

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

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

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

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

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Salem College Calendar 2015-2016

2015 Fall Term

August 22	Saturday	New Student Orientation begins
August 24	Monday	Orientation
August 25	Tuesday	Opening Convocation (7:00 pm)
August 26	Wednesday	Classes begin (8:00 am)
September 2	Wednesday	Deadline to drop or add courses without a grade (5:00 pm)
September 23	Wednesday	Fall Fest Day (classes suspended)
October 2	Friday	Fall Break begins (5:15 pm)
October 7	Wednesday	Classes resume (8:00 am)
November 26	Wednesday	Thanksgiving Recess begins (8:00 am)
November 30	Monday	Classes resume (8:00 am)
December 8	Tuesday	Last day of classes
December 9	Wednesday	Reading Day
December 10	Thursday	Examinations begin (8:30 am)
December 14	Monday	Examinations end (5:15 pm)

2016 January Term

January 4	Monday	January Term begins (8:00 am)
January 18	Monday	Martin Luther King, Jr. Day (classes suspended)
January 29	Friday	January Term ends (10:00 pm)

2016 Spring Term

February 1	Monday	Classes begin (8:00 am)
March 18	Friday	Spring Break begins (5:15 pm)
March 27	Sunday	Easter
March 28	Monday	Easter Monday (classes suspended)
March 29	Tuesday	Classes resume (8:00 am)
April 22	Friday	Founders Day Convocation (4:15 pm)
April 27	Wednesday	Celebration of Academic Excellence (classes suspended)
May 11	Wednesday	Last day of classes
		Honors Convocation (4:00 pm)
May 12	Thursday	Reading Day
May 13	Friday	Examinations begin (8:30 am)
May 17	Tuesday	Examinations end (5:15 pm)
May 21	Saturday	Commencement

2016 Summer Term I

May 23	Tuesday	Classes begin
June 23	Thursday	Last day of classes
June 24	Friday	Examinations begin
June 25	Saturday	Examinations end

2016 Summer Term II

July 5	Tuesday	Classes begin
August 4	Thursday	Last day of classes
August 5	Friday	Examinations begin
August 6	Saturday	Examinations end

The dining hall is closed during the following vacation periods: Fall Break, Thanksgiving, Christmas, Spring Break. The dining hall will have limited services during the summer. Residence halls are closed during Christmas Break.

Preface

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

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

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

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

Salem College Statement of Values

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

Learning Grounded in the Pursuit of Excellence

- Instilling commitment to scholarly inquiry
- Educating the whole person
- Transforming knowledge into action

Learning Grounded in Community

- Recognizing individual potential
- Embracing diversity
- Exemplifying honor

Learning Grounded in Responsibility to Self and the World

- Developing personal accountability

Cultivating leadership
Preparing global citizens

Salem College Mission Statement

Salem College, a liberal arts college for women, values its students as individuals, develops their unique potential and prepares them to change the world.

Accreditation

Salem College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award baccalaureate and master's degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call (404) 679-4500 for questions about the accreditation of Salem College. The Department of Teacher Education and Graduate Studies at Salem College is accredited by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.org. 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). Salem College is an accredited institutional member of the National Association of Schools of Music (NASM).

Equal Opportunity Policy

Salem College is an equal-opportunity educational institution as defined by Title VI of The Civil Rights Act of 1964. Salem College Department of Teacher Education welcomes qualified students regardless of gender, race, color, national origin, religion, or disability to all the rights, privileges, programs, and activities of this institution.

Campus Security Act of 1990

The Clery Act (Campus Security Act of 1990) dictates that students have a right to know about public crime committed on college campuses. In accordance with this act, Salem College publishes and distributes an annual Campus Security Report by October 1 of each year. The intent of the act is to inform prospective students and prospective employees about campus crime and to provide timely notice to the campus community about crimes that are considered to pose a threat to safety. The Office of Public Safety is required to maintain a public log of all reported crimes and submit their crime statistics to the U.S. Department of Education.

Salem College's annual security report includes statistics for the previous three years concerning reported crimes that occurred on campus, in certain off-campus buildings owned or controlled by Salem College and on public property within, or immediately adjacent to or accessible from, the campus. The report also includes institutional policies concerning campus security, such as policies concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault and other matters. Students may obtain a copy of this report by contacting public safety or via the Salem College website.

Family Educational Rights and Privacy Act of 1974 (FERPA)

The Family Educational Rights and Privacy Act of 1974 (FERPA), also known as the Buckley Amendment, was passed and put into effect in January 1975. Salem College complies with FERPA as amended. The purpose of the law is to protect the College student against the wrongful use of personal information and permit the student to know what material is maintained

in her educational record. The law provides that information from student educational records may be released without prior consent of the student in such instances as:

1. to either parent, if the student is a dependent of either parent according to the IRS tax code;
2. to faculty and staff of Salem College who have an educational interest in the student;
3. to officials of other schools where she seeks to enroll (transcripts only);
4. to certain government agencies specified in the legislation;
5. to an accrediting agency in carrying out its function;
6. in emergency situations where the health or safety of the student or others is involved;
7. to educational surveys where individual identification is withheld;
8. in response to a properly issued judicial order or subpoena;
9. in concession with financial aid.

Under the law, a student may request and have access to her official records and files. The registrar and placement office files excluded from student access are:

1. confidential information placed in the record before January 1, 1975;
2. medical and psychological information;
3. private notes and procedural matters retained by the maker or substitutes;
4. financial records of parents.

A student may challenge any data in her educational record that she considers inaccurate or misleading or in violation of privacy or other rights of the student. The student shall file a written challenge with the dean of the College. A committee made up of the dean of the College and two members of the Academic Appeals Subcommittee, appointed by the dean of the College, will review and rule on any challenge. Transcripts from other institutions which have been submitted to Salem College become the property of Salem College and cannot be returned or reissued.

The College is permitted to make public certain “directory information” which may include name, home and residence hall address and phone numbers, home and school email addresses, photo, date and place of birth, major, participation in officially recognized extra- and co-curricular activities, dates of attendance, enrollment status (full-time or part-time), student classification, previous institutions attended, degree, honors and awards.

Questions concerning the Family Educational Rights and Privacy Act (FERPA) may be referred to the Office of the Registrar. Any student who wishes to place a further privacy hold on the release of directory information must notify the registrar in writing.

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Introduction to the Department of Teacher Education

The early Moravians who settled in Salem, believing that young women as well as young men would profit from education, began a school for girls in 1772. This school evolved into a boarding school for girls and young women in 1802, Salem Female Academy in 1866 and a college for women in 1890. As early as the 1850s, Salem Academy was recognized as providing preparation for the teaching profession.

