporate shuffles, interval rope jumping, jabs and kicks to increase cardio-respiratory endurance.

**127/227. Pilates**  
One-quarter course  
This course is a series of mat exercises based on controlled flowing movements. It is designed to develop deep-torso strength and flexibility. The course also emphasizes strength, energy and balance.

**128/228. Self-Defense**  
One-quarter course  
This course will address physical, verbal and psychological strategies that women can use to avoid and confront potential assaults.

**130/230. Water Fitness**  
One-quarter course  
Designed for all students, regardless of water ability. This course incorporates moderate to intense cardio-respiratory exercise in the water through the use of games and aerobic routines. Swimming ability is not required. It is recommended that a student feel comfortable around water.
133/233. Zumba
This course is ideal for all students. Focus is on low-impact exercises that improve cardiovascular endurance.

137/237. Golf
This course examines and applies the fundamentals and skills of golf. Selection and care of equipment, history and rules of the game, safety, etiquette, instruction and practice will be included. Additional fees required.

140/240. Social Dance
An introduction to the various forms of social dance. Genres may include social dances from cultures across the world.

142/242. Level I Swimming
Geared toward students with limited experience in the water. This course teaches the basics of swimming as defined by the American Red Cross. Students will learn floating, breath control, treading water, basic water safety and stroke technique.

143/243. Level II Swimming
Focus on improving physical fitness and developing stroke technique. Class emphasizes stroke development and progression of water skills.

144/244. Tennis
Emphasis placed on skill acquisition of the basic strokes: forehand, backhand, serve and volley. Introduction to rules and scoring.

146/246. Women on Weights
This course is designed to provide an introduction or to develop skills on free weights and equipment. Focus will be on sculpting, toning, muscular strength and endurance.

147/247. Yoga
Emphasis on focus and deep breathing to increase strength, flexibility and relaxation. Yoga styles vary based on instructor.

149/249. Circuit Training
This course involves cardio and muscle conditioning at a series of workout. Alternating between cardio and muscular development, this course emphasizes the entire body.

151/251. FIST: Functional Integrated Strength Training
This course focuses on strength and flexibility through the use of exercise balls, hand weights, tubes and floor exercises.

152/252. Fit Walk
Ideal for all students, this course uses walking as a fun and energetic exercise alternative.
156/256. Functional Fitness and Weight Management  One-quarter course
This course is designed for the beginning student with an emphasis on proper exercise technique and weight management.

157/257. Fit Swim  One-quarter course
Designed for the intermediate to advanced swimmer. This course promotes fitness through the use of varied swim workouts. Students will learn lap swimming terminology and techniques. Instruction will also be given on flip turns and fitness principles.

158/258 Bowling  One-quarter course
An activity course that examines and applies the fundamentals and skills of bowling. Students will demonstrate knowledge of bowling history, scoring, handicapping and skills in bowling and etiquette. Additional fees required.

159/259. Biking / Cycling  One-quarter course
Introduction to and practice in bicycling either off-road or road riding. Basic maintenance skills such as adjusting derailleurs, brakes and changing tires will be presented. Information on cycling for fitness, racing and bicycle touring will be presented. Additional fee may be required.

163/263. Special Topics in Physical Education  One-quarter course
A physical education course not offered on a regular basis. The subject matter of the course will be announced prior to the beginning of pre-registration.

164/264. Aerobic Conditioning  One-quarter course
Using various aerobic dance forms, this course is designed to bring forth high aerobic exercise set to fast-paced contemporary music. The course may include workouts in a variety of forms, including Zumba, Hip-Hop, Jazz, Salsa, etc.

165/265. Cardio Toolbox  One-quarter course
This course utilizes various tools to involve cardio and muscle conditioning at a series of workout stations. Tools may include rings, jump ropes, agility ladders, tires, medicine balls, kettle balls and bands.

168/268. Core Conditioning  One-quarter course
This course is designed to use innovative exercise concepts to develop overall functional strength, muscular endurance, balance and coordination, particularly to the stabilizing muscles of the body, commonly referred to as the core muscles (body’s mid-section). Yoga and Pilates are often integrated into the course.

169/269. Hiking  One-quarter course
Get off campus to discover the natural wonder surrounding us. These outings provide skills necessary to go out on one’s own hikes. No experience necessary. Some weekend day trips will be required. A course fee may apply.
Physics

General physics courses are offered as an enrichment to other curricular offerings in the sciences. PHYS 210 and 220 are required courses in certain of the majors within the B.S. and B.A. degrees. There is no major or minor available in physics.

Physical Science Courses (PHSC)

050. Physical Science
One course
This course is designed for the non-science major. The laws and theories which describe the nature of the physical universe will be examined through lectures and demonstrations. Basic scientific literacy is the ultimate goal of the course. Three lectures. Offered as needed.

Physics Courses (PHYS)

210. General Physics I
One course
The fundamental principles of mechanics, heat and sound. Three lectures and one two-hour laboratory per week. Prerequisite: MATH 070 or 100 (or equivalent). Fall.

220. General Physics II
One course
The fundamental principles of light, electricity, magnetism and modern physics. Three lectures and one two-hour laboratory per week. Prerequisite: PHYS 210. Spring.
Political Science
Assistant Professor Foley, director; Professor Borwick, chair of the department of policy, politics and public services management

The department of policy, politics and public services management offers a minor in political science. The study of politics in the department is intended to acquaint the student with the major principles, institutions and problems which have historically shaped society and the state. Such a program of study includes the politics of America, Europe and the international order. Moreover, it includes the problems of conflict, of society’s organization and of the policy-making process both here and abroad. The study of politics is meant to prepare the student for advanced study or for a professional career. Courses in political science count toward the major in history.

Political Science Minor
The minor in political science requires the completion of five courses and must include POLI 120. At least three of the five courses must be taken at Salem or at Wake Forest.

Political Science Courses (POLI)

110. Introduction to International Relations One course
International affairs with emphasis on international relations theory, foreign policy-making and efforts at global cooperation. Also includes discussion of contemporary issues confronting the world community. Fall.

120. American Government One course
Introduction to politics in America, with an emphasis on the institutions, policies and personalities of the national government. Also a consideration of power in American life. Spring.

140. Comparing World Governments One course
An introductory study of selected contemporary governments with an emphasis on the general theory and techniques of the comparative analysis method. This course includes an outline of the process of political change and democratization, a discussion of alternative government forms and an analysis of the shared patterns of most governments. Fall, alternate years.

200. Independent Study One-quarter to one course
Independent study under the guidance of a faculty advisor. Open to students with a 2.0 cumulative average and permission of the chair of the department. Independent study may take the form of readings, research, conference, project and/or field experience. Ordinarily it may not be used to substitute for a regular course in the curriculum. Independent study may be taken for a total of four courses, no more than two in any term. Prerequisite: Previous study in political science.

205. National Model United Nations One course
This course provides an interactive and role-playing format for students interested in international organizations, international diplomacy and the workings of the United Nations organizations. Each student assumes the role of a delegate from an assigned country, researches the issues, countries and policy agendas assigned to that country delegation, and travel to New
York City to participate as members of the Salem College delegation to this national conference. Spring.

225. Issues in International Security  One course
A review of the events and policy decisions which contribute to the formation of the international system and balance of power as it exists today, through a review of selected case study examples of real or potential, security threats and an evaluation of the path to the many post-Cold War conflicts. Prerequisite: HIST 104 or POLI 110. Spring, alternate years

235. International Political Geography  One course
Study of the enduring fascinations of human society with the way in which competing claims over the control and management of land and resources are played out. The course has a focus on the empires, nations, individuals organizations and interest groups which are continually vying with each other to promote their own interests, often destabilizing and changing the existing order and remaking the world in their own image. Prerequisite: HIST 104 or POLI 110. Fall, alternate years

240. American Foreign Policy  One course
A study of U.S. foreign policy and of the decision-making process in the American foreign affairs establishment. Analysis of American foreign policy trends and contemporary political, military and economic policies. Prerequisite: HIST 104, HIST 106, POLI 110 or POLI 120. Fall, alternate years.

245. International Development and Less Developed Country Transition  One course
The plight of the “undeveloped” regions of the world has been a focus of the “modernization” and “democratization” policies of the UN, Europe and the United States. In spite of all of this policy effort and investment, civil conflict, rebellion, genocide, mass (often forced) migration, poverty and disease continue to plague the developing countries of the world. This course will investigate selected examples and patterns of the problems encountered by emergent less developed countries, and outline some of the key policy issues that must be addressed. Prerequisite: HIST 104 or POLI 110. Fall, alternate years.

250. Special Topics in Political Science  One course
An issue or problem in contemporary politics will be studied intensively. The specific content and methods of study will be announced prior to the beginning of the course. Prerequisite: one political science course or permission of the instructor. As needed.

260. International Political Economy  One course
IPE is about the struggle for power and wealth within the international system. With a focus on how states maximize wealth, link themselves to the international system and use state power in the international system in a way that maximizes their ability to generate new wealth. The analysis of the many state struggles for power and wealth, organizing collectively in an anarchical system and conflict and cooperation between states in the international system is the goal of this course. Prerequisite: HIST 104 or POLI 110. Spring, alternate years.
270. Internship in Political Science
An opportunity to use the knowledge and skills the student has learned in coursework to solve problems in a real work setting; the apprenticeship aspect of the internship implies that the student has some base of knowledge and will increase her knowledge and skills by direct contact with an experienced, knowledgeable mentor. Open to sophomores, juniors and seniors with a 2.0 cumulative average; maximum credit per term is one course; admission by application only.

290. Honors Independent Study in Political Science
Advanced independent study under the guidance of a faculty advisor. Normally open to juniors and seniors with a 3.5 average in political science or international relations, subject to approval of the chair of the department. Honors independent study may be taken for a maximum of two courses.

310. Senior Seminar in Contemporary International Affairs
Advanced study of current problems in world affairs with an emphasis on international relations theory. Extensive discussion of current issues. Prerequisites: POLI 110 and either ECON 260 or POLI 240. Spring.
Psychology
Professor Dudley, chair; Associate Professor Ersoff; Assistant Professor Jacobsen

Psychology is the scientific study of behavior and mental processes. The objectives of the program in psychology are (1) to develop in students an understanding of the theories, principles, methodologies, research findings and applications of psychology; (2) to develop the students’ critical and analytical thinking skills and communication skills as they relate to the study of psychology and (3) to prepare students for admission to graduate or professional training in psychology or related fields.

Psychology Major (B.A.)
A major consists of nine courses in psychology:

Core Courses:
- PSYC 010. Introduction to Psychology
- PSYC 101. Statistics
- PSYC 102. Research Methods in Psychology
- PSYC 220. Tests and Measurement
- PSYC 270. History and Systems in Psychology

Experimental Psychology (choose one course):
- PSYC 225. Experimental Psychology: Physiology
- PSYC 240. Experimental Psychology: Cognition
- PSYC 262. Experimental Psychology: Applied Human Learning

Applied Psychology (choose two courses):
- PSYC 100. Developmental Psychology
- PSYC 130. Social Psychology
- PSYC 140. Abnormal Psychology
- PSYC 150. Psychology of Personality
- PSYC 220. Tests and Measurement

Elective
- PSYC elective (other than PSYC 280; must be taken at Salem)

A student who intends to major in psychology is encouraged to complete PSYC 010 during her first year and PSYC 101 and 102 during her sophomore year. During the senior year, all majors must complete the major field achievement test in psychology. At least five of the courses necessary for a major in psychology must be completed at Salem.

Psychology Minor
The minor in psychology requires completion of five courses:
- PSYC 010. Introduction to Psychology

Methodology (choose one course):
- PSYC 101. Statistics
- PSYC 102. Research Methods in Psychology
- PSYC 220. Tests and Measurement

Experimental Psychology (choose one course):
- PSYC 225. Experimental Psychology: Physiology
- PSYC 240. Experimental Psychology: Cognition
PSYC 262. Experimental Psychology: Applied Human Learning

Applied Psychology (choose two courses):

  Two courses
  PSYC 100. Developmental Psychology
  PSYC 130. Social Psychology
  PSYC 140. Abnormal Psychology
  PSYC 150. Psychology of Personality
  PSYC 220. Tests and Measurement

At least three of the five courses must be taken at Salem.

Psychology Courses (PSYC)

010. Introduction to Psychology
One course
Psychology as a science and a discipline. Survey of major subject areas such as biological bases of behavior, human growth and development, perception, learning, motivation, emotions, personality theory, social and abnormal psychology. Required for the major. Fall and Spring.

100. Developmental Psychology
One course
Psychological development from conception through adulthood, with emphasis on cognitive, social and biological factors. Methodological questions are emphasized as is the nature/nurture issue. Prerequisite: PSYC 010. Fall.

101. Statistics
One course
Elementary descriptive statistics and inferential statistics, both parametric and nonparametric. Emphasis on those statistical concepts and techniques useful in analyzing empirical data in both the behavioral and biological sciences. Discussion of these techniques within the context of their application to concrete research situations. Required for the major. Prerequisite: PSYC 010 or permission of the instructor. Fall and Spring.

102. Research Methods in Psychology
One course
An introduction to methodology in psychology. Design, execution, analysis and critical evaluation of psychological research. Applications include laboratory and descriptive research. Includes lecture and laboratory periods. Required for the major. Prerequisite: PSYC 010. Spring.

110. Psychology of Women
One course
Given the different life experiences of men and women, this course considers psychological theory and research from a feministic perspective in such areas as women’s development, achievement, sexuality and work. Prerequisite: PSYC 010. Fall, alternate years.

130. Social Psychology
One course
An analysis of various current theories, topics and research methodologies in social psychology. Some of the topics covered include social perception, impression formation, attraction, pro-social and anti-social interpersonal behavior, attitudes, prejudice and discrimination, social roles, group influence on behavior, group dynamics, leadership and social ecology. Prerequisite: PSYC 010 or permission of instructor. Cross-listed as SOCI 205. Fall.
140. Abnormal Psychology  
One course  

150. Psychology of Personality  
One course  
A summary of major historical and contemporary theories of personality, including relevant research and evaluation of each theory with concern for current applications. Prerequisite: PSYC 010. Fall.

160. Human Sexuality  
One course  
An analysis of the psychological, physiological and sociocultural aspects of human sexual behavior and attitudes. Prerequisite: PSYC 010. Fall, alternate years.

200. Independent Study  
One-quarter to one course  
Independent study under the guidance of a faculty advisor. Normally open to students with a 2.0 cumulative average. Subject to approval of the chair of the department. Independent study may take the form of readings, research, conference, project, and/or field experience. Ordinarily it may not be used to substitute for a regular course in the curriculum. Independent study may be taken for a total of four courses, no more than two in any term. Prerequisite: Previous study in psychology or permission of the department chair.

220. Tests and Measurement  
One course  
Test theory and construction, including such areas as intelligence, aptitude, interest, personality and achievement testing. Practice in administering, evaluating and constructing tests. Required for the major. Prerequisite: PSYC 101 or permission of the instructor. Spring.

225. Experimental Psychology: Physiology  
One course  
An examination of the relationship of the brain and the rest of the body to behavior. Topics covered include physiological mechanisms for visual and auditory perception, arousal and sleep, eating and drinking, emotionality and aggression, learning and reward, memory. Includes lecture and laboratory periods. Prerequisite: PSYC 010. Fall.

240. Experimental Psychology: Cognition  
One course  
Theoretical and experimental issues in the area of perceptual and cognitive processes. Topics to be covered include problem solving, visual thinking, human information processing and attention. Includes lecture and laboratory periods. Prerequisite: PSYC 010. Fall.

262. Experimental Psychology: Applied Human Learning  
One course  
A survey of how one’s experience affects subsequent behavior and thought. The course will address learning from both behavioral (operant conditioning) and cognitive (memory processes) perspectives. Emphasis is on both theory and empiricism. Includes both lecture and laboratory work. Prerequisite: PSYC 010. Spring.

270. History and Systems in Psychology  
One course  
An introduction to the systems and schools of psychology with emphasis on their historical antecedents. The contributions of each system to contemporary psychology will be stressed.
Required for the major. Generally taken in the senior (graduating) year. Prerequisite: PSYC 010. Spring.

280. Internship in Psychology  
One course  
An opportunity to use the knowledge and skills the student has learned in coursework to solve problems in a real work setting; the apprenticeship aspect of the internship implies that the student has some base of knowledge and will increase her knowledge and skills by direct contact with an experienced, knowledgeable mentor. Open to juniors and seniors with a 2.0 overall cumulative average and a 3.0 average in psychology courses taken. Prerequisites: PSYC 010 and at least one psychology course related to the area of the internship and permission of the department chair. Maximum credit per term is one course.

282. Special Topics in Psychology  
One course  
An issue or problem in contemporary psychology will be studied intensively. The specific content and methods for study will be announced prior to beginning of the course. Typical of topics addressed in the past few years are “Sleep and Dreams,” “Childhood Psychopathology,” “The Psychology of Art” and “Computers in Psychology.” Prerequisite: PSYC 010.

290. Honors Independent Study in Psychology  
One course  
Advanced independent study under the guidance of a faculty advisor. Normally open to juniors and seniors with 3.5 average in psychology, subject to approval of the chair of the department. Honors independent study will result in a major paper arising from empirical research and/or from a literature review. Honors work may be taken for a maximum of two courses. Prerequisite: Status as a psychology major.
Public Policy
Assistant Professor Foley, director; Professor Borwick, chair of the department of policy, politics, and public services management

The department of policy, politics and public services management offers a major in public policy that provides three field tracks of concentration and specialization in policy development and implementation. A core policy curriculum prepares each student for the successful completion of a selected field concentration designed to establish expertise in one of three fields: policy analysis; economic and social policy; or government and policy. The department’s curriculum has been developed in order to prepare graduates for careers in the expanding public-private policy partnerships of today and tomorrow.

Public Policy Major (B.A.)
The major in Public Policy requires the completion of a total of 12 courses: six core course requirements, including one public policy internship, one field track (consisting of one field core course and three interdisciplinary field track electives), and two field electives in a field other than the primary field selected.

Core Requirements:
- PLCY 100. Introduction to Public Policy
- PLCY 140. Public Policy Research and Analysis
- PLCY 160. American Politics and Public Policy
- PLCY 235. Political Economics of Public Policy
- PLCY 270. Public Policy Internship
- PLCY 320. Senior Seminar in Public Policy

Field Track Requirement

Track I: Policy Analysis and Implementation
- PLCY 265. Ethics and Public Policy (field core course) and
Choose three from the following list:
  - ACCT 120. Principles of Accounting
  - BUAC 124. Business Ethics
  - BUAD 240. Business Statistics
  - COMM 120. Oral Communication
  - COMM 222. Argumentation and Advocacy
  - COMM 322. Campaign Communication
  - ECON 320. Econometrics
  - NFPM 301. Organizational Planning and Evaluation
  - PHIL 122. Ethics
  - PHIL 124. Business Ethics
  - PSYC 101. Statistics
  - RELI 266. Religion and Ethics
  - SOCI 204. Critical Analysis of Social Issues
  - SOCI 215. Social Statistics
  - SOCI 225. Community Social Service Systems
  - SOCI 226. Community Social Services Practice and Methods
  - SOCI 260. Complex Organizations

Four courses
Track II: Economic and Social Policy
PLCY 255. Nongovernmental Organizations and Public Policy (field core course) and
Choose three from the following list:
  BIOL 050. Issues in Environmental Science
  BIOL 070. Issues in Biology for Women
  BUAD 124. Business Ethics
  BUAD 201. Principles of Management
  COMM 170. Intercultural Communication
  COMM 221. Rhetoric of Social Intervention
  ECON 100. Principles of Economics
  ECON 110. Introduction to Macroeconomics
  ECON 120. Introduction to Microeconomics
  ECON 205. Labor Economics
  ECON 280. History of Economic Thought
  ECON 310. Current Issues
  HIST 209. African American History
  HIST 221. American Women’s History
  NFPM 130. Making Change: Public Policy, Advocacy and Grassroots Organizing
  NFPM 160. Non-Governmental Organizations
  PHIL 124. Business Ethics
  RELI 240. Religion in America
  SOCI 130. Making Change: Public Policy, Advocacy, and Grassroots Organizing
  SOCI 202. Race and Ethnic Relations
  SOCI 220. Social Stratification
  SOCI 225. Community Social Service Systems
  SOCI 280. Urban Community
  WMST 210. Feminist Theory: Lenses and Methodologies
  WMST 230. Women’s Activism and Advocacy

Track III: Government and Policy
PLCY 245. State, Regional and Local Government Policy (field core course) and
Choose three from the following list:
  HIST 219. The United States and the World
  HIST 265. American Constitutional and Legal History
  HIST 269. America in Our Time: 1945 to Present
  NFPM 130. Making Change: Public Policy, Advocacy, and Grassroots Organizing
  NFPM 310. Not-for-Profit Management and Governance
  POLI 110. Introduction to International Relations
  POLI 120. American Government
  POLI 205. National Model United Nations
  POLI 240. American Foreign Policy
  POLI 245. International Development and Less Developed Country Transition
  POLI 260. International Political Economy

Field Electives
Select two additional courses within a different field track.
The internship requirement (PLCY 270) may be fulfilled by Fleer students through an approved credit for prior learning experience or an alternative experience approved by the program director.

**Public Policy Courses (PLCY)**

100. Introduction to Public Policy  
This course is designed as the gateway offering for students intending to pursue a major in public policy. The course will introduce the student to public policy formulation and analysis, including agenda-setting strategies, problems of legitimating, the appropriations process, implementation, evaluation, resolution, and termination.

140. Public Policy Research and Analysis  
This course focuses on strategies for, and actual practice of, conducting research relevant to public policy discussions. This course is designed to be a core element of the Public Policy program and is intended to provide an overview of the policy development process through an analysis of specific policy areas in the American political system. We will focus on what constitutes public policy and basic aspects of the policy process, including agenda setting, implementation and policy evaluation. The course provides an opportunity to consider the utility of policy studies, and the various ways knowledge about particular issues is put to use.

160. American Politics and Public Policy  
This course studies the political environment for public policy analysis in the United States. The U.S. federal system is one of widely shared power. Policies are formulated and implemented in an environment that includes many participants with different goals. This course provides an understanding of the mechanics of this system and provides students with the background necessary for dealing effectively with this environment. Prerequisite: PLCY 100.

235. The Political Economics of Public Policy  
In this course, students will use the basic tools of economics to analyze the significant current public policy issues. The goal is to understand both the substance and politics of these policy issues. Students will examine the effects of contemporary policy changes and analyze the likely effects of prospective reforms. Prerequisites: PLCY 100 and 140.

245. State, Regional and Local Government Policy  
This course analyzes the public policy challenges faced by state and local communities. Particular emphasis will be placed on the problems of urban areas, including education, crime, poverty, economic development, housing and transportation. Throughout the course, students will use their home states, counties and / or towns (or another area of their choosing) as a case study of how specific communities have attempted to address similar challenges. The course examines the roles of citizens, non-profits and government agencies at all levels in accomplishing effecting change through local public policy outcomes. Prerequisite: PLCY 100.

255. Nongovernmental Organizations and Public Policy  
Although many view the relationship between organizations and public policy as fairly static, it is dynamic and complex. Organizations may take an active role in forming public policy and in
shaping the definition of compliance to public policy. By focusing on a range of topics, emphasis is placed on understanding the joint influence of the collaboration between organizations and governmental authorities on the public policy process. Prerequisite: PLCY 100.

265. Ethics and Public Policy  
This course examines the nature and validity of arguments about vexing moral issues in public policy. Students examine a number of basic moral controversies in public life, focusing on different frameworks for thinking about justice and the ends of politics. The primary aim of the course is to provide each student with an opportunity to develop his/her ability to think in sophisticated ways about morally difficult policy issues. Prerequisites: PLCY 100 and 140.

270. Internship in Public Policy  
Students develop skills and gain knowledge about organizations that influence and implement public policy. Students are placed in community agencies for about 100 hours of work or work on applied research projects conducted by faculty. Prerequisites: PLCY 100 and 140.

320. Senior Seminar in Public Policy  
The purpose of this course is to provide a capstone course environment to facilitate the application of administrative and managerial skills graduating students will need to be effective leaders in public policy development for governmental and non-governmental organizations. The course refines the student’s competence in the principles of strategic planning, effective organizing, budgeting, project and program management, consensus building and shared decision-making. In addition, the course explores ethical issues in the management of public and charitable organizations. The course also reinforces writing and oral presentation skills. Required of all senior majors.
Race and Ethnicity Studies

Assistant Professor Prosterman, coordinator

Race and Ethnicity Studies is an interdisciplinary major devoted to the critical examination of race and ethnicity, with particular emphasis on the social construction of these concepts and their comparative evolutions in different societies.

The program of study facilitates students’ critical analysis of how race and ethnicity intersect with conceptions of gender, nation, religion, sexuality, age and class. Complementing the College’s dedication to global awareness and inquiry, the program connects race and ethnicity to the creation of local, national and global systems of inequality. Both inside and outside of the classroom, the program fosters an exchange of ideas about identity, multiculturalism and diversity. Via a multidisciplinary program structure, students examine how various academic disciplines conceive of race and ethnicity and how their approaches differ, inform and ultimately complement one another. A substantial original research project is required.

Race and Ethnicity Studies Major (B.A.)
The major in race and ethnicity studies requires a three-course core and eight electives, taken from at least four different disciplines:

Core Requirements:

REST 210. Critical Issues in the History of Race and Ethnicity (cross-listed as HIST 215) One course
REST 202. Race and Ethnic Relations (cross-listed as SOCI 202) One course
REST 380. Senior Project in Race and Ethnicity Studies One course

Major Electives (from a minimum of four different disciplines) Eight courses

BIOL 070. Issues in Biology for Women
COMM 170. Intercultural Communication
COMM 321. Community Communication
DANC 104. History of Dance
ENGL 293. The Culture of African-American Literature
ENGL 325. Global Literature: Modern Writings from Women of the Non-Western World
ENGL 396. Multi-Cultural Literature in the United States
FREN 216. Francophone Literature
HIST 205. History of the American South
HIST 209. African American History
HIST 221. American Women’s History
HIST 237. Europe’s Radical Century, 1815-1914
HIST 257. Modern Europe, 1914 to the Present
HIST 265. American Constitutional and Legal History
HIST 269. America in Our Time: 1945-Present
HIST 281. Ottoman Empire
HIST 285. Modern East Asia
HIST 286. Modern Japan
POLI 225. Issues in International Security
POLI 245. International Development
RELI 240. Religion in America
REST 270. Internship in Race and Ethnicity
SOCI 220. Social Stratification
SOCI 230. Sociology of Gender Roles
SOCI 240. Globalization and Global Inequities
SOCI 270. Criminology: Deviance and Social Control
SOCI 280. Urban Community
SPAN 228. Latin America
SPAN 263. Hispanic American Literature
WMST 204. Introduction to Women’s Studies
WMST 210. Feminist Theory: Lenses and Methodologies

Additional special topics, honors, and other courses under development may be approved as major electives by the major’s coordinator.