When formalized licensure practices were initiated in North Carolina, Salem College adapted its curriculum to meet the requirements of the state. The teacher education program of the College has been accredited by the state of North Carolina since 1964; the most recent accreditation visit took place in the spring of 2008.

Today, Salem College continues its commitment to both liberal arts and the preparation of teachers with two graduate degree programs: the Master of Arts in Teaching (MAT) and the Master of Education (MEd). These two graduate programs offer post-baccalaureate students the chance to prepare for or to enhance a career as a classroom teacher. The MAT program is designed for the college graduate who seeks professional teaching licensure and a master's degree. The MEd program is ideally suited for licensed teachers who want to enhance their professional practice and obtain a master's degree.

Salem College offers teacher education programs at the graduate level in the following areas.

- Academically and Intellectually Gifted (AIG), add-on initial licensure
- Art (K-12), MAT
- Birth-Kindergarten (B-K), add-on initial licensure
- Elementary Education (K-6), MAT *or* MEd
- English as a Second Language (ESL, K-12), add-on initial licensure
- Language and Literacy (K-12), MEd
- Second Languages (K-12), MAT
- Middle Grades (6-9): *Language Arts, Mathematics, Social Studies, Science*, MAT
- Reading (K-12), add-on initial licensure
- School Counseling, MEd
- Secondary (9-12): *Comprehensive Science, English, Mathematics, Comprehensive Social Studies*, MAT
- Special Education General Curriculum (K-12), MAT *or* MEd

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

INTASC Standards

1. *Content Pedagogy*

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

2. *Student Development*
The teacher understands how children learn and develop, and can provide learning opportunities that support a child's intellectual, social and personal development.
3. *Diverse Learners*
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
4. *Multiple Instructional Strategies*
The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving and performance skills.
5. *Motivation and Management*
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
6. *Communication and Technology*
The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.
7. *Planning*
The teacher plans instruction based upon knowledge of subject matter, students, the community and curriculum goals.
8. *Assessment*
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
9. *Reflective Practice: Professional Growth*
The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, professionals in learning community) and who actively seeks out opportunities to grow professionally.
10. *School and Community Involvement*
The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support students' learning and well-being.

North Carolina Professional Teaching Standards

The North Carolina Professional Teaching Standards are published on the website of the North Carolina Professional Teaching Standards Commission.

North Carolina Specialty Area Standards

The North Carolina Specialty Area Standards are published on the website of the North Carolina Department of Public Instruction.

North Carolina Graduate Teacher Candidate Standards

The North Carolina Graduate Teacher Candidate Standards are approved by the North Carolina State Board of Education.

1. *Teacher Leadership*
Teacher leaders assume the roles and responsibilities of collaborative leaders in schools and communities. Teachers demonstrate leadership in their classrooms, schools and

professional organizations; they advocate for students and effective educational practices and policies; and they are role models for ethical leadership.

2. *Respectful Educational Environments*

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

3. *Content and Curriculum Expertise*

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

4. *Student Learning*

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

5. *Reflection*

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

Goals of the Graduate Teacher Education Program at Salem College

Candidates for initial licensure at Salem College

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

Candidates for the Advanced Master's Competency licensure will be:

1. informed consumers of educational research
2. skilled action researchers in their classrooms
3. effective leaders in their school settings.

Conceptual Framework

Teacher education programs at Salem College are based upon our conceptual framework of *Learning for All Students*. We seek to help candidates demonstrate two basic dispositions: the

belief that all students are learners and the belief that teachers are responsible for creating the conditions of learning for all students.

Licensure candidates at Salem College pursue the following educational goals and outcomes: 1) to understand the nature of learning (constructivism); 2) to believe that all students can learn (diversity); 3) to accept responsibility for creating the conditions of learning for all students; 4) to model best constructivist practices in teaching, class-room management, assessment and use of technology; 5) to reflect upon teaching, using higher-level cognitive processes; and 6) to demonstrate and promote professionalism.

Graduate Education Council

- a. Jurisdiction: The Graduate Education Council is charged with planning and monitoring graduate studies programs, and for creating appropriate policies and procedures for program administration.
- b. Membership: Director of Graduate Studies, chair; all full-time education faculty; Director of Libraries; College Registrar; Dean of the Flier Center; one faculty member elected at-large.
- c. Organization and duties:
 1. Develop and monitor policies and procedures for graduate studies
 2. Develop and monitor graduate admissions, degree completion requirement, and retention policies
 3. Hear and act upon student appeals
 4. Develop and oversee curriculum for graduate studies program
 5. Approve schedules for graduate studies programs
 6. Recommend curriculum revisions to the Curriculum Committee
 7. Assess programs
 8. Monitor accreditation standards
 9. Prepare accreditation materials and participate in accreditation visits
 10. Review and act upon proposals from the Graduate Subcommittee for Academic Planning that involve graduate studies programs
 11. Assist in the recruitment of graduate students

ADMISSIONS INFORMATION

Application

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

The Department of Teacher Education – Box 33
Salem College
601 South Church Street
Winston-Salem, NC 27101
(336) 721-2658

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

Salem offers two graduate degrees: the Master of Education (MEd) and the Master of Arts in Teaching (MAT). See specific admission requirements below.

Specific Admission Requirements – Master of Education (MEd)

The MEd degree is offered to licensed practitioners who intend to remain in the classroom and who seek to increase their professional knowledge and skills. This program will provide the practitioner with the opportunity to develop excellence in teaching as well as leadership skills and research. Currently, the MEd degree is offered in Elementary Education (K-6), Special Education (K-12), Language & Literacy (reading, K-12), and School Counseling (K-12).

Application requirements for admission to the MEd program include:

1. submission of a complete application packet, including two reference letters/forms, a signed statement of adherence to the college honor code, a CPL (Candidate for Professional Licensure) form and an immunization record (or evidence that one is on file with Salem College)
2. submission of an official transcript from a regionally-accredited college or university showing completion of a baccalaureate degree
3. submission of a copy of the candidate's teaching license
4. submission of a writing sample (see application for prompt and directions)
5. a \$30 application fee (waived for Salem alumnae)
6. an interview with the Director of Teacher Education or The Director of Graduate Studies in Education, and acceptance by the Graduate Education Council
7. completed background check

Specific Admission Requirements – Master of Arts in Teaching (MAT)

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

Admission to the MAT programs occurs in two phases: Phase 1: Licensure; Phase 2: graduate candidacy

Application requirements for admission to Phase 1, Licensure, include:

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

5. an interview with the Director of Teacher Education or the Director of Graduate Studies in Education, and acceptance by the Graduate Education Council

Upon successful completion of phase 1, students may make application for admission to graduate candidacy, or phase 2.