No more than four courses may count toward both race and ethnicity studies and toward a second major.

**Race and Ethnicity Studies Courses (REST)**

**202. Race and Ethnic Relations**
One course
A socio-historical analysis of the interaction of racial and ethnic groups and the American environment. This will include the social, economic and political aspects of racial and ethnic groups in the United States. Cross-listed with SOCI 202. Fall.

**210. Critical Issues in the History of Race and Ethnicity**
One course
This course introduces students to the critical analysis of race and ethnicity, with a focus on comprehending theoretical approaches to the study of race and ethnicity prevalent in the United States and throughout the world. Cross-listed with HIST 215. Spring.

**270. Internship in Race and Ethnicity Studies**
One course
This course provides an opportunity to use the knowledge and skills learned in coursework to solve problems in a real work setting; the apprenticeship aspect of the internship implies that the student has some base of knowledge and will increase her knowledge and skills by direct contact with an experienced, knowledgeable mentor. Open to sophomores, juniors and seniors with a 2.0 cumulative average. May be taken only once for credit toward the REST major. Prerequisite: permission of the coordinator.

**380. Senior Project in Race and Ethnicity Studies**
One course
In this course, students will develop a substantial, original research project concerning race and/or ethnicity. Required of majors in their senior year. Juniors may take this course with permission of instructor. Spring.
Religion
Assistant Professor Adrian, chair of the department of religion and philosophy; Visiting Professor Vinson; Associate Professor Rushing; Chaplain Rio-Anderson

The study of religion is the investigation of the universal human quest for a meaningful existence and experience of transcendence. This involves an examination of the beliefs and practices of the various religions of the world, the individual spiritual journey and the role of religion in society and culture.

Religion Major (B.A.)
A major in religion requires a total of nine courses including RELI 310 and 390. At least five of the nine required courses, including RELI 390, must be completed at Salem.

Religion Minor
The minor in religion requires the completion of five courses. RELI 270 is excluded. Students must take at least three of the religion courses at Salem.

Religion Courses (RELI)
106. The Religious Dimension
One course
An introductory study of the nature of religion through an exploration of the significance of religious myth, symbolism and ritual within life and culture. Fall, alternate years.

110. Introduction to Hebrew Scriptures
One course
A historical and literary study of the Hebrew Scriptures (Old Testament). Introduces students to the content of the scripture and methods of interpretation. Special attention will be given to the portrayal of women in these writings. Fall.

111. Introduction to the New Testament
One course
A historical and literary study of the New Testament. Students will examine the New Testament in its historical (Greco-Roman) and religious (Judaism) settings. Special attention is given to the historical Jesus and the role of women in the early Christian movement. Spring.

120. Western Religious Traditions
One course
An introduction to the three main Western religious traditions (Judaism, Christianity and Islam) and their mutual development. Emphasis is on understanding the rituals, theology, scripture and ethics of each tradition and their contributions to western culture. Fall.

130. Eastern Religious Traditions
One course
An introduction to the main Eastern religious traditions (Hinduism, Buddhism, Jainism, Confucianism, Taoism, Shinto and Sikhism). Emphasis is on understanding the beliefs and practices of each tradition as well as relationships between traditions. Special attention is given to the role of women in Eastern religious traditions. Spring.

160. The Moravian Experience
One course
An introduction to the history, culture, theology and influence of the worldwide Moravian religious tradition, particularly since 1722. Special attention is given to Salem. Fall and Spring.
### 200. Independent Study in Religion

**One-quarter to one course**

Independent study under the guidance of a faculty advisor. Open to students with a 2.0 cumulative average and permission of the chair of department. Independent study may take the form of readings, research, conference, projects and/or field experience. Ordinarily it may not be used to substitute for a regular course in the curriculum. Independent study may be taken for a total of four courses, no more than two in any term. Prerequisite: At least one RELI course and permission of the department.

### 202. Christianity: The Way of the Cross

**One course**

An examination of the diversity and unity of 2,000 years of Christian history with special attention to the worldwide spread and theological development of the church. Prerequisite: RELI 111 or 120, or permission of instructor. Spring, alternate years.

### 205. Biblical Topics

**One course**

Focus on a single topic pertaining to either or both the Old and New Testaments; for example: the parables of Jesus, ancient and modern interpretations of Job, Biblical mythology, the prophetic movement, the Theology of Paul and the book of Revelation. May be taken more than once with a different topic. Prerequisite: RELI 110 or 111 or equivalent.

### 220. Topics in Religion

**One course**

Focus on a particular topic in the study of religion; for example: Native American religions, African religious traditions, women in the Christian tradition, history of Christian thought, feminist theology, theories of religion.

### 221. Islam: The Straight Path

**One course**

A study of the origins of Islam in Arabia and its spread throughout the world. Special attention is given to the relationship between religion and politics in Islam, the recent resurgence of Islam and the issues of gender and social change. Prerequisite: RELI 120 or permission of the instructor. Spring, alternate years.

### 231. Buddhism: The Middle Path

**One course**

A study of the origins of Buddhism in India and its spread throughout the world. The emphasis on Buddhism’s many diverse expressions in China, Korea, Japan, Tibet, Southeast Asia and North America. Special attention is given to the role of women in Buddhism. Prerequisite: RELI 130 or permission of the instructor. Fall, alternate years.

### 240. Religion in America

**One course**

The historical development of the various religions and religious groups in the United States and their impact on American culture and intellectual history. Prerequisite: One course in religion or U.S. history. Spring, alternate years.
255. Women in Ancient Judaism and Hebrew Scriptures  
A study of texts from the Tanak (Old Testament), non-canonical texts and data from material culture that illuminate women’s lives and conceptions of women in ancient Judaism from the 10th century BCE to the 1st century CE. Prerequisite: RELI 110 or 111 or equivalent. Spring, alternate years.

256. Women in the New Testament and Early Christianity  
A study of texts from the New Testament, non-canonical texts and data from material culture that illuminate women’s lives and conceptions of women in early Christianity and in the Roman Empire in the 1st-3rd centuries of the common era. Prerequisite: RELI 110 or 111 or equivalent. Fall, alternate years.

266. Religion and Ethics  
An examination of contemporary moral issues from the standpoint of the ethical insights of various religious traditions. The central focus is upon how religious convictions influence moral judgments. Particular attention is paid to issues of concern to women. Prerequisite: One course in religion or permission of instructor. Fall, alternate years.

268. Jesus and the Gospels  
A study of the historical, social and religious context of Jesus, through analysis of the canonical gospels as well as of the non-canonical writings from the ancient Hellenistic and Jewish worlds. Prerequisite: RELI 110 or 111 or equivalent.

270. Internship in Religion  
An opportunity to use the knowledge and skills the student has learned in coursework to solve problems in a real work setting; the apprenticeship aspect of the internship implies that the student has some base of knowledge and will increase her knowledge and skills by direct contact with an experienced, knowledgeable mentor. Open to sophomores, juniors and seniors with a 2.0 cumulative average; maximum credit per term is one course; admission by application only.

280. Religion and the American South  
The history, institutions and cultural impact of religion in the American South. Prerequisite: One course in religion or one course in American history.

290. Honors Independent Study in Religion  
An advanced independent study under the guidance of a faculty advisor. Normally open to juniors and seniors with a 3.5 average in religion or philosophy, subject to the approval of chair of the department. Honors work may be taken for a maximum of two courses.

302. Philosophy of Religion  
The main problems of the philosophy of religion (e.g., nature of the religious dimension of life, the problem of evil, justification of faith) as treated in the works of various philosophers. Cross-listed as PHIL 302. Prerequisite: a minimum of one course in religion or philosophy. Fall 2009 and every three years.
310. The Study of Religion
A survey of various methodological disciplines used in the study of religion. The goal of this course is to develop an informed and critical perspective on the study of religion through the study of myths, rituals and literature. This course does not promote any single definition of religion or particular methodological approach to the study of religion, but rather encourages participants to develop critical skills necessary for evaluating the strengths and weaknesses of a number of scholarly approaches to the subject. Required of all majors. Prerequisite: One 200-level course in religion and permission of the instructor. Fall.

390. Senior Seminar
Required of seniors. Advanced religion research project. Spring.
Salem Signature

*Prof. Gary Ljungquist, Director of the Salem Signature*

Building on the commitment of Salem’s founders to the education of women, the Salem Signature provides an innovative and rigorous liberal education. In a community devoted to scholarly inquiry, students participate in disciplinary and interdisciplinary courses and merge knowledge and practice through experiential learning. The dynamic examination of concepts, ideas and opinions broadens students’ perspectives, awakens their intellectual curiosity, and challenges them to put learning to work in the real world. The Salem Signature program equips students with knowledge, skills and competencies necessary to excel in a liberal arts institution and to make connections across space, time and disciplines. The Salem Signature program educates the whole person, realizes individual potential, fosters intellectual curiosity, develops leadership skills and cultivates women of change.

All Salem Signature courses are informed by a commitment to producing scholars who have learned how to learn. Salem graduates know how to learn because they know how knowledge is organized, how to find and evaluate information and how to put information to use to assist others in learning. Completing the Salem Signature indicates that Salem graduates are prepared for lifelong learning in a global community.

**Salem Signature Courses (SIGN)**

**110. First Year Experience**

One course

This course provides first-year students with an interdisciplinary introduction to the liberal arts and enhances the critical thinking and communication skills necessary for academic success. In small seminars conducted by their faculty advisors, students explore significant social issues in a historical context and participate in collaborative creative projects. Students in the course also investigate the relevance of social issues to women. The course emphasizes communication skills: speaking, writing, accessing information, and using technology as a tool in communication. Students may select from a variety of course topics. A writing-intensive course. Only traditional-aged students may register for this course.

**111. Honors First Year Experience**

One course

This course provides first-year students with an interdisciplinary introduction to the liberal arts and enhances the critical thinking and communication skills necessary for academic success. In small seminars conducted by their faculty advisors, students explore significant social issues in a historical context and participate in collaborative creative projects. Students in the course also investigate the relevance of social issues to women. The course emphasizes communication skills: speaking, writing, accessing information, and using technology as a tool in communication. Students may select from a variety of course topics. A writing-intensive course. Only first-year students in the College Honors Program may register for this course.

**112. Academic Writing Seminar**

One course

This course provides students with intensive writing practice. In small groups students enhance drafting, revising, and editing skills for a variety of academic purposes. A writing-intensive course.
120. Global Awareness Seminar
This course expands first-year students’ global and environmental awareness in a historical context, and enhances critical thinking and communication skills. The course encourages students to view issues from the perspective of other cultures, to explore the interdependence of world populations and the relationship between humans and their environment, and to examine the dynamics of interacting with people from different cultures and socio-economic groups. Students may select from a variety of course topics. A writing-intensive course. Only traditional-aged students may register for this course.

121. Honors Global Awareness Seminar
This course expands first-year students’ global and environmental awareness in a historical context, and enhances critical thinking and communication skills. The course encourages students to view issues from the perspective of other cultures, to explore the interdependence of world populations and the relationship between humans and their environment, and to examine the dynamics of interacting with people from different cultures and socio-economic groups. Students may select from a variety of course topics. A writing-intensive course. Only first-year students eligible for the College Honors Program may register for this course.

130. Transitions: A Changing Culture
This course offers Fleer Center students an interdisciplinary introduction to the liberal arts and enhances the critical thinking and communication skills necessary for academic success. Students participate in collaborative creative projects in small seminars that investigate issues related to the changing global scene and its relevance to women. The course encourages students to view issues from the perspectives of other cultures, to explore the interdependence of world populations and the relationship between humans and their environment, and to examine the dynamics of interacting with people from different cultures and socio-economic groups. Students may select from a variety of course topics. A writing-intensive course. Enrollment limited to newly-enrolled students in the Martha H. Fleer Center for Adult Education or to Fleer Center students receiving special permission from the Director of the Salem Signature.

210. Service Learning Seminar
This course provides sophomores or juniors with a meaningful service experience within the community beyond Salem and enhances skills required for effective citizenship and leadership: critical thinking and problem-solving, communication, research and global awareness. Students perform a minimum of 30 hours of community service and develop a collaborative project related to the themes of community, self and leadership. A writing-intensive course.

270. Internship/Professional Development Experience
Students engage in a variety of internships, fieldwork or travel-study programs that satisfy the Signature requirement for an Internship or Professional Development experience. Permission of the advisor and the Dean of Undergraduate Studies required. Prerequisite: minimum of 2.0 cumulative G.P.A.
350. Senior Interdisciplinary Seminar  One course
This interdisciplinary course offers an integrative learning experience in which seniors assume an active role in exploring a critical question from multiple perspectives, developing a creative response to that question and communicating that response effectively.
Science (Interdisciplinary) Courses
The Women in Science and Mathematics Program, in conjunction with the departments of biology, chemistry, mathematics and psychology, offers the following interdisciplinary science courses to qualified students.

Science Interdisciplinary Courses (SCIE)
010. Special Topics in Science  
One course
An investigation of a topic of importance in contemporary science. The specific course content and methods of study will vary in response to recent developments in the Natural Sciences to meet the current needs of students in the General Education Program. The topic will be announced prior to pre-registration. All courses must be approved by the department chairs in the Division of Natural Science and Mathematics and all courses will involve the study of scientific inquiry and critical analysis. Prerequisites determined by instructor.

030. Special Topics in Science with a Laboratory or Field Experience  
One course
An investigation of a topic of importance in contemporary science. The specific course content and methods of study will vary in response to recent developments in the Natural Sciences to meet the current needs of students in the General Education Program. The topic will be announced prior to pre-registration. All courses must be approved by the department chairs in the Division of Natural Science and Mathematics and all courses will involve the study of scientific inquiry and critical analysis. One 2-3 hour laboratory or field experience included. Prerequisites determined by instructor.

100. First Year Science Seminar  
One-quarter course
This course is designed to introduce the student to the four major scientific disciplines at Salem College—biology, chemistry, mathematics and psychology. The focus is on asking questions and the methodology employed in finding answers to those questions in each of the four disciplines. Prerequisite: Permission of instructor. Fall.

210. Clinical Laboratory Science  
One-half course
This course prepares students for research in Clinical Laboratory Science, introduces students to ethical and safety issues in the clinical labs, reinforces essential laboratory skills and will serve as the capstone course for the CLS major. Prerequisites: BIOL 100, CHEM 120, MATH 025.

270. Internship in Interdisciplinary Science  
One course
This internship is an opportunity for students to apply their knowledge in a professional setting. Students may choose this internship when the work involves extensive knowledge in at least two areas of science, including biology, chemistry, computer science, mathematics, psychology and physics. Paper and presentation required. Prerequisites: Minimum cumulative G.P.A. of 3.0, permission of instructor, and permission of all relevant department chairs.

300. Philosophy of Science  
One course
Assuming scientific but no philosophical knowledge, this course addresses the question, “What is science?” In it we examine the nature of the assumptions that serve as the foundation of our scientific beliefs. This course will cover fundamental themes in philosophy of science such as the nature of scientific reasoning, scientific explanation, revolutions in science and scientific realism.
It will also acknowledge connections between philosophical debates and wider discussions about science including the challenges raised by the sociology of science, by feminism and by cognitive science. Prerequisites: Minimum G.P.A. of 3.0 and junior or senior standing with a major in biology, chemistry, mathematics or psychology.
Sociology

_Sociology Associate Professor Smith, chair; Assistant Professors Dennis and McQueeney_

Sociology is the study of human interaction. Courses in sociology provide the student with the background and analytical skills needed to understand social institutions and social change. The major in sociology offers: (1) a general education especially directed toward understanding the complexities of modern society and its social problems by using basic research and statistical skills; (2) preparation for various types of professions, occupations and services dealing with people and (3) preparation of qualified students for graduate training in sociology.

**Sociology Major (B.A.)**
The major in sociology requires a minimum of ten courses. Five of the ten courses must be taken at Salem, including SOCI 380, the senior capstone course. Students who desire immediate employment in human service organizations are encouraged to take SOCI 225, 226, and 275.

*Required core courses:*

- SOCI 100. Introduction to Sociology
- SOCI 201. Sociological Theory
- SOCI 204. Critical Analysis of Social Issues
- SOCI 210. Research Methods
- SOCI 215. Social Statistics
- SOCI 380. Analysis in Race, Class and Gender

*Required electives:*

_Students must choose two of the following courses to provide a foundation for the senior capstone course._

- SOCI 202. Race and Ethnic Relations
- SOCI 220. Social Stratification
- SOCI 230. Sociology of Gender Roles

*Other electives:*

Other electives may be chosen from among other sociology courses, anthropology courses, and courses cross-listed with other departments.

**Sociology Minor**
The minor in sociology requires the completion of six courses:

- SOCI 100. Introduction to Sociology
- SOCI 201. Sociological Theory
- SOCI 204. Critical Analysis of Social Issues
- SOCI 210. Research Methods
- SOCI electives (excluding SOCI 275)

At least three of the courses toward the minor must be taken at Salem.

**Anthropology Courses (ANTH)**

**110. Introduction to Cultural Anthropology** _One course_

An examination of the theories of cultural anthropology and cross-cultural analysis of social institutions throughout the world. Offered as needed.
**Sociology Courses (SOCI)**

**100. Introduction to Sociology**  
One course  
The concepts, theories and methods that form the core of the sociological perspective on human social behavior, including such topics as structure, social process, socialization and culture. Fall and Spring.

**130. Making Change: Public Policy, Advocacy, and Grassroots Organizing**  
One course  
An introduction to public policy and to the means of effecting change in it. The principal focus of the course will be on lobbying, advocacy and grassroots organizing as tools for influencing public policy. Cross-listed as NFPM 130.

**140. Social Entrepreneurship**  
One course  
An introduction to the creation of enduring change in social systems. The course will present historical models of social entrepreneurs as well as contemporary examples. Emphasis will be placed upon the transferable lessons that those examples represent. The subset of social entrepreneurship that emphasizes fiscal sustainability will also be presented. Cross-listed as NFPM 140.

**200. Independent Study**  
One-quarter to one course  
Independent study under the guidance of a faculty advisor. Open to students with a 2.0 cumulative average and permission of the chair of the department. Independent study may take the form of readings, research, conference, project and/or field experience. Ordinarily it may not be used to substitute for a regular course in the curriculum. Independent study may be taken for a total of two courses, the maximum in any one term being two course credits. Prerequisite: permission of the department. Fall and Spring.

**201. Sociological Theory**  
One course  
Contemporary theoretical perspectives are studied in relation to past theoretical development. The implications of the current sociological theory for the development of sociology as a discipline are emphasized. Prerequisite: SOCI 100. Fall and Spring.

**202. Race and Ethnic Relations**  
One course  
A socio-historical analysis of the interaction of racial and ethnic groups and the American environment. This will include the social, economic and political aspects of racial and ethnic groups in the United States. Fall.

**204. Critical Analysis of Social Issues**  
One course  
This course is required for the major and intended to prepare students for core courses. It will emphasize critical thinking skills, beginning familiarity with research literature in several substantive areas of sociology that deal with social problems. Research experience and oral/written requirement designed to stress organization, clarity of expression and proper academic citation procedures. Prerequisite: SOCI 100. Fall and Spring.

**205. Social Psychology**  
One course  
An analysis of various current theories, topics, and research methodologies in social psychology. Some of the topics covered include social perception, impression formation, attraction, pro-social
and anti-social interpersonal behavior, attitudes, prejudice and discrimination, social roles, group
influence on behavior, group dynamics, leadership and social ecology. Cross-listed as PSYC
130. Prerequisite: PSYC 010 or permission of instructor. Fall.

208. Sociology of the Mass Media
One course
The process, structure, content and effects of mass communication will be studied.
Contemporary issues surrounding mass communication will be considered as well as the
relationship between mass media organizations and other social institutions. Spring.

210. Research Methods
One course
Methodological and theoretical approaches in the analysis of social phenomena, including theory
building. Prerequisite: SOCI 100 and 204 or permission of instructor. Required of all sociology
majors. Fall and Spring.

215. Social Statistics
One course
The principles and methods for collecting and analyzing social data. Emphasis on tests of
hypotheses; parametric and non-parametric techniques; multivariate analysis; data transformation
and manipulation. Use of examples from sociology. Prerequisite: a college level math course.
Fall and Spring.

220. Social Stratification
One course
Systems of social inequality (stratification) in human societies with emphasis on the nature,
causes and consequences of social inequality in American society. Spring.

225. Community Social Service Systems
One course
A comprehensive review of the application of sociological principles in the social services. This
course reviews the history of public and private agencies and includes field placement in an
agency. Fall.

226. Community Social Services Practice and Methods
One course
An in-depth review of the diagnostic and functional methods and therapeutic techniques used in
the delivery of social services. Emphasis is placed upon needs assessment, interaction with the
individual, and client groups. Spring.

230. Sociology of Gender Roles
One course
Causes and consequences of behavioral expectations associated with masculine and feminine
gender roles in modern societies. Emphasis is given to social learning, role conflict and social
movements associated with social inequalities related to sex status. Spring.

232. Marriage and the Family
One course
The institution of marriage and the family in various societies with special emphasis on the
contemporary American family. Fall, alternate years.

240. Globalization and Global Inequities
One course
This course addresses globalization both locally and internationally, exploring issues of global
governance, global inequality, low-wage economics and the transnationalization of the globe.
This course examines power differentials among nations, examining why some countries benefit from globalization while others do not. It acknowledges that globalization is more than an economic process and has deep implication for social, cultural and political systems around the world.

252. Sociology of Aging  
An examination of the major theories of aging, the demography of aging and the influence of longevity on social issues. Fall, alternate years.

254. Technology and Social Change  
A study of the impact of technology on contemporary social institutions. Topics include images of technology and theories of social change; computers and information transfer, security, privacy; issues in social forecasting and ethical dilemmas associated with new technologies. Special emphasis is placed upon the emergence of an information society and the resulting shifts in social values and lifestyles. Offered as needed.

260. Complex Organizations  
Sociological perspectives on complex organizations: governmental, nonprofit and business. Special attention given to the development of organization theory and its relationship to actual organizations. Offered as needed.

265. Sociology of Sport  
An examination of sports using the sociological perspective. Consideration of the similarities and differences among play, game and sport will be considered from the American approach to the organization of sport in comparison to other cultures. Sociological theories will be used to analyze a number of social issues in sport, including discrimination, politics, violence, youth participation, media representations, commercialization and drug use. Particular attention is given to the relationship between sport and other social institutions such as the family, religion, politics, health and economics. This course places a strong emphasis on exploring how gender, race, class and sexuality intersect in the world of sports.

270. Criminology: Deviance and Social Control  
Sociological theories of causation of and social reaction to crime and delinquency. Historical and sociological approaches to understanding deviance and social control. Spring.

275. Internship in Sociology  
An opportunity to use the knowledge and skills the student has learned in coursework to solve problems in a real work setting; the apprenticeship aspect of the internship implies that the student has some base of knowledge and will increase her knowledge and skills by direct contact with an experienced, knowledgeable mentor. Open to sophomores, juniors and seniors with a 2.0 cumulative average; maximum credit per term is one course; admission by application only.

280. Urban Community  
The study of urbanization, the design of urban public space, the major demographic features and problems of modern cities and urban social organization. Offered as needed.
290. Honors Independent Study in Sociology  
One course  
Advanced independent study under the guidance of a faculty advisor. Normally open to juniors and seniors with a 3.5 average in sociology, subject to approval of the chair of the department. Honors work may be taken for a maximum of two courses.

310. Special Topics in Sociology  
One course  
Contemporary issues in sociology. This course consists of intensive study of current topics in the field of sociology. Offered as needed.

380. Analysis in Race, Class and Gender  
One course  
Study of the ways in which the interlocking experiences of race, class and gender shape all social institutions and systems of meaning. Required capstone course for majors. Students will complete a major research paper. Enrollment limited to senior majors or by permission of department. Spring.
Spanish

Professor Ljungquist, chair of department of modern languages; Associate Professor Lucero-Hammer; Assistant Professor Yoon; Instructors Hines-Gaither and Boyst

A goal of any person seeking a liberal education is an understanding of the workings – phonemic, semantic, syntactic, stylistic – of language. Study of a modern language, for sake of contrast and comparison with one’s mother tongue, is highly desirable in producing such an understanding. In addition, study of a modern language is needed more than ever today for transcending cultural barriers. Study of modern languages and cultures promotes rapprochement among nations and peoples.

Spanish is one of the two languages offered by the department of modern languages. Foreign study forms a valuable part of education, and the department strongly encourages students to spend their junior year abroad. The department maintains a file of the many summer, semester and year-long programs abroad in which our students can participate so that each one can choose the type of program and location which best suits her interests.

Both a major and a minor in Spanish are offered.

**Spanish Major (B.A.)**

All Spanish courses offered above SPAN 030 may count toward the major and are conducted primarily in Spanish unless otherwise indicated. Nine such courses are required for the major. These must include SPAN 105, 206, and 390, unless exemptions are granted by the department. At least three of the required SPAN courses, including at least one 200-level course, must be completed at Salem. All majors will be expected to demonstrate an appropriate level of oral and written proficiency in Spanish.

Students are strongly urged to study abroad in a Spanish-speaking country. Salem offers a Jan Term at Universidad Internacional in Cuernavaca, México. This semester credit course is a total immersion program in which students live with Mexican families and attend six daily hours of classes. (See course description for SPAN 300 below.)

**Spanish Minor**

The minor in Spanish requires five courses above SPAN 030. These must include SPAN 105, SPAN 206 and one civilization course (SPAN 222 or 228). At least three of the five courses must be taken at Salem.

**Spanish Courses (SPAN)**

010. Spanish, First Level

Introduction to the basic elements of understanding, speaking, reading and writing Spanish with emphasis on cultural awareness of the Hispanic world. Fall.

020. Spanish, Second Level

Continuation of Spanish 10. Further development of the basic elements of understanding, speaking, reading and writing Spanish with emphasis on cultural awareness of the Hispanic world. Prerequisite: Spanish 010 or proficiency equivalent. Spring.
025. Intensive Elementary Spanish
A comprehensive and intensive study of the basics of Spanish pronunciation, grammar, vocabulary, and structure. Practice in speaking, understanding, writing and reading Spanish of increasing difficulty. This class covers the same material as Spanish 010 and 020 combined. Designed for entering students with two or more years of Spanish who do not meet the proficiency requirement to enter Spanish 030. Fall.