Application requirements for admission to Phase 2 of the MAT program include:

1. submission of the Graduate Studies Application to Enter MAT Phase 2
2. writing sample (see application for prompt and directions)

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

Admission to Obtain Add-On Licenses

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

Requirements for add-on licenses include:

1. submission of a complete application, including two reference letters/forms, a signed honor code, and a CPL form
2. submission of a copy of a valid NC teaching license
3. a \$30 application fee (waived for Salem alumnae)
4. an interview with the Director of Teacher Education or the Director of Graduate Studies in Education, and acceptance by the Graduate Education Council

Admission to Pursue Selected Graduate Coursework (Special Student Status)

A student with a baccalaureate degree from an accredited institution may enroll for selected coursework at the graduate level as a “special student.” This designation is particularly well-suited for lateral-entry teachers seeking to clear their license, but special student status does not automatically guarantee the student subsequent admission to the graduate program. If a “special student” later applies to the graduate program and is accepted, credit earned on courses already taken may be applied to the degree, provided the course grade is B or better.

Application requirements for admission to selected graduate coursework include:

1. Submission of a complete application
2. Regional Alternative Licensure Center (RALC) planning sheet (if applicable)
3. \$30 application fee

Notification of Admission

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

Additional Admissions Information

A licensed teacher who seeks to earn an initial teaching license may enter the MAT program. A teacher licensed, but not currently teaching, may enter the MEd program.

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

Transfer Credit Policy

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

Transfer Credit Appeals

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

Salem College Graduate Orientation

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

Non-Returning Students

If a graduate student steps out of his/her graduate program and does not enroll for a period of five or more years, that student risks not being able to continue with the previous program. Students should understand that the education programs are approved by the Department of Public Instruction and courses and expectations for licensure can change. A student in this position should make an appointment to meet with the Director of Teacher Education regarding readmission.

FINANCIAL INFORMATION

Tuition and Fees

Tuition is determined by semester hours attempted. For 2015-2016, graduate tuition has been set to \$402 per semester hour (\$1206 per typical three-hour course). Other fees include:

Application Fee	\$ 30.00
Returned Check Fee	\$ 25.00/each
Graduation Fee	\$ 55.00
Parking	\$ 30.00/semester or \$60.00/year
Technology Fee (campus programs)	\$150.00/year

Technology Fee (fully online programs) \$245.00/year

Refunds

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

FINANCIAL AID

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

Scholarships

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

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

Loans

Graduate students at Salem College may be eligible for Federal Direct Unsubsidized Student Loans. Federal Direct Student Loans are federally insured loans, administered by the federal government, for students enrolled at least half-time in an approved degree program. Eligibility is determined in accordance with federal regulations and determined by responses to the FAFSA. A loan is made in the student's name and becomes repayable on a monthly basis six months after the student leaves school or drops to less than half-time study. (For graduate students, an academic load of three semester hours is required for half-time status.) The interest rate is fixed annually with a cap of 8.25 percent.

Federal Direct PLUS Loans for Graduate Students.

Graduate students can take out a Direct PLUS Loan to help cover education expenses. The terms and conditions applicable to the PLUS Loan for Parent also apply to Direct PLUS Loans for graduate and professional students. To be eligible, you must not have an adverse credit history. Student applicants are required to complete the FAFSA. In addition, before you can receive a Direct PLUS Loan, the Financial Aid Office must have determined your maximum eligibility for Direct Unsubsidized Loans.

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

Graduate students may also apply for private educational loans at a variety of lending institutions such as banks or credit unions. Information on private loans is the responsibility of the borrower. Salem College does not have a preferred lender list for private/alternative loans.

Financial aid awards are made for no more than one academic year and must be renewed each year the student is enrolled in the College. Renewal of financial aid will depend upon completion of a FAFSA and maintenance of satisfactory academic progress (SAP) and demonstration of continued financial need by the student. You may view the current SAP policy on the Financial Aid webpage at www.salem.edu/financialaid and click Satisfactory Academic Progress from the menu.

Summer School

Summer School at Salem College is considered a trailer for financial aid purposes. This means that if you attend summer school, it will be calculated as financial aid for the previous academic year. Therefore, if you have accepted all of your eligibility during fall and spring, there may not be funds available for you to receive aid in summer.

For purposes of federal financial aid programs at Salem College, an *academic year* is a period of time (normally a minimum of 30 weeks or fall plus spring semester) during which a full-time undergraduate student is expected to complete a minimum of 24 semester hours.

Annual grant limits are tied to the completion of an *academic year*.

Award year refers to the specific enrollment period. The "normal" award year at Salem College is the fall and spring semesters (currently the 2015-2016 year). *Award years* run from July 1 to June 30.

A *cross-over payment period* is any period that includes both June 30 and July 1. For the purposes of federal financial aid programs, this period must be assigned to a specific financial aid award year. These years begin each July 1.

- Salem College offers a number of summer sessions in an effort to be responsive to the needs of the student body. For the purposes of all federal aid programs, the separate sessions are combined into one cross-over payment period.
- The **2015-2016 Free Application for Federal Student Aid (FAFSA)** will be used to determine eligibility for all federal aid programs for the 2016 summer semester. Students who are entering Salem College for the first time during the 2016 summer session should complete the form online at www.fafsa.gov.

Students must be meeting federal satisfactory academic progress guidelines at the end of the 2016 spring semester in order to continue to participate in federal aid programs for the summer. Eligibility for federal student loans is limited to the difference between the amount borrowed during the previous fall/spring semesters and the maximum loan limits for each specific grade level as set by the U.S. Department of Education.

You must be registered for **and maintain** at least **three** hours before we can award you summer financial assistance.

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 criterion at the end of each semester, including summer:

- Minimum grade point average
- Minimum course/semester hour completion rate
- Has not exceeded 150% of required courses/semester hours
- Completion of a degree within a maximum number of courses/semester hours

These standards are applied uniformly to all Salem College financial aid applicants. If a student meets these standards, they are eligible to be considered for financial aid. If a student does not meet these standards, they 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 federally-funded aid programs and all state-funded student assistance programs (except as otherwise noted).

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

Minimum Grade Point Average

Student’s cumulative and semester GPA must meet standards established by the Salem College Academic Catalog. If your cumulative GPA falls below the minimum standard, you will be placed on Financial Aid Warning for the next semester. If you continue to not meet the GPA standard, you will be placed on Financial Aid Probation and must submit an appeal. Financial aid will be cancelled immediately for any student who is academically excluded.

Class: Graduate Students ***Required GPA:*** 3.000

Minimum Course/Semester Hour Completion Rate Requirement

At the end of each academic semester (including summer) a graduate student must earn a minimum of 67% of the courses they were registered for at the end of drop/add. Drop/add is usually five days into the semester; please check the course schedule for specific dates. Students must also complete 67% of their cumulative attempted hours.