030. Spanish, Third Level
Intermediate development of skills in understanding, speaking, reading and writing Spanish through grammar review and cultural readings. Prerequisite: SPAN 020 or SPAN 025 or proficiency equivalent. Fall and Spring.

105. Verbal Communication
Continuation of Spanish 030. Emphasizes speaking and listening ability, while deepening knowledge of Spanish grammar and understanding of Hispanic cultures. Prerequisite: SPAN 030 or placement by language test. Fall and Spring.

110. Introductory Spanish Readings
An introduction to cultural, literary and journalistic readings. This course emphasizes reading comprehension and vocabulary-building in order to prepare students for more advanced readings. Prerequisite: SPAN 105 or permission of instructor. Spring.

111. Conversational Practice in Spanish
An opportunity for students to speak Spanish in an informal setting. Topics may include current events, work, cultural issues and one’s personal life. Prerequisite: SPAN 105 or permission of instructor.

200. Independent Study in Spanish
Independent study under the guidance of a faculty advisor. Open to students with a 2.0 cumulative average or higher and permission of the chair of the department. Independent study may take the form of readings, research, conference, project and/or field experience. Ordinarily it may not be used to substitute for a regular course in the curriculum. Independent study may be taken for a total of four courses, no more than two in any term. Prerequisite: previous study in Spanish or permission of the department.

206. Spanish Grammar and Conversation
Advanced study and practice of some of the finer points of grammar, stylistics, idiomatic expressions, pronunciation and translation. Further development of writing skills involving grammar review, writing, reading and conversation. Prerequisite: SPAN 105 or permission of the instructor. Fall and Spring.

209. Advanced Composition and Introduction to Literary Analysis
Focus on complex grammar structures and introduction to literary analysis. This is a bridge course required for advanced work in all areas. Prerequisite: SPAN 206.
210. Business Spanish  
Practice in both oral and written forms of communication, with emphasis on their application to practical problems encountered in social or business situations. Attention to social and economic practices which differ from those of the U.S. Prerequisite: SPAN 206 or permission of the instructor. Spring.

212. Spanish Translation  
Concepts, guidelines and practice of translation from English to Spanish. Prerequisite: SPAN 206.

222. Spain  
An overview of the geography, history, culture and government of Spain. Prerequisite: SPAN 206. Spring, alternate years.

228. Latin America  
An overview of the geography, history, culture and governments of Latin America. Prerequisite: SPAN 206. Spring, alternate years.

250. Special Topics in Spanish  
A special period, issue or theme in Spanish or Hispanic American literature or culture is to be studied in depth. Topic and course content will be announced prior to registration. Course may be taught in English or Spanish. Spanish majors will be required to do their reading and writing in Spanish whenever possible. Prerequisite: SPAN 206. Offered as needed.

261. Spanish Literature  
Reading and analysis of significant literary texts representative of important Spanish authors and literary movements from the Middle Ages to the present. Use of MLA style research methods. Prerequisite: SPAN 209. Fall, alternate years.

263. Hispanic American Literature  
Reading and analysis of literary works written in Spanish in Latin America, from the colonial period to the present, with emphasis on recent fiction. Use of MLA style and research methods. Prerequisite: SPAN 209. Fall, alternate years.

270. Internship in Spanish  
An opportunity to apply the knowledge and skills the student has learned in courses to real work settings; the apprenticeship aspect of the internship implies that the student has some base of knowledge and will increase her knowledge and skills by direct contact with an experienced, knowledgeable mentor. Open to juniors and seniors with a 2.0 cumulative average; may be taken only once for credit toward the major or minor; admission by application only. Fall and Spring.

290. Honors Independent Study in Spanish  
Advanced independent study under the guidance of a faculty advisor. Normally open to juniors and seniors with a 3.5 major average in Spanish. Subject to the approval of the chair of the department. Honors work may be taken for a maximum of two courses.
300. Cuernavaca Program
One course
Language and cultural immersion during Salem College’s January term program at Universidad Internacional in Cuernavaca, México. This course may substitute for SPAN 010, 020, 030 or 250, depending on the level of coursework completed.

390. Senior Seminar
One course
Required of all Spanish majors. Completion of a research project related to Hispanic culture, language and/or literature topic of interest to the student. Final paper and formal oral presentation required as part of senior assessment of departmental student learning outcomes. Spring.
Women’s Studies

Professor Ljungquist, coordinator; Salem Distinguished Professor Dulan; Associate Professors Dunn, Porter, Smith and Zehr; Assistant Professor McQueeney

Women’s studies is an interdisciplinary program focusing on the role of gender in the development of individuals, societies and cultures and on the construction of gender by societies and cultures. Emphasis is placed upon the intersection of gender with race, class, ethnicity, age and sexuality and on issues of bias, inequality and male privilege. Students in women’s studies are encouraged to think critically and analytically; to explore a variety of disciplinary approaches to the interpretation of human experience; to use their own gendered life experience while at the same time trying to see the world through others’ eyes; and to create bridges between the academic and the experiential.

Women’s Studies Major

The major requires 12 courses: a four-course women’s studies core, and completion of one of two eight-course concentrations as outlined below. At least six courses toward the major must be completed at Salem.

Women’s Studies Core

The women’s studies four-course core provides the basis for understanding the interdisciplinary nature of women’s studies; core knowledge of issues related to women and gender; and the study and application of gender as a category of analysis. The core includes:

- WMST 204. Introduction to Women’s Studies
- WMST 210. Feminist Theory: Lenses and Methodologies
- WMST 240. Women’s Activism and Advocacy
- WMST 380. Senior Project in Women’s Studies or WMST 290. Honors Independent Study in Women’s Studies

Concentration Option One: Feminist Studies/Gender Studies

Courses in this concentration demonstrate the diversity of women’s studies and feminist scholarship and the impact that feminist inquiry has had on academic disciplines. These courses will expand students’ knowledge of women’s life experiences, women’s creativity, transnational feminist thought and the intersections of gender, race, class and sexuality. This concentration prepares students for future scholarly work and offers students a broad liberal-arts perspective on feminist scholarship.

The Feminist Studies/Gender Studies concentration requires eight of the following, including at least one course from three different disciplines:

- ARTH 180. Women and Art
- BIOL 070. Issues in Biology for Women
- COMM 223. Gender and Communication
- DANC 104. History of Dance
- ENGL 208. Early Modern Female Dramatists
- ENGL 288. Women Writers, 1900-present
ENGL 293. The Culture of African-American Literature
ENGL 325. Global Literature: Modern Writings from Women of the Non-Western World
ENGL 348. The Rise of the Female Novelist
ENGL 396. Multi-Cultural Literature in the United States
EXER 245. Women in Sport
HIST 221. American Women’s History
MUSI 105. Women and Music
MUSI 305. Women and Music
PSYC110. Psychology of Women
PSYC160. Human Sexuality
RELI 255. Women in Ancient Judaism and Hebrew Scriptures
RELI 256. Women in the New Testament and Early Christianity
SOCI 230. Sociology of Gender Roles
SOCI 232. Marriage and the Family
WMST 220. Special Topics in Women’s Studies
WMST 270. Internship in Women’s Studies
WMST 290. Honors Independent Study in Women’s Studies

Other appropriate special topics and honors courses may be approved by the program coordinator.

Concentration Option Two: Women’s Advocacy

Eight courses

Courses in this concentration prepare students to work in organizations that seek to bring positive change to the lives of women. In addition to the four-course women’s studies core, the advocacy concentration requires a three-course advocacy core, plus five more courses chosen from a list of approved courses, with WMST 270 (Internship in Women’s Studies) strongly recommended.

Students in the Women’s Advocacy concentration are required to complete:

NFPM 130. Making Change: Public Policy, Advocacy and Grassroots Organizing One course
COMM 221. Rhetoric of Social Intervention or
COMM 222. Argumentation and Advocacy One course
NFPM 301. Organizational Planning and Evaluation or
COMM 322. Communication Campaigns One course

In addition, the advocacy concentration requires five of the following, including at least one course from two different disciplines:

ARTH 180. Women and Art
BIOL 070. Issues in Biology for Women
COMM 223. Gender and Communication
DANC 104. History of Dance
ENGL 208. Early Modern Female Dramatists
ENGL 288. Women Writers, 1900-present
ENGL 293. The Culture of African-American Literature
ENGL 325. Global Literature: Modern Writings from Women of the Non-Western World
ENGL 348. The Rise of the Female Novelist
ENGL 396. Multi-Cultural Literature in the United States
EXER 245. Women in Sports
HIST 221. American Women’s History
MUSI 105. Women and Music
MUSI 305. Women and Music
PSYC110. Psychology of Women
PSYC160. Human Sexuality
RELI 255. Women in Ancient Judaism and Hebrew Scriptures
RELI 256. Women in the New Testament and Early Christianity
SOCI 230. Sociology of Gender Roles
SOCI 232. Marriage and the Family
WMST 220. Special Topics in Women’s Studies
WMST 270. Internship in Women’s Studies
WMST 290. Honors Independent Study in Women’s Studies
Other appropriate special topics and honors courses may be approved by the program coordinator.

Women’s Studies Minor
A minor requires completion of six courses, of which no more than two may come from a single discipline, with the exception of Women’s Studies. At least three of the six courses, including WMST 380, must be completed at Salem.

WMST 204 and WMST 380 are required. Normally WMST 380 would be taken during the senior year. Two disciplinary courses from two different disciplines outside of Women’s Studies must be chosen from the following or from appropriate Special Topics courses offered by other disciplines:

ARTH 180. Women and Art
BIOL 070. Issues in Biology for Women
COMM 223. Gender and Communication
dANC 104. History of Dance
ENGL 208. Early-Modern Female Dramatists: Sinners, Saints, and Sapphos
ENGL 288. Women Writers, 1900-Present
ENGL 293. African-American Writers
ENGL 325. Global Literature: Modern Writing by Women of the Non-Western World
ENGL 348. The Rise of the Female Novelist, 1684-1900
ENGL 362. Restoration and 18th Century Literature
ENGL 396. Multi-Cultural Literature in the US
EXER 245. Women in Sport
HIST 221. American Women’s History
MUSI 105. Women in Music
MUSI 305. Women and Music
PSYC 110. Psychology of Women
PSYC 160. Human Sexuality
RELI 255. Women in Ancient Judaism and Hebrew Scriptures
RELI 256. Women in the New Testament and Early Christianity
SOCI 230. Sociology of Gender Roles
SOCI 232. Marriage and the Family
WMST 210. Feminist Theory
WMST 230. Women’s Activism and Advocacy

Two additional courses are required and may be chosen from the list above or may include
WMST 200, WMST 220, WMST 270 and WMST 290. Other special topics and honors courses
may count toward the minor, but approval of such courses by the program coordinator is
necessary in advance.

Women’s Studies Courses (WMST)

200. Independent Study in Women’s Studies One-quarter to one course
Independent study under the guidance of a faculty advisor. Open to students with a 2.0
cumulative average and permission of the coordinator of the program. Independent study may
take the form of readings, research, conference or project. Independent study may be taken for
a total of four courses, no more than two in any term.

204. Introduction in Women’s Studies One course
An interdisciplinary course focusing on the life experiences of women from diverse backgrounds
and on the theoretical frameworks which feminist thinkers have used to analyze and transform
cultural, political, and scientific ideologies. Includes a brief overview of the history of the
women’s movement. Emphasis on the interconnections among gender, race, class and sexual
orientation.

210. Feminist Theory: Lenses and Methodologies One course
A study of the varieties of modern feminist theory, including Women’s Liberation; Marxist
feminism; gynocentrism; the politics of difference; essentialism; theories of feminism related to
lesbians, women of color, working class women; and global perspectives on women. Exploration
of different models for using gender along with race, class, ethnicity and sexuality, as lenses of
analysis will facilitate the development of critical and analytical methodologies. WMST majors
and minors will develop a theoretical basis and research methodology in preparation for the
senior project. Prerequisite: WMST 204 or permission of instructor.

220. Special Topics in Women’s Studies One course
An issue or problem in women’s studies will be studied intensively. The specific content and
methods for study will be announced prior to the beginning of the course. Spring and as needed.

240. Women’s Activism and Advocacy One course
Building on an exploration of the involvement of women in historical and contemporary social
movements for human equality and social justice, this course emphasizes ways in which women
conceptualize, strategize, implement and assess social movements and organizations, particularly
those whose goal is the betterment of women’s lives and opportunities. Prerequisite: WMST 204
or permission of the instructor.
270. Internship in Women’s Studies
One course
An opportunity to use the knowledge and skills the student has learned in course work to solve problems in a real work setting; the apprenticeship aspect of the internship implies that the student has some base of knowledge and will increase her knowledge and skills by direct contact with an experienced, knowledgeable mentor. Open to sophomores, juniors and seniors with a 2.0 cumulative average; maximum credit per term is one course; admission by application only.

290. Honors Independent Study in Women’s Studies
One course
Advanced independent study under the guidance of a faculty advisor. Open to juniors and seniors with a 3.5 cumulative G.P.A. and permission of the coordinator of the program. Honors Independent Study may be taken for a maximum of two courses.

380. Senior Project in Women’s Studies
One course
Completion of an advanced level investigation of a topic related to women and gender under the guidance of a faculty advisor. The investigation should involve advanced reading in feminist theory. Approval of the coordinator of the Women’s Studies program is required. Women’s Studies majors with the Feminist Studies concentration must make specific use of feminist theoretical and analytical sources in their projects. Students with the Women’s Advocacy concentration must focus on some aspect of women’s advocacy and activism.
SALEM SCHOLARSHIP FUNDS

Endowment Scholarships
Endowed scholarships consist of money given to Salem to invest. A donor may request that Salem use the interest earned from his or her gift for a particular purpose; many donors request that the interest be used for scholarships.

The following is a list of all of Salem’s endowed scholarships:

General Scholarships
- Alamance County Scholarship
- The Aldridge Scholarship
- The Herbert W. and Maye S. Aldridge Memorial Scholarship
- The Herbert and Maye Aldridge Salem Signature
- The R. Worth Allen Sr. Scholarship
- Eva Sue Hodges Ambler Scholarship
- Maye McMinn Houston Anderson Scholarship
- Jane Armfield Scholarship
- Sallie Millis Armfield Scholarship
- Emily Diane Payne Arrowood C’49 Scholarship
- Carrie Bahnson Memorial Scholarship
- The Marjorie H. Bailey Third Century Scholarship
- Bethania Memorial Scholarship
- Louise Bitting Scholarship
- Boone Family Scholarship
- Mabel Douglas Bowen Scholarship
- Bradley Scholarship
- Brookes Sisters Scholarship
- Roy J. Campbell Scholarship
- Adele Pannill Carter Scholarship
- Charlotte Alumnae Scholarship
- Lucy Hanes Chatham Scholarship
- Church Family Scholarship
- Class of 1912 Scholarship
- Class of 1923 Scholarship
- Class of 1926 Scholarship
- John H. Clewell Scholarship
- William F. and Ethel Reich Clingman Scholarship
- Rhoda Ware Cobb Scholarship
- Correll-Brown Scholarship
- Ruth Hanes Craig Memorial Scholarship
- Mildred Ellis Culbreath Scholarship
- Dr. John Preston Davis Scholarship
- Sue Jones Davis Scholarship
- Margaret M. Dick Scholarship
- T.B. and Mary Neal Dixson Scholarship
- Nellie R. Seewald Doe Scholarship
Bessie Wellborn Duncan Scholarship
Virginia “V.V.” Garth Edwards Scholarship
William Alexander Eliason and Mary Norman Eliason Scholarship
Doris McMillan Eller Scholarship
Thomas and Elizabeth Elrick Everett Scholarship
Alice Elaine Falls Scholarship
Mary Ruth Fleming Scholarship
Jessica T. Fogle Scholarship
Rosa Caldwell Foil C’26 Scholarship
Adelaide Fries Scholarship
Marguerite and Rosa Fries Scholarship
Sarah Fulcher Scholarship
Florence Clement Gaither Scholarship
Marion Norris and Wensell Grabarek Scholarship
Dorris Collie Hall Scholarship
Violet, William, David and Earnest Hampton Memorial Scholarship
Martha Stockton Hancock Scholarship
Lizora Hanes Scholarship
The Margaret Hauser Scholarship
Nancy Hayes Scholarship
William Randolph Hearst Scholarship
Lynne Collins Heidenreich Scholarship
Elizabeth McRaven Holbrook Scholarship
Frances Goodwin Frye Howard Memorial Scholarship
John Jacobson Scholarship
Dell and Frank James Scholarship
Claudia Duval Jarrett C’61 Scholarship
The J. Clyde Johnson Scholarship
Virginia A. Johnson Scholarship
Mary Ann Wolff Jones Scholarship
Charles Henry and Glennora Rominger Kreiger Scholarship
Louise Pepper McClung Scholarship
McEachern Sisters Scholarship
Helen Johnson McMurray Scholarship
Mabel McInnis McNair Scholarship
Eleanor, Laura and Catherine Neal Scholarship
Mary Bryant Newell Scholarship
Paul O. & Freda Dietz Newman Memorial Scholarship
Corinne Baskin Norfleet Scholarship
Ruth Willingham Norfleet and Lila Norfleet Davis Scholarship
Abbie Leigh Ross Pepper Scholarship
William H. and Lena Morris Petree Scholarship
Rosalie Hanes Moore Rice Scholarship
Rocky Mount Alumnae Scholarship
Howard Edward Rondthaler Scholarship
Katherine B. Rondthaler Scholarship
Brona Nifong Roy Scholarship
Elizabeth H. Scholze Scholarship
Class of 1984 Scholarship
Jennie Richardson Shaffner Scholarship
Helen Shore Scholarship
Adelaide Caroline Winston Showalter Scholarship
Michele Garcin Siebert Scholarship
Charles and Clara V. Siewers Scholarship
T.A. and L.A. Sims Scholarship
Eleanor Stafford Scholarship
Elizabeth Leland Stanfield Scholarship
Stough Sisters Scholarship
Mary L. Stroud Scholarship
Linda Lyon Turner Scholarship
Molly Tuttle Scholarship
Sara A. Vogler Scholarship
Elizabeth M. Waynick Scholarship
Ann McPherson Weaver Memorial
Lucy Leinbach Wenhold Scholarship
The Carl and Virginia Flynt Weyand Scholarship
Elizabeth N. Whitaker Scholarship
Elizabeth Taylor Williams Scholarship
Tom and Ted Wilson Scholarship
Edith Willingham Womble Scholarship
Beulah May Zachary Scholarship
Webb Zenor Scholarship

*English*

Winfield and Polly Blackwell Scholarship
Jess Byrd Scholarship
Mina Fleshman/Geraldine Pratt Scholarship

*Math and Science*

The Herbert and Maye Aldridge Math & Science Scholarship
Class of 1938 Roy Campbell Scholarship (Science)

*Music*

Stuart A. and Marie V. Bellin Music Scholarship
Marilyn Shull Brown Scholarship
Mary Norris Cooper Music Scholarship
Margaret McCall Copple Scholarship
Dr. Benjamin C. Dunford Scholarship
Jo Ann Wade Eaves Scholarship
Fogle Organ Scholarship
Nell Folger Glenn Scholarship
Maude Hawks Music Scholarship
Louise Bahnson Haywood Scholarship
Margaret Louise Johnson Scholarship
Mary V. Jones Scholarship
Marjorie Roth Kennickell Scholarship
Margaret Mason McManus Scholarship
John and Margaret Mueller Organ Scholarship
Pfohl Scholarship in Music
Gerri Pratt Scholarship (Music Composition)
Clemens & Margaret Vardell Sandresky Scholarship
H. A. Shirley Scholarship
Margaret T. and Ralph M. Stockton Sr. Music Scholarship
Luther E. & Ruby N. Tesh Music Scholarship
Evelyn Tatum Traver C’51 Endowed Music Scholarship
Charles G. Vardell Music Scholarship
Gretchen Wampler Welch Music Scholarship

Miscellaneous
Stuart A. Bellin Fund for Continuing Studies (Fleer Center Students)
Dr. W. Douglas Cardwell, Jr. French Scholarship (French)
Robert E. Elberson Scholarship for Female Adult Education (Fleer Center Students)
Patricia Ann Etheridge Scholarship (Humanities)
Elaine Fasul Scholarship (Sociology)
Eva (Hassell) Hackney Hargrave C’31 Scholarship (Art History or English)
Martha Hinkle Fleer Prime Times Scholarship (Fleer Center Students)
Ivy May Hixson Memorial Scholarship (Study Abroad)
International Scholarship Fund (Study Abroad)
Mila Kabatnik Scholarship (Interior Design)
James Leinbach Scholarship
Elizabeth Reeves Lyon Scholarship (Arts Management)
Patricia Calametti McAleer Scholarship for Continuing Studies (Fleer Center Students)
J. Frank and Laura Turnage McNair Scholarship (Religion)
Moravian Scholarship
Ruth Virginia Neely Scholarship (Elementary Education)
Nan Norfleet Early Art Scholarship
Constance Pfohl Scholarship (Moravian)
Frances Caldwell Prevost Scholarship (Elementary Education)
Shirley Danner Shouse Scholarship (Fleer Center Students)
Gertrude Siewers Scholarship (Moravian)
Harry and Hannah Smith Scholarship (Humanities)
Minnie J. Smith Scholarship (Humanities)
Hattie Strong Scholarship (Foreign Students)
Edith Witt Vogler Scholarship (Moravian)
Women’s Fellowship of Home Moravian Church Scholarship (Moravian)
Term Scholarships
The following is a list of term scholarships. These scholarships are funded annually by the donors, and the money is then given to qualified students.

- Algernon Sydney Sullivan Scholarship
- Atlanta Alumnae Club
- BB&T Merit Scholarship
- Kathleen Adkins Blackwell Scholarship
- Broyhill Family Foundation Scholarship
- Duke Energy Scholarship
- Durham–Chapel Hill Alumnae Club
- Golden Leaf Foundation Scholarship
- Cynthia Curtis and Lucy Grimsley Memorial Scholarship
- Lehman Scholars (Science and Math)
- Piedmont Natural Gas Company Scholarship
- Tidewater Alumnae Club
- UPS Scholarship
- Vulcan Materials Scholarship
- Wachovia Scholarship
- Washington, DC–Baltimore Alumnae Club
- Westmoreland Lowe Scholarship (Traditional Age Day Student)
- Lettie Pate Whitehead Foundation Scholarship Program
- Winston–Salem Alumnae Club
AWARDS AND PRIZES

Algernon Sydney Sullivan and Mary Mildred Sullivan Awards
Established in 1925 by the Algernon Sydney Sullivan Foundation (formerly the New York Southern Society) these awards recognize the continuing influence and noble characteristics of high-minded individuals with distinctive qualities and whose spiritual standards are representative of the awarding institution. Salem College was selected by the Foundation to make these student awards beginning in 2002 in any year when an exceptional student or students meet the qualifications and characteristics.

Ann MacPherson Weaver Award
This award is given to a rising junior who exemplifies the courage, sense of humor and self-effacing qualities that were characteristics of Ann Weaver. This student is known for facilitating harmonious relationships within the Salem College community and maintains high academic standards. Established to honor Ann MacPherson Weaver.

Anne Woodward Student–Athlete of the Year
This award is presented to the Salem College athlete who has achieved team and individual greatness during the academic year. The person is nominated by coaches and voted on by the athletic department staff.

Athletic Academic Achievement Award
This award is given yearly to the athletic team with the highest cumulative G.P.A.

Carroll Lennon Residential Life Award
This award is given to a student who exemplifies the spirit, enthusiasm and concern for fellow students that was characteristic of Carroll Lennon C’69. The award recipient is selected by a committee of student government officers, the dean of students and representatives of her staff.

Clark A. Thompson Community Service Award
Established to honor the late Dr. Clark A. Thompson for his years of dedicated service to the College and to the larger community, this award recognizes a Salem student who has made a substantial commitment to volunteer community service beyond course requirements.

Davis Education Award
The Davis Education fund was established to support a student in the Education M.A.T. Program, with preference for a student continuing directly from the teacher licensure program at Salem College.

Elisabeth Oesterlein Award
Named in recognition of Salem’s first teacher when it was founded as a school for girls in 1772, the Oesterlein Award is presented annually at Founders Day to the senior who, during her four years at Salem, has made notable contributions to the quality of life at Salem College. The award recognizes both outstanding leadership and scholarship.

Fleer Center Leadership Award
Given to a senior (or seniors) who truly exemplifies the spirit of Salem. Award winners conduct their day-to-day lives as adult learners at Salem with passion and compassion, logic and emotion, intelligence and grace.

Fleer Center Leadership Award
Established to honor a senior or seniors who exemplify a quality of leadership above and beyond expectation. Recipients exhibit compassion for others and a belief in the power of the Salem Community that has enabled them to develop their unique potential and prepared them to change the world.
Fleer Center Spirit Award
Given to a senior or seniors who truly exemplify the spirit of Salem in all that she/he does. The recipients conduct their day-to-day lives as adult learners here at Salem with passion and compassion, logic and emotion, intelligence and grace. They are exceptional role models for all Salem students.

H.A. Pfohl Awards
Established by the children and grandchildren of a long-time trustee of Salem Academy and College, the H.A. Pfohl Awards are given annually to: (1) a senior who exemplifies strong campus citizenship, Christian character, loyalty and effective service to the College; and (2) a faculty member who has demonstrated sound service, loyalty, Christian influence and effective teaching.

Inzer Byers History Award
Sponsored by the Phi Alpha Theta Honor Society, this award recognizes excellence in an emerging scholar in history, political science or international relations and is given to a junior or senior showing outstanding potential in the skills of the historical discipline, including careful examination of evidence, analytical thinking and effective communication of ideas.

Jess Byrd Scholar-Athlete Award
This award is presented to a graduating senior who for four years has attained a strong academic record and exhibited qualities of sportsmanship, athletic ability and leadership. The award is named in honor of Jess Byrd ’27, a distinguished Lehman Professor of English (1937-1967) and a strong advocate for the academic advancement of women.

Katherine B. Rondthaler Awards
The Alumnae Association of Salem College presents awards to students each year for the best creative work in art, literature and music.

Lee and Mary Ann Campbell Davis Education Award
This award was established by Lee and Mary Ann Campbell Davis C’74 to support a student in the education M.A.T. Program, with preference for a student continuing directly from the teacher licensure program at Salem College.

Lovin History Award
Established in 2002 to honor a distinguished Salem Alumna whose life interests included a passion for creative writing, this award recognizes a Salem student with a minor in creative writing who has submitted an outstanding portfolio of work.

Lucy Bramlette Patterson Award for Creative Writing
Established in 2002 to honor a distinguished Salem Alumna whose life interests included a passion for creative writing, this award recognizes a Salem student in creative writing who has submitted an outstanding portfolio of work.