This completion requirement measures both semester and cumulative courses/semester hours and is referred to as ***pace***. Pace defines the rate at which a student must progress to ensure educational program completion within the maximum timeframe: **number of hours student attempted x 67% = number of hours student must successfully complete**

Graduate Student Example

For the semester, if a student has a total of 6 semester hours at the end of drop/add, then the student would have to complete at least 4 semester hours to remain eligible for further financial aid ($6 \times .67 = 4$).

Cumulatively, if a student has attempted 21 semester hours, then the student must have cumulatively completed at least 14 semester hours to remain eligible for further financial aid ($21 \times .67 = 14$).

Completion of a Degree Within a Maximum Number of Courses/Semester Hours

Students are eligible to receive financial aid for a maximum of 150% of the courses/semester hours required for the degree. Graduate students may receive financial aid for a maximum of 150% of the hours required for the degree.

You are meeting the Completion Rate Requirement if: overall attempted courses/semester hours $< = 150\%$ of courses/semester hours required for the degree

Grades of F, W, NC (no credit), or I are not acceptable for SAP.

Re-establishing Financial Aid Eligibility

The Financial Aid Office will notify students of their failure to meet the standards of this policy. Each student is responsible for knowing their own status, whether or not they receive this notification. If a student is not making SAP, they will be placed on Financial Aid Warning for the following semester. Students who fail to meet the minimum requirements at the end of the Financial Aid Warning semester will be placed on Financial Aid Probation. At that time, they will lose eligibility for federal financial aid until such time that the minimum SAP requirements have been met. All students placed on Financial Aid Probation as a result of the failure to meet these SAP standards have the right to appeal.

- **Financial Aid Warning** is a *warning* that the student has failed to meet the minimum SAP requirements. The student has one (1) semester, including summer, to meet the minimum SAP requirements. Students will be notified by the Financial Aid Office if they are placed on Financial Aid Warning. **Students may receive federal funds during their warning period. However, students who fail to meet the minimum SAP requirements at the end of the warning period will be placed on Financial Aid Probation.**
- **Financial Aid Probation** is when a student fails to meet the SAP requirements after their warning period. **Students will not receive federal funds during their probation period until they submit all documentation for their appeal, and it is approved.**

Students may receive a maximum of two Financial Aid Probations during their academic career at Salem College. After the second probation, students will no longer be eligible for federal financial aid.

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

1. *The student can earn the number of courses/semester hours for which they are deficient or improve their GPA without financial aid. **These hours may be earned at Salem, or,***

they may be earned at another institution and transferred to Salem for any term after the deficiency occurs. Students should get prior approval from the Graduate Office and the Registrar's Office 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 their eligibility to receive financial aid.

2. 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, you should appeal no later than 5:00 p.m. on the last day of drop/add of the semester you wish to attend.

SAP Appeal Process

Salem College students who are on Financial Aid Probation have the right to appeal.

Students may obtain a **Salem College SAP Appeal Application** from the Financial Aid Office. The appeal documents should be based on one of the following categories:

- **Death in the immediate family or relative**
- **Illness/injury or medical condition**
- **Extenuating/mitigating circumstances**

Appeals must include a detailed written 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. Students are encouraged to contact Ida Turner Davis, Director of Academic Support, at (336) 721-2822 to develop an **Academic Plan**. This may be submitted with your appeal.

Students will be notified in writing of the decision of the appeal committee within two weeks of all documentation being received. (***Please note that students are responsible for any charges incurred until the appeal committee has rendered a decision.***)

Appeals may be approved or denied.

- **Approved appeals** – A student whose appeal is *approved* will be eligible to receive federal financial aid for the approved semester.
- **Denied appeals** – A student whose appeal was *denied* may take courses at their own expense until they meet the minimum SAP requirements. If an appeal is denied, the student may submit a second appeal to the financial aid director. 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 a second time, the student is only eligible for private/alternative loans.

Students seeking to re-establish financial aid eligibility remain ineligible to receive financial aid assistance until the appeal process is complete and a decision has been made by the

Financial Aid Office. Students should be prepared to pay tuition, fees, and other educational expenses until they have been approved to receive financial aid.

Enrollment and Withdrawals

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

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

If you withdraw from Salem or stop attending classes before attending 60 percent of the term, any refund of money will be made first to the financial aid program from which you benefited for that term. In addition, you may be required to repay some or all of the financial aid funds you received for the term. *You should always talk with a financial aid administrator before dropping a course or withdrawing from Salem College.*

ACADEMIC POLICIES

Governing Catalog

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

Academic Advising

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

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

Academic Load

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

The MAT programs are offered in two phases. Phase 1 culminates with initial licensure, and phase 2 (graduate candidacy) leads to the graduate license and the master’s degree. Phase 2 has been designed to be completed during the candidate’s first few years of teaching.

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

The MEd program has been designed for teachers who are currently in the classroom and may be completed on a part-time basis over two to three years. Thirty-six (36) hours are required for the elementary, language and literacy and special education MEd programs.

The MEd in school counseling requires 48 hours of graduate coursework; other than practicum and internship credit, all coursework in the MEd in school counseling is conducted online. All advanced competency candidates must complete the Professional Research Seminar semester with a grade of P.

Grading

Salem College uses the following system of grading:

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

Our department uses the following course grading scale:

A	95-100%	C+	83-84%
A-	93-94%	C	80-82%
B+	91-92%	C-	78-79%
B	87-90%	F	77% and below
B-	85-86%		

- A = Distinction as demonstrated by excellence in effort and quality of work extending beyond the minimal requirements of assignments, substantiated through tests, papers, discussions, etc.; clearly reflects a creative and superior understanding of topic areas; outstanding professional writing skills.
- B = Quality expected of a graduate student which shows an adequate integration of topics via tests, papers, discussions, etc.; average professional writing skills.
- C = Quality not up to the standards of graduate work, demonstrated by below-average performance in fulfilling assigned requirements; shows minimal effort in understanding topics as substantiated through tests, papers, discussions, etc.; below-average professional writing skills.
- F = Failure to fulfill course requirements.
- I = Incomplete. See policy below.

Other valid grades are:

I Incomplete; grade deferred

P Pass

To earn a grade of “P” (pass) for a course that is graded pass/no credit, the student must earn at least the equivalent of a B- (2.67)

NC No credit

W Withdrawal

Incomplete (Grade I) Policy

A grade of I is a temporary indication on the student’s record that the requirements of the course have not been completed for justifiable reasons. A grade of I may only be granted by a faculty member to a student who cannot complete her/his course work due to illness, accident or death in her family. Students requesting an Incomplete for reasons other than these conditions must submit an appeal to the Graduate Education Council. Such requests must be made by the student and should be accompanied by a written recommendation from the faculty member. It is the student’s responsibility to maintain contact with the faculty member and to ensure that her work is submitted to the faculty member in a timely fashion. By Friday of the seventh full week of the regular term immediately following the term in which the I was earned, the instructor must submit a change-of-grade form, indicating a replacement grade, to the Office of the Registrar. If no grade is submitted by that date, the I is converted to an F. Replacement grades for Incompletes earned in a fall or January term course must be on record by the end of the seventh full week of the following spring term. Replacement grades for Incompletes earned in a spring or summer term course must be on record by the end of the seventh full week of the following fall term.