Penelope Niven Creative Writing Award
Established in 1998 with a gift from Pauline Sims Medlin, a member of the Center for Women Writers board, this award honors Penelope Niven, writer-in-residence at Salem College, and recognizes outstanding work by a Salem College junior or senior in creative writing.

Nan Tilley Athletic Department Service Award
Presented to an individual for exemplary service, selfless dedication and commitment to the athletic department’s philosophy and mission. This award is not given every year and is not necessarily awarded to an athlete.
President’s Prizes
Established by the Alumnae Association of Salem College in 1958, the awards are made to recognize high academic achievement at the College. An award is also given to the first-year and to the junior with the highest G.P.A., provided she returns for the academic year immediately following.

Sarah Covington Fulcher Leadership Award
Established in 1988 by Sarah Fulcher this award is given to an upper-class student displaying outstanding qualities of leadership. The recipient will have impacted the College or wider community and demonstrated tenacity and determination; the ability to make decisions and implement them; the ability to communicate clearly and effectively; and integrity, loyalty and dedication.

Scholar Athlete of the Year Award
This award recognizes a sophomore, junior or senior athlete letter-winner who has the highest cumulative G.P.A.

Sophisteia Award
The Sophisteia Award for traditional students is a gift to Salem College from the Class of 1978, in conjunction with the Class of 1973. Established in 1978, it is presented to the senior graduate with the highest G.P.A. over four years. The Sophisteia Award for Fleer Center students, established by the Prime Times Alumnae Club, honors the Fleer Center graduate who has achieved the highest G.P.A. with full time enrollment over a minimum of two full years of study at Salem, the high standards and requirements that Salem College holds for its students.

Winnie Warlick Simpson Awards
Established by the children of Winnie Warlick Simpson, a Salem College alumna. Awards are given to students who excel in music theory and music composition.

Women in Science and Mathematics Program Prize
Awarded to a junior or senior majoring in one of the four disciplines in the science division, who has achieved as G.P.A. of 3.0 or higher and who has exemplified citizenship and scholarship by participating in the activities sponsored by the Women in Science and Mathematics program, tutoring and the honor societies. The recipient must show strong scholarship in the classroom and in research.
HONOR ORGANIZATIONS

Alpha Epsilon Delta
Alpha Epsilon Delta, the Salem Premedical Honor Society, promotes communication, scholarship and community service among premedical students at the College. Its membership is limited to Salem students and alumnae whose general scholastic average is 3.0 or greater and who rank in the upper 35% of their class.

Alpha Lambda Delta
Alpha Lambda Delta is a nationally recognized first-year honor society. Its purpose is to promote intelligent living, high standards of learning and superior academic achievement in a student’s first year at Salem. To be admitted to Alpha Lambda Delta, a student must take a full academic load and earn a G.P.A. of 3.5.

Alpha Psi Omega
Alpha Psi Omega honors students who achieve a high standard of work in dramatics. Students who complete a minimum of 60 hours on stage and in some area of crew work are eligible for membership.

Alpha Sigma Lambda
Alpha Sigma Lambda, the premier and largest chapter-based honor society for full and part-time adult students, was established in 1946 to recognize outstanding scholarship and leadership in adult students pursuing their first undergraduate degree. Alpha Sigma Lambda recognizes students in this population who have taken a minimum of six graded courses in liberal arts/sciences at Salem (not including transfer course credits), are drawn from the top 20% of students in the undergraduate degree program whether full or part time, and have a minimum cumulative G.P.A. of 3.2.

Beta Beta Beta
Beta Beta Beta is the national biological honor society which emphasizes scholarship, dissemination of scientific knowledge and promotion of biological research. Regular members of the Beta Alpha chapter must be biology majors of junior or senior standing and possess a 3.0 or higher. Associate members are those undergraduates whose interests include the like sciences, but who are ineligible for regular membership.

Kappa Delta Pi
Kappa Delta Pi, the International Honor Society in education, is dedicated to scholarship and excellence in education. The Society, as a community of scholars, recognizes scholarship, promotes worthy educational ideas and practices, enhances professional growth and leadership, fosters inquiry and reflection on significant educational issues and maintains a high degree of professional fellowship. Members of the Salem College chapter of KDP are selected in the spring term.

Lambda Pi Eta
Lambda Pi Eta is a national honor society for communication majors. Membership is open to juniors and seniors with outstanding achievement in communication studies. Faculty may also be members.

Mortar Board
Mortar Board is a national honor society for seniors who have demonstrated distinguished ability in scholarship, leadership and service to the college and the community. Members are tapped for the society at the end of their junior year.
Omicron Delta Epsilon
Omicron Delta Epsilon is an international honor society that encourages and recognizes academic excellence in economics. Students are required to have a 3.0 overall G.P.A. and a 3.0 average in at least four economics classes. ODE is committed to advancing the field of economics through dialogue and academic exchange both on and off campus.

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

Phi Alpha Theta
Phi Alpha Theta, the national history honor society, encourages and recognizes outstanding achievement in that field of study. Both faculty and students may be inducted into this society.

Phi Sigma Iota
Phi Sigma Iota is the national honor society in modern languages. It is open to faculty, juniors and seniors who meet high standards of performance in advanced French, German and Spanish.

Pi Gamma Mu
Pi Gamma Mu is the international social science honor society. It recognizes achievement in the social sciences and is open to juniors and seniors who meet its high standards through their course work in history, political science, economics, sociology and psychology.

Pi Kappa Lambda
Pi Kappa Lambda is the most prestigious national college honor society in music. It recognizes the highest levels of musical achievement and academic scholarship in colleges, universities and other institutions of higher learning which must offer music degree programs in one or more fields. Membership is open to juniors and senior who have demonstrated high academic achievement in music.

Sigma Beta Delta
Sigma Beta Delta is the international honor society in business, management and administration. Its purposes are to encourage and recognize scholarship and achievement among students of business, management and administration as well as to encourage and promote personal and professional improvement and a life distinguished by honorable service to humankind. To be eligible for membership in Sigma Beta Delta, students must be business, accounting, economics or international business majors of junior or senior standing and possess a 3.7 G.P.A.

Sigma Tau Delta
The Alpha Eta Kappa chapter of Sigma Tau Delta, the International English Honor Society, honors distinction for high achievement in undergraduate English studies. Students must have completed three semesters at Salem, maintain a 3.0 in more than two English/creative writing at the 200-level or higher, and rank in the top 35% of her class.

Theta Alpha Kappa
Theta Alpha Kappa is the national honor society for theology and religious studies. Its purpose is to encourage, recognize and maintain excellence in these fields of study. Theta Alpha Kappa sponsors a scholarly journal which publishes the works of undergraduate students.
EMERITI FACULTY/ADMINISTRATION

Michel Bourquin, B.A., M.A.
Professor of French, Emeritus
Mildred Inzer Byers, A.B., M.A., Ph.D.
Ivy May Hixson Professor of Humanities, Emerita
W. Douglas Cardwell, Jr., A.B., Ph.D.
Professor of Modern Languages, Emeritus
Errol Clauss, B.A., M.A., Ph.D.
Professor of History, Emeritus
James W. Edwards, A.B., M.S., Ph.D.
Professor of Biology, Emeritus
Doris M. Eller, B.S.
Director of Alumnae Relations, Emerita
Todd L. Fay, B.A., M.S., Ph.D.
Professor of Psychology, Emeritus
Louise Y. Gossett, B.A., M.A., Ph.D.
Professor of English, Emerita
Mary E. Homrighous, A.B., M.A., Ph.D.
Professor of English, Emerita
Joan E. Jacobowsky, B.S., M.A.
Professor of Voice, Emerita
Virginia A. Johnson, B.S., M.Ed.
Dean of Students, Emerita
Sidney L. Kelly Jr., B.A., B.D., Th.M., Ph.D.
Starbuck Professor of Religion, Emeritus
William G. Mangum, B.A., M.A.
Professor of Art, Emeritus
Craig H. Miller, B.S., Ph.D.
Professor of Chemistry, Emeritus
Thomas Mowbray, B.A., M.A., Ph.D.
Professor of Biology, Emeritus
Professor of Organ, Emeritus
Margaret S. Mueller, B.M., M.M.
Professor of Organ and Theory, Emerita
Dorothy S. Russell, B.A., M.A., Ed.D.
Professor of Education, Emerita
June Louise Samson, B.A, M.A.
Professor of Music, Emerita
Margaret Vardell Sandresky, B.M., M.M.
Professor of Composition and Theory, Emerita
Dudley D. Shearburn, A.B., M.Ed., Ph.D.
Associate Professor of Education, Emerita
Adam Stiener, B.A., M.A.
Associate Professor of German, Emeritus
Nan Rufty Tilley, B.S., M.F.A.
Associate Professor of Physical Education, Emerita
William Beckler White, B.A., B.S., M.A., Ph.D.
Professor of English, Emeritus
ORGANIZATION OF THE COLLEGE

Board of Trustees 2010-2011

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*Stephen G. Jennings, Vice Chair*
*Charles A. Blixt, Treasurer*
*Anna McCoy Smith, Secretary*

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Atlanta, GA
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Raleigh, NC
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Winston-Salem, NC
Martha Johnston Manning (2012)
Winston-Salem, NC
Winston-Salem, NC
S. Margaret Pike (2013)
Winston-Salem, NC
M. Elizabeth Rader (2013)
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Rebecca Hewit Rauenhorst (2016)
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Winston-Salem, NC
Anna McCoy Smith (2010)
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Leslie Rierson Smith (2010)
High Point, NC
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Winston-Salem, NC
Ramon Velez (2016)
Winston-Salem, NC
Wallace Chi-Li Wu (2016)
Winston-Salem, NC
### Board of Visitors 2010-2011

*Susan L. Henderson, Chair*

*Caroline Wannamaker Sink, Vice Chair*

<table>
<thead>
<tr>
<th>Name</th>
<th>Term</th>
<th>Location</th>
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<tbody>
<tr>
<td>Marie Flow Arcuri</td>
<td>2012</td>
<td>Winston-Salem, NC</td>
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<td>Liz Denton Baird</td>
<td>2013</td>
<td>Holly Springs, NC</td>
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<td>Elisabeth Springer Barksdale</td>
<td>2012</td>
<td>Germanton, NC</td>
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<td>Julie Barton</td>
<td>2013</td>
<td>Anderson, SC</td>
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<td>Sarah Alice Bickley</td>
<td>2011</td>
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<td>Pamela Hardison Braxton</td>
<td>2011</td>
<td>Deep Run, NC</td>
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<td>2012</td>
<td>Atlanta, GA</td>
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<td>Rachel Brooks Campbell</td>
<td>2011</td>
<td>Apex, NC</td>
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<td>Margaret Wren de St. Aubin</td>
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<td>2012</td>
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<td>2011</td>
<td>Winston-Salem, NC</td>
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<td>John Elster</td>
<td>2013</td>
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<td>Alison Gill Falkoff</td>
<td>2011</td>
<td>McLean, VA</td>
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<td>Lee French</td>
<td>2013</td>
<td>Winston-Salem, NC</td>
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<td>Cathy Lewis Garrity</td>
<td>2011</td>
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<td>2012</td>
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<td>2013</td>
<td>Davidson, NC</td>
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<td>Winston-Salem, NC</td>
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<td>Jennifer Reinhardt Lynch</td>
<td>2011</td>
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</tr>
<tr>
<td>Lee Ann Manning</td>
<td>2013</td>
<td>Winston-Salem, NC</td>
</tr>
<tr>
<td>Brenda Allen Murray</td>
<td>2013</td>
<td>Charlotte, NC</td>
</tr>
<tr>
<td>Brandy Nelson</td>
<td>2012</td>
<td>Charlotte, NC</td>
</tr>
<tr>
<td>Sydnor Cozart Presnell</td>
<td>2012</td>
<td>Raleigh, NC</td>
</tr>
<tr>
<td>Susan Maley Rash</td>
<td>2011</td>
<td>Midlothian, VA</td>
</tr>
<tr>
<td>Margaret Williams Rose</td>
<td>2013</td>
<td>Charlottesville, VA</td>
</tr>
<tr>
<td>John S. Rushton</td>
<td>2013</td>
<td>Lewisville, NC</td>
</tr>
<tr>
<td>Caroline Wannamaker Sink</td>
<td>2011</td>
<td>Charlotte, NC</td>
</tr>
<tr>
<td>Susan Lundeen Smith</td>
<td>2012</td>
<td>Atlanta, GA</td>
</tr>
<tr>
<td>Virginia Mewborne Spykerman</td>
<td>2011</td>
<td>Charlotte, NC</td>
</tr>
<tr>
<td>Jacqueline Smith Toulon</td>
<td>2012</td>
<td>Sugar Hill, GA</td>
</tr>
<tr>
<td>D. Joeff Williams</td>
<td>2012</td>
<td>Mocksville, NC</td>
</tr>
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Administration, Faculty and Staff

Office of the President
Susan E. Pauly (2006)

President, Salem Academy and College
B.A., University of Arkansas at Little Rock; M.A., Ph.D., University of Arkansas at Fayetteville

Wanda R. Motsinger (1991)

Executive Secretary

Lynne Stewart (2005)

Director of Board Relations
B.A., Salem College

Office of the Vice President for Academic and Student Affairs and Dean of the College
Ann M. McElaney-Johnson (1998)

Vice President for Academic and Student Affairs and Dean of the College,
Professor of French
B.A., College of the Holy Cross; M.A., Middlebury College; Ph.D., University of Wisconsin-Madison

Robin Loflin Smith (1994)

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

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

Ramona P. Raines (1998)

Staff Associate, Academic Programs
B.S., North Carolina Central University

Laura Slawter (2009)

Coordinator of Cultural Events
B.A., Salem College


Administrative Assistant
B.A., George Mason University

Martha H. Fleer Center for Adult Education
Suzanne Williams (1996)

Dean, Martha H. Fleer 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. Fleer Center for Adult Education
B.S., M.B.A., University of South Carolina  

Susan C. Brawley (2008)  
*Administrative Assistant*  
B.S.Ed., University of North Carolina at Greensboro  

Betty S. Telford (2007)  
*Coordinator for Courses for the Community, Community Liaison for the Martha H. Fleer Center for Adult Education*  
B.S.Ed., Western Carolina University; M.A.Ed., Western Carolina University; Ed.S., Appalachian State University  

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

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

Nikki Richardson (1991)  
*Assistant, Registrar’s Office*  
B.A., Florida Southern College  

**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  

Abigail Daniels (2006)  
*Part-time Reference Librarian*  
B.A., Oakland University; M.L.I.S., Wayne 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  

Kay McKnight (2007)  
*Library Acquisitions Assistant*  
B.A., Salem College  

Donna Melton (2000)  
*Public Services Assistant*  
A.A., Forsyth Technical Community College; B.S., University of North Carolina at Greensboro
Elizabeth Novicki (2009)
Public Services Librarian
B.A., M.L.I.S., University of North at Carolina, Greensboro

Donna Rothrock (1999)
Fine Arts Center Librarian
B.M.Ed., University of North Carolina at Chapel Hill; M.M.Ed., University of Colorado at Boulder; M.L.I.S., Ed.D., University of North Carolina at Greensboro

Center for Women Writers
Director of the Center for Women Writers, Assistant Professor of Creative Writing and English
B.F.A., Stephens College; M.A., J.D., Ph.D., University of Nebraska at Lincoln; M.F.A., North Carolina State University

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

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

Ronald C. Lewis (2001)
PC Support Technician
A.A.S. Information Systems, Forsyth Technical Community College

Ed Watson (2006)
PC Support Technician

Faculty Secretaries
Gerry Hayes (2008)
Secretary, Main Hall

Suzanne (Suzi) Moore (1996)
Secretary, Science Building
B.A., University of Pittsburgh

Anna Rainey (2007)
Administrative Assistant, School of Music/Art, Coordinator of the Fine Arts Center
B.A., Davidson College

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 (2009)
Director of Career Development and Internships; International Student Services
B.A., The College of New Jersey; M.S., Duquesne University

Leslie Rogers (2007)
Director of Residence Life
B.A., Indiana Wesleyan University; M.Ed., University of North Carolina at Greensboro

Jessica Worth (2010)
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
C.N.A., Surry Community College; C.P.T., Wilkes Community College

Office of the Chaplain
Chaplain, Salem Academy and College
B.A., Greensboro College; M.Div., Duke Divinity School, Duke University;
D.Min., Wesley Theological Seminary

Athletic Department
Kimberly Fierke (2005)
Director of Athletics and Physical Education
B.A., Concordia College; M.S., Western Illinois University; Ed.D., Saint Mary’s University of Minnesota

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

Jim Jackson (2005)
Basketball Coach
B.A., Mars Hill College; M.Ed., University of North Carolina at Greensboro

Scott Long (2010)
Softball Coach
B.A., Winston-Salem State University

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

Shawn Marek (2009)
Cross Country and Track and Field Coach, Adjunct Instructor of Business Administration
B.S., Saint Bonaventure University; M.S., Canisius College

Eddie Stevens (2006)
Athletic Trainer, Instructor of Physical Education
B.S., Winston-Salem State University; M.S., West Virginia University

Amanda Ziemba (2007)
Volleyball Coach
B.S., Mount Olive College; M.S., Capella University

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 M. Barnes (2007)
Associate Dean of Admissions
B.A., Salem College

Rebecca Barnhardt (2010)
Admissions Counselor
B.A., Salem College

Christy Ann Chesnut (2000)
Assistant Director of Financial Aid
A.A.S., Forsyth Technical Community College

Allison Crooks (2005)
Assistant Dean of Admissions
B.A., Salem College

Shari White Dallas (2008)
Events and Volunteer Coordinator
B.A. Salem College

Amber Lankford Fleming (2010)
Admissions Counselor
B.A., Salem College

Lori Lewis (2009)
Director of Financial Aid
B.A., Lees McRae College; M.B.A., King 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
Linda Pritchard (2003)
Receptionist/Administrative Assistant
Carmen Sauls (2010)
Admissions Counselor
B.A., Salem College
Sarah Simons Team (2010)
Admissions Counselor
B.A., Presbyterian 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
Peggy Blackburn, CPA (2000)
Director of Payroll and Benefits
B.A., Goucher College; M.C.P., University of Pennsylvania
Nikki B. Brock (1971)
Accounts Receivable Manager
Jason B. Clubb, CPA (2010)
Assistant Controller
B.S., University of North Carolina at Wilmington
Cheryl Hamilton (2010)
Business Office Associate/Cashier
B.A., Vanderbilt University
Judy Sigmon (2007)
Senior Accountant

Institutional Advancement
Vicki Williams Sheppard (2004)
Vice President for Institutional Advancement
B.A., Salem College
Marie Beswick Marritt (2007)
Director of Major and Planned Giving
B.A., Salem College
Cindy Wright Stubblefield (2007)
Director of Annual Giving
B.S., High Point University; Post-baccalaureate certificate, Not-Profit-Management
Kelly Bodsford (2005)
Director of Donor Relations
B.A., Salem College
Jane Carmichael (1998)
Director of Foundation and Corporate Relations
B.A., Elon College; M.A., Wake Forest University
Judy Eustice (2000)
  Director of Development Operations
  B.A., M.B.A., East Carolina University
Karla Gort (2005)
  Director of Alumnae Relations
  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
Judy S. Wood (2002)
  Assistant Director of Annual Giving
  B.A., Salem College
Ellen Yarbrough (1998)
  Assistant Director of Major and Planned Giving

Communications and Public Relations
Jacqueline McBride (2007)
  Director of Communications and Public Relations
  B.A., Florida State University; M.A., M.B.A., Wake Forest University
Ellen F. Schuette (2007)
  Associate Director of Communications and Public Relations
  B.A., Agnes Scott College
Mark Jones (2008)
  Webmaster
  B.M., California State University at Northridge

Administration
Anna Gallimore (1999)
  Director of Administration
  B.A., Salem College
Goldia Anderson (2000)
  Administrative Assistant
Laurie Austen (2006)
  Chief of Public Safety
  B.S., East Carolina University; M.S., Eastern Kentucky University; Ed.S., Appalachian State University
Rick Duggins (1984)
  Director of Physical Plant
Tommy Williamson (2002)
  Coordinator of Institutional Services
Elizabeth May (2007)
  Technology Director
Alice Smith (2009)
  Mail and Supply Center Attendant
Janice Tuttle (2006)
  Call Center Attendant
College Faculty

Ann M. McElaney-Johnson (1998)
Vice President for Academic and Student Affairs and Dean of the College,
Professor of French
B.A., College of the Holy Cross; M.A., Middlebury College; Ph.D., University of
Wisconsin-Madison

Marlin Adrian (1997)
Assistant Professor of Religion
B.A., University of Kansas; M.A., Mennonite Biblical Seminary; M.A., Ph.D., University of
Virginia

Marjorie Anderson (2006)
Assistant Professor of Education
B.A., Sweet Briar College and Wake Forest University; M.Ed., Ph.D., University of North
Carolina at Greensboro

Christopher J. Baker (1989)
Professor of Education
B.A., B.Ed., University of New England, Australia; M.Ed., University of Alberta, Canada;
Ph.D., University of Texas at Austin

Ann Batenburg (2010)
Instructor of Education, Coordinator of Special Education Program
B.S., M.S., Northern Illinois University; M.A., North Park University

Douglas B. Borwick (1985)
Professor of Not-for-Profit Management, Arts Management and Music;
Director of the Not-for-Profit Management and Arts Management Programs
B.M., M.M., Baylor University, Ph.D., Eastman School of Music

Shawn Bowman-Hicks (2006)
Adjunct Instructor of Dance
B.A., Columbia College; M.F.A., The Ohio State University

John R. Boyst (1998)
Adjunct Instructor in Spanish
B.S., Appalachian State University; M.A., University of North Carolina at Greensboro

Assistant Professor of Creative Writing and English, Director of Center for Women Writers
B.F.A., Stephens College; M.A., J.D., Ph.D., University of Nebraska at Lincoln;
M.F.A., North Carolina State University

Cristi Lynn Brown (2010)
Instructor of Voice
B.A., Artist’s Diploma, North Carolina School of the Arts

Ronald O. Cardwell (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 (1992)
Associate Professor of Accounting
B.S., George Mason University; M.B.A., East Carolina University
Mary Ann Davis (2001)
Visiting Instructor of 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 English
B.A., University of North Carolina at Greensboro; M.A., North Carolina Agricultural and Technical State University

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

Carol R. Dykers (1995)
Associate Professor of Communication
B.A., University of North Texas; M.A., Ph. D., University of North Carolina at Chapel Hill

Jeffrey A. Ersoff (1979)
Associate Professor of Psychology
B.A., Cornell University; M.A., Florida Atlantic University; Ph.D., University of Texas

Nita A. Eskew (2001)
Associate Professor of Chemistry; Director of Women in Science and Mathematics Program
B.S., Ph.D., University of North Carolina at Chapel Hill

Coordinator of Historic Preservation Certificate Program and Lecturer in Art
B.A., University of North Carolina at Greensboro, M.A., Middle Tennessee State University

Kimberly Fierke (2005)
Director of Athletics and Physical Education
B.A., Concordia College; M.S., Western Illinois University; Ed.D., Saint Mary’s University of Minnesota

David Foley (2006)
Assistant Professor of Political Science
B.A., M.A., Ph.D., The State University of New York at Buffalo
Alyson Francisco (2010)
Adjunct Instructor of Business Administration
B.S., North Carolina State University; M.B.A., Duke University

Beth Gaither (2009)
Adjunct Faculty; Program Director, Medical Technology, Wake Forest University Baptist Medical Center
B.S.M.T., M.B.A., University of North Carolina at Greensboro

Susan Gebhard (2008)
Assistant Professor of Education, Director of Teacher Education and Graduate Studies
B.A., Duke University; M.A.T., University of Pittsburgh; Ed.D., Duquesne University

Heidi Echols Godfrey (2001)
Associate Professor of Dance
B.A., University of North Carolina at Chapel Hill; M.F.A., University of North Carolina at Greensboro

Penny Griffin (1975)
Associate Professor of Art
B.A., Appalachian State University; M.A., Florida State 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

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

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)
Assistant 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
Barbara Lister-Sink (1986)
Acting Director, School of Music; Professor of Piano; Artist-in-Residence
A.B., Smith College; Soloist Diploma and Prix d’Excellence, Utrecht Conservatory

Gary Ljungquist (1979)
Professor of Modern Languages
B.A., Clark University; Ph.D., Cornell University

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

Johnna Lyons (2009)
Visiting Assistant Professor of Education
B.S., West Virginia State College; M.S., Longwood College; Ed.D., University of Sarasota

George F. McKnight (1978)
Associate Professor of Chemistry
B.A., LaSalle College; M.S., Ph.D., University of Illinois

Krista B. McQueeney (2007)
Assistant Professor of Sociology
B.A., Wellesley College; M.A., Ph.D., University of North Carolina at Chapel Hill

Joseph Mills (2009)
Visiting Writer
B.A., University of Chicago; M.A., University of New Mexico; Ph.D., University of California at Davis

Ronald Montequila (2010)
Executive-in-Residence in Education
B.A., East Carolina University; M.Ed., Ed.D., Duke University

Stephen R. Nohlgren (1966)
Professor of Biology
B.A., Augustana College; M.S.P.H., University of North Carolina at Chapel Hill; Ph.D., The Bowman Gray School of Medicine of Wake Forest University

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.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

Teresa Anne Porter (2001)
Associate Professor of Biology
B.A., Carleton College; Ph.D., University of Wisconsin

Barbara Prestwood (2008)
Adjunct Instructor of Marketing
B.S., Western Carolina University; M.B.A., High Point University
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

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

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

Herbert L. Schuette (2008)
Mary Ardrey Stough Kimbrough Chair in Business and Economics; Professor of Economics
B.B.A, M.B.A., Ph.D., University of Michigan

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

Robin Loflin Smith (1994)
Dean of Undergraduate Studies; Associate Professor of Education
B.A., University of North Carolina at Greensboro; M.A., Appalachian State University;
Ed.D., University of North Carolina at Greensboro

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

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

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

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

Richard Vinson (2008)
Visiting Professor of Religion
B.A., M.A., Samford University; M.Div., Southern Baptist Theological Seminary; Ph.D., Duke University

Larry Weston (2006)
Adjunct Instructor, Not-for-Profit Management
B.S., University of the District of Columbia, M.B.A.; Wake Forest University

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

Paula G. Young (1993)
Associate Professor of Mathematics
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

Christina Zenker (2008)
Assistant Professor of Economics
M.A., University of St. Gallen; Ph.D., University of Basel

Date following name indicates year of initial appointment.
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<tr>
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