Grade Appeal Policy

Student appeals of grades earned in a course are welcomed on a professional basis by the faculty. Students must explain to the instructor involved their specific disagreement with the grading outcome. If the matter is not resolved at this level, the student may then take the matter to the Director of Teacher Education or the Director of Graduate Studies in Education (or to the Dean of Undergraduate Studies if the Director of Teacher Education or the Director of Graduate Studies in Education is the instructor involved in the appeal). If the matter is not resolved at the director's level, the student may then refer the matter to the Vice President of Academic and Student Affairs & Dean of the College for a final decision.

Minimum Grades / Requirements for Persistence

If a graduate student earns one (1) F or more than two (2) C’s in graduate courses – regardless of his/her status (degree, licensure only, or special student) – he or she will not be permitted to continue to enroll in graduate courses. Appeals regarding persistence and or re-admission to the Department of Teacher Education must be made in writing to the Director of Graduate Studies in Education who will present them to the Graduate Education Council for deliberation and decision.

Graduate students must have a 3.0 cumulative grade point average in all graduate courses at Salem College, to be permitted to enter the Teachers As Practitioners (Student Teaching) term, to

be permitted to enter the Graduate Research Seminar semester and to be recommended for licensure (initial or advanced competency).

Checkpoints

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

Teachers as Practitioners (TAP) Semester

All candidates for licensure in the M.A.T program will complete the TAP Semester, a full term of supervised/guided practice (student teaching) experience in a school within the Winston-Salem/Forsyth County Schools *or* within an adjoining county. Graduate candidates have either the fall or spring terms as options for the TAP semester. Candidates may take no other courses during student teaching. All required coursework must be completed prior to student teaching.

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

Fall TAP semester application deadline: March 1st of the preceding term

Spring TAP semester application deadline: October 1st of the preceding term

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

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

Professional Research Seminar Semester

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

All other graduate coursework must be completed before the Professional Research Seminar term, and candidates may not take any other coursework simultaneously with the Professional Research Seminar.

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

In order to receive a grade of P for EDUC 698/699, Professional Research Seminar, and to be recommended for graduation and for advanced competency licensure, candidates must present and successfully defend the ART to an oral defense panel. The oral defense presentation will be scheduled once in each of the spring, summer and fall terms. Any three professors from the Department of Education may serve as the oral defense panel; candidates will not be told in advance which faculty members will serve.

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

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

Graduation Requirements

To be eligible for graduation, the student must:

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

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

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

Transcripts and Grade Records

Grades and records may be accessed through the secure Salem Information System (SIS) portal on the Salem College website. Grade reports are not mailed to students. Students may request official copies of their academic transcript from the Office of the Registrar (www.salem.edu/transcripts). A fee is payable in advance of the release of each transcript. Please note that transcripts cannot be released for students who are indebted to the College or if any other holds (including, but not limited to, library fines, unreturned equipment or missing immunization records) are on the student's record.

Background Checks and Drug Screening

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

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

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

Immunization Records

In adherence with North Carolina state law, all candidates are required to submit, as part of the application process, documentation of having met the immunization requirements applicable to the student's age and degree program. The form and guidelines for completing the immunization record are included with the application materials.

The completed immunization record must be received and approved by the Director of Health Services BEFORE the student will be allowed to attend class. The immunization record should be submitted directly to the Health and Counseling Center located in the lower level of Clewell Residence Hall. Staff is available to accept immunization records and to answer questions Monday through Friday from 8:30 a.m. to 12:00 noon and from 1:00 pm to 4:00 p.m. Records may also be faxed to (336) 917-5763. The phone number is (336) 721-2713.

Class Attendance

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

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

Criminal Records

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

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

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

Title IX

Allegations of sexual misconduct made by a student or employee against a College student or employee should be reported to the College's Title IX Coordinator. No employee is authorized to investigate or resolve sexual misconduct complaints without the involvement of the College's Title IX Coordinator. Faculty, staff or students with knowledge about a known or suspected incident of sexual misconduct must report the incident to the Title IX Coordinator, Jessica Telligman, Title IX Coordinator at 336-721-2702 or jessica.teligman@salem.edu.

Sexual Misconduct Policy

Salem College reaffirms its belief that the quest for knowledge can only flourish in an atmosphere free from sexual misconduct, including but not limited to sexual assault, sexual harassment, domestic violence, dating violence and stalking. Salem College does not tolerate

any form of sexual misconduct, and will take necessary action to prevent such behavior. All forms of sexual misconduct are acts of aggression and are therefore prohibited. Anyone alleged to have violated this policy is subject to a Title IX investigation. This may include adjudication through the College student conduct processes as well as prosecution by law enforcement officials. The College will take immediate action to eliminate the harassment or violence, prevent its recurrence and address its effects. Anyone can be a perpetrator or victim of sexual misconduct and, therefore the policy is gender neutral.

Salem College students should notify the Title IX Coordinator, Anna Gallimore, Director of Administration at 336-721-2852 or anna.gallimore@salem.edu or at the office located in the Inspector's House at the corner of Church and Academy Street to report cases of suspected sexual misconduct, sexual violence, relationship violence (dating or domestic) or stalking.

DEFINITIONS

Sexual harassment is defined as unwelcome advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:

- submission is made an express or implied term or condition of employment or status in a class, program, or activity;
- submission to or rejection of the behavior is a factor in an employment or educational decision (such as hiring, promotion, or grading a course);
- the conduct has the purpose or could be reasonably judged to have the effect of interfering with a person's work or educational performance;
- the conduct has the purpose or could be reasonably judged to have the effect of creating an intimidating, hostile, or offensive environment for work or learning.

Examples of Sexual Harassment

Examples of behavior that may be deemed sexual harassment include:

- physical assault
- direct or implied threats that submission to sexual advances will be a condition of employment, work status, promotion, or grades
- direct propositions of a sexual nature
- a pattern of sexually explicit statements, questions, jokes, or anecdotes not related to classroom material
- touching, patting, hugging, or brushing against a person's body
- remarks of a sexual nature about a person's clothing, body, sexual activity, or previous sexual experience

Sexual Assault ()* term means an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.

Sex Offenses-Forcible

Any sexual act directed against another person, forcibly and/or against that person's will; or not forcibly or against the person's will where the victim is incapable of giving consent.

Forcible Rape

The carnal knowledge of a person, forcibly and/or against the person's will; or not forcibly or against the person's will where the victim is incapable of giving consent because of his/her temporary or permanent mental or physical incapacity (or because of his/her youth).

Forcible Sodomy

Oral or anal sexual intercourse with another person, forcibly and/or against that person's will; or not forcibly against the person's will where the victim is incapable of giving consent because of his/her youth or because of his/her temporary or permanent mental or physical incapacity.

Sexual Assault with an Object

The use of an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, forcibly and/or against that person's will; or not forcibly or against the person's will where the victim is incapable of giving consent because of his/her youth or because of his/her temporary or permanent mental or physical incapacity.

Forcible Fondling

The touching of the private body parts of another person for the purpose of sexual gratification, forcibly and/or against that person's will; or, not forcibly or against the person's will where the victim is incapable of giving consent because of his/her youth or because of his/her temporary or permanent mental incapacity.

Sex Offenses-Non-forcible

Unlawful, non-forcible sexual intercourse.

Incest

Non-forcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

Statutory Rape

Non-forcible sexual intercourse with a person who is under the statutory age of consent.

Consent to Sexual Activity

Salem College defines consent to sexual activity as mutual agreement or willingness to participate in sexual activity. The willingness to engage in sexual activity must be clearly communicated by mutually understandable words or actions. The decision to engage in sexual activity must be freely and actively given by all participants.

- Consent must be clear and unambiguous.
- Consent may not be implied by silence, lack of active resistance, or passivity.
- Consent may not be implied by prior sexual activity between the parties, or by prior sexual activity with other parties.
- Consent for one sexual act does not imply consent for other or different types of sexual act.
- Consent is not effective consent if it is obtained by force, coercion, intimidation, manipulation, or threats.
- Consent may be withdrawn at any time. If one party communicates withdrawal of consent to the other party, then the sexual activity must cease.

Under North Carolina law, consent may never be given by a person who is:

- Under the age of 16
- Mentally disabled. This means that the person has a mental disorder that either: (1) prevents the person from being able to evaluate the nature of his or her conduct; (2) prevents the person from being able to resist the sexual act; or (3) prevents the person from being able to communicate unwillingness to engage in the sexual act.
- Unconscious
- Physically unable to resist the sexual act or to communicate unwillingness to engage in the sexual act. It is important to note that this inability to resist or communicate unwillingness may result from the use of alcohol or drugs. Therefore, a person may not engage in sexual activity with another individual if the person knows, or reasonably should know, that the other individual is incapacitated by the use of alcohol or drugs. Being intoxicated or under the influence of drugs does not eliminate the requirement for obtaining effective consent to sexual activity.

Any sexual act that violates North Carolina criminal laws is not consensual, and in some instances the statutes specifically state that consent is not a defense. North Carolina sex offense laws are found in Chapter 14 of the North Carolina General Statutes.

Domestic violence (*) is defined as “felony or misdemeanor crime of violence committed by:

- a current or former spouse or intimate partner of the victim,
- a person with whom the victim shares a child in common,
- a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner,
- a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies (under VAWA) or,
- any other person against an adult or youth victim who is protected from that person’s acts under the domestic or family violence laws of the jurisdiction.

Dating violence (*) is defined as “violence committed by a person:

- who is or has been in a social relationship of a romantic or intimate nature with the victim; and
- where the existence of such relationship shall be determined based on a consideration of the following factors:
 - the length of the relationship
 - the type of the relationship; and
 - the frequency of interaction between the persons involved in the relationship.”

Relationship violence, also known as "*dating violence*" or "*intimate partner violence*," is a chronic pattern of abuse by one person in an intimate relationship as a means of gaining power and control over the other person. This abusive behavior is frequently a combination of physical, sexual, psychological, emotional and/or economic abuse.

Relationship violence often escalates over time and is not limited to any racial, ethnic, or religious group, economic or social class, sexual orientation, or age group. Although each situation is different, there are some **common warning signs** including:

- Your partner tries to control your friends, your activities and the way you spend money
- Your partner's moods are erratic and create constant chaos or drama
- You feel that you cannot do anything right for your partner
- Your partner humiliates, criticizes or yells at you, even in front of others
- Your partner ignores or belittles your opinions or accomplishments
- Your partner blames you for his/her abusive behavior
- Your partner hurts you or threatens to hurt you or kill you
- Your partner threatens to hurt himself or herself if you break up with him or her
- Your partner forces you to engage in physical closeness sexual activity
- Your partner destroys your property
- Your partner threatens to "out" you for your sexual orientation or sex practices

Retaliation: No official, employee, student or agent of Salem shall retaliate, intimidate, threaten, coerce, or otherwise discriminate against any individual for exercising their rights under Salem's Sexual Misconduct Policy or Campus Security Policies.

Retaliation against an individual who in good faith reports sexual misconduct or any criminal activity, or participates in an investigation or proceeding involving sexual misconduct or any criminal activity, is strictly prohibited. An individual who is subjected to retaliation (e.g., threats, intimidation, reprisals, or adverse educational action) because the person (a) made a report of sexual misconduct, in good faith, (b) assisted someone with a report of sexual misconduct, or (c) participated in any manner in an investigation or resolution of a report of sexual misconduct, may make a report of retaliation under these procedures. The report of retaliation shall be referred to the Title IX Coordinator for investigation.

Stalking (*) is defined as engaging in a course of conduct directed at a specific person that would cause a reasonable person to:

- fear for his or her safety or the safety of others; or
- suffer substantial emotional distress.

Examples of Stalking

Stalking is a type of sexual violence that can lead to physical or sexual assault. It is a crime in all states. Stalking behaviors include but are not limited to:

- Contacting you excessively (phone, texts, Facebook, email, etc.) especially if you have asked the person to stop
- Sending you unwanted gifts/card/letters
- Following you or showing up unexpectedly
- Damaging your property
- Threatening your family, friends, or pets
- Threatening you with physical harm
- Trying to publicly humiliate you with information (true or false)
- Following you on social media sites to keep up with your activities

() Definitions provided by Higher Education Act in accordance with section 40002 (a) of the Violence Against Women Act of 1994.*

Sex Offenses Definitions from the National Incident-Based Reporting System Edition of the Uniform Crime Reporting Program

REPORTING SEXUAL MISCONDUCT (Sexual Assault, Sexual Harassment, Dating Violence, Domestic Violence, or Stalking)

If you (or someone you know) have experienced sexual misconduct (sexual harassment, sexual assault, domestic violence, dating violence or stalking), tell someone what happened.

Our primary concern for a victim of sexual violence is to provide immediate medical and emotional assistance.

Victims are strongly encouraged to report incidents of sexual harassment, sexual assault, domestic violence, dating violence and stalking but are not required to do so.

Decisions about reporting a formal complaint can be made later and having immediate assistance make that option viable. Students are urged not to allow concerns about being charged with illegal drug or alcohol consumption deter them from seeking help.

Options for seeking immediate medical and emotional assistance

- Notify Salem Public Safety 336-917-5555 or Winston Salem Police;
- Notify a Residential Coordinator (RC);
- Notify a Residential Assistant (RA);
- Notify a student affairs staff member;
- Talk with a staff member in the Salem College Health Center 336-917-5591;
- Get immediate medical attention: Forsyth Medical Center 336-718-5000 or Wake Forest Baptist Medical Center 336-716-2011
- Call Family Services 24-hour Crisis Line at 336-722-4457 for a victim advocate, or ask a staff member to contact them on your behalf. A victim advocate can be with you and support you in making decisions throughout the process regarding on campus support, community health and legal involvement. Calling Family Services does not require that you file charges.

IMPORTANT CONSIDERATIONS - Preserve all physical evidence

- Save your clothing – it is preferred that you do not take off your clothing. If you have done so, put items in a paper bag, and take them with you to the hospital.
- DO NOT bathe, shower, go to the bathroom if at all possible), brush your teeth, smoke, comb or brush your hair, eat, or drink.

OPTIONS FOR REPORTING SEXUAL MISCONDUCT

OPTION 1 Confidential Reporting (*) and Support Services

This option allows a student to confidentially report an incident. In certain instances anonymity cannot be guaranteed.

- You may call Counseling Services at 336-721-2625. (*)
- You may call Health Services at 336-917-5591. (*)
- You may call the Chaplain's Office at 336-917-5087. (*) You may call Family Services at 336-722-4457 (*) (available 24/7) to get a victim advocate, or student affairs or public safety may call on your behalf. They can be with you and support you in making decisions throughout the process regarding on-campus support, community health, and legal involvement. Calling Family Services does not require you file charges. An advocate is there to support you.
- Contact a student affairs staff member or public safety. If there is an immediate threat to the campus community, a campus alert may be issued with no information identifying the victim.
- If you choose not to pursue charges initially, you may change your mind later.

OPTION 2 College Title IX and/or Student Conduct Investigation

This process is for students who believe they have been the victim of sexual harassment, sexual violence, domestic or dating violence or stalking by another Salem College student or member of the Salem Community. It may include adjudication through the student conduct process.

- Call the Salem Title IX coordinator, Anna Gallimore at 336-721-2852.
- For immediate assistance contact a Residential Coordinator, Public Safety or Student Affairs staff member who will contact the Title IX Coordinator on your behalf.
- The College shall conduct a prompt, thorough and impartial inquiry into any reports of sexual harassment, sexual violence, domestic or dating violence, or stalking.
- Refer to the sexual violence grievance procedure located in this handbook just below this section.

OPTION 3 Criminal Investigation

- Notify Winston Salem Police Department by dialing 911
- Notify Public Safety 336-917-5555 who will provide assistance in contacting Winston-Salem Police at your request
- Investigation is conducted by the Police with assistance from Public Safety and Title IX Coordinator. This option may include assistance from a Family Services victim advocate.
- Completed investigation report is forwarded to the Office of the County District Attorney for possible prosecution.
- Any prosecution occurs in the criminal courts. The College will support law enforcement as requested and appropriate and abide by lawful orders.

OPTION 4 Pursue Both College and Criminal Investigation

- If more than one option is pursued they may occur simultaneously.
- Internal and Criminal adjudication processes occur independently.
- Salem College investigation may be carried out prior to, simultaneously with, or following civil or criminal proceedings off campus.

Victim's Rights – Victims may request orders of protection, no contact orders, restraining orders, and similar lawful orders issued by law enforcement; and may also request of the College a temporary change in housing assignment, working environment, academic and living situation and no contact order.

The College may also determine that interim protective measures, action(s), may be necessary to stop or prevent any form of sexual misconduct. Should the Title IX Coordinator, in consultation with the Vice President of Academic and Student Affairs/Dean of the College, Office of Student Affairs and/or Dean of Students and Public Safety determine that a threat to the health and/or safety of the campus community exists, they will put in place additional measures.

Legal advice is available from the Winston-Salem Police Department or Family Services.

The records kept by Salem College are confidential, and identifying information about the victim is kept confidential to the extent permissible by law. The publically available crime log does not include victim's names and timely warnings do not include victim's names.

Please note: A report of an incident of sexual misconduct may initiate one or more of the above options.

PROCEDURAL GUIDELINES for Sexual Misconduct when accused is a Salem College Student or Employee

Grievance Process

Title IX of the Education Amendments of 1972 prohibits discrimination based on sex in educational programs and activities that receive federal financial assistance. To ensure compliance with Title IX, the Campus Sexual Violence Elimination Act (SaVE Act) as a part of the Violence Against Women Reauthorization Act and other federal and state civil rights laws, Salem College has developed internal policies that prohibit discrimination and sexual misconduct, including sexual harassment, sexual violence, domestic violence, dating violence and stalking.

The U.S. Department of Education and its Office for Civil Rights (OCR) emphasize the importance of providing all students with an educational environment free from discrimination. The sexual harassment of students, including physical sexual misconduct, interferes with students' right to receive an education free from discrimination and, in the case of physical sexual misconduct, may be a crime. Title IX of the Education Amendments of 1972 (Title IX), and its regulations, prohibit discrimination on the basis of sex and/or gender in education programs or activities operated by recipients of Federal financial assistance.

Sexual misconduct by students and employees at Salem College is prohibited.

Retaliation against someone who filed a sexual misconduct complaint is strictly prohibited by the College. No one shall retaliate, intimidate, threaten, coerce or otherwise discriminate against any individual for exercising their rights or responsibilities under any provision in this section.

I. Filing a complaint.

Title IX Coordinator

Students who believe they have been the victim of sexual harassment or sexual violence, domestic violence, dating violence or stalking by another member of the Salem College community, including other students or employees should file a complaint with the Title IX Coordinator as soon as possible after the incident takes place, preferably within 30 days.

The Title IX Coordinator may request that a complaint be prepared in writing and submitted to:

Title IX Coordinator

Anna Gallimore

336-721-2852

anna.gallimore@salem.edu

Inspector's House located at the corner of Church and Academy Street

The College Title IX Coordinator or will oversee any investigation related to Title IX matters.

Anonymous complaints

You may make an anonymous complaint (those where the complaining party does not identify herself or himself) but an anonymous complaint will not be the basis for action through the student conduct process. If the complainant chooses not to participate in an investigation, the College's ability to respond to the complaint may be limited.

Anonymous complaints will be reported to Salem College for inclusion in the annual campus crime report. All complaints, with the exception of reports submitted to

confidential resources (indicated below under the heading "Confidential Resources") will require that the College follow up with an investigation.

For immediate assistance in emergency situations reports may be directed to Residence Life staff, Public Safety, Dean of Students and/or other staff in the Office of Student Affairs. The Title IX Coordinator will be immediately notified of any reports to these offices.

Confidential Resources

Salem College believes it is important that students are aware of opportunities for support and assistance. Available confidential resources are listed below. Reporting any allegations of sexual harassment or sexual violence, domestic violence, dating violence or stalking to any of the resources below will not result in an investigation without the

consent of the student sharing the information, but will be forwarded to the Title IX Coordinator and Public Safety anonymously for inclusion in the annual campus crime report.

Health Services
Counseling Services
Chaplain's Office

II. Title IX Investigation and/or Student Conduct Investigation

The College shall provide a prompt, thorough, and impartial investigation and resolution into any reports of sexual misconduct, including sexual harassment and/or sexual violence, domestic violence, dating violence or stalking. An investigation should generally be completed within 60 days of the date the complaint is filed. The College will attempt to obtain consent from the person filing the complaint (complainant) before beginning an investigation. However, there may be some instances when the College may pursue an investigation regardless of the requests of the complainant if the Title IX Coordinator determines an investigation is necessary to provide a safe and nondiscriminatory environment for all students.

Salem College uses a **preponderance of the evidence** standard in determining responsibility of sexual harassment, sexual assault, domestic violence, dating violence and stalking. This standard means that the offense is more likely than not to have occurred.

If the complainant chooses not to participate in the investigation process, the College's ability to respond to the complaint may be limited. The complainant and the respondent (accused) may each be assisted by an advisor during any investigative meeting, preliminary review, disciplinary conference, or hearing. The student may choose an advisor who is either a Salem College fulltime faculty member or member of the administration. The role of the advisor is to provide advice to the student throughout the judicial process. The advisor may only counsel the student, not speak with the administrative hearing officers or the respondent (accuser(s) or witness(s) during the proceedings.

The Title IX Coordinator will meet with the complainant, the respondent, and any witnesses. The Title IX Coordinator may also work with Public Safety and other campus offices to obtain additional available information. Once an investigation has been concluded the Title IX Coordinator will determine if the information gathered merits charges against a student or students. If information in the report merits charges, both the respondent and the complainant shall be notified and given additional information about the hearing process. The hearing process will follow the student conduct process as outlined in the Student Handbook.

The College may also determine that interim protective measures may be necessary to stop or prevent any further harassment, sexual violence or stalking from occurring. Should the Title IX Coordinator, in consultation with the Vice President of Academic and Student Affairs/Dean of the College, Office of Student Affairs and/or Dean of Students and Public Safety determine that a threat to the health and/or safety of the campus community exists, an interim suspension may be applied for the respondent pending the outcome of a conduct proceeding. No permanent changes will be made to the respondent's campus housing assignment or student status pending

the outcome of the conduct proceeding, however the respondent may be relocated or removed from housing on a temporary basis. If the complainant requests a temporary change in her own housing assignment the College will accommodate the request and will facilitate changes in the complainant's working, academic and living situation if requested by the complainant and reasonably available..

III. Proceedings

If the investigation results in any charge(s), the respondent will have his or her case heard administratively. Both the complainant and the respondent will have equal opportunity to share information with the administrative officers conducting the hearing before a determination on responsibility and sanctions are made.

If the respondent elects a formal hearing, the complainant will be invited to attend, provide information, and pose questions to witnesses to the same extent as the respondent. A complainant is not mandated to participate in any student conduct proceeding(s); however his or her absence may limit the administrative officer's ability to evaluate all relevant information to the fullest extent possible.

In a formal hearing, the administrative officer may accommodate any student(s) with concerns for the personal safety, well-being, and/or fears of confrontation during the hearing by providing separate facilities and/or by permitting participation by other means as determined by the Title IX Coordinator to be appropriate.

At the conclusion of the administrative hearing, the administrative officers will issue their outcome in writing to the complainant and respondent. Sanctions may be imposed and may include a sanction ranging from a warning to expulsion, including a warning, probation, suspension-held-in-abeyance, suspension and expulsion. Sanctions are described in detail under section XIII of the student handbook. A **“preponderance of the evidence standard”** is used in determining responsibility. This standard means that it is more likely than not that the offense occurred.

Appeals Process

The complainant and the respondent shall each be afforded one opportunity to appeal a decision and/or any sanction(s) issued by the administrative officers. Appeals must be submitted in writing to the Vice President for Academic and Student Affairs/Dean of the College within 24 hours of receiving written notification. The outcome of the appeal will be provided in writing to both the complainant and the respondent when such results become final. Any change to the results that occurs prior to the time that such results become final will be provided in writing to both the respondent and complainant.

The Family Educational Rights and Privacy Act of 1974 (FERPA) permits the college to disclose the outcome of any student conduct proceedings to the complainant without prior written consent of the respondent when the disclosure is to a victim of an alleged perpetrator of a crime of violence including physical sexual misconduct. Furthermore, FERPA permits the College to notify the complainant of any sanctions assigned to the respondent if those sanctions apply to the complainant.

In situations where an arrest is made, the Title IX Coordinator will cooperate with Winston-Salem Police and the Forsyth County Prosecutor's Office. However, student conduct proceedings may be carried out prior to, simultaneously with, or following civil or criminal proceedings off campus at the discretion of the Title IX Coordinator. Determinations or sanctions will not be subject to change because criminal charges arising out of the same facts giving rise to violation of College rules are later dismissed, reduced, or resolved in favor of or against the criminal law defendant.

The information provided in this document is intended to provide a summary of relevant procedural standards to aid students who are considering filing a complaint with the Title IX Coordinator regarding sexual misconduct – sexual harassment, sexual violence, domestic violence, dating violence or stalking. Please refer to the student handbook in its entirety for the official college expectations for student behavior and student conduct process.

Updated August, 2014 This procedure may be updated at any time. To view a current version, please reference the online version of the Student Handbook found at www.salem.edu.

Student Grievances and Appeals

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

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

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

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

If you were unable to resolve a complaint through the institution's grievance procedures, please submit a complaint to:

North Carolina Department of Justice
Consumer Protection Division
9001 Mail Service Center
Raleigh, NC 27699-9001
Phone number: 1-877-566-7226

An online complaint form is available at: www.ncdoj.gov/complaint

The Honor Tradition

The Honor Tradition is a vital and unifying aspect of the Salem College community that encourages each member to ethical and responsible living. The Honor Code is upheld by the entire student body and stands on the principle of mutual respect. It is only as strong as the community that lives by it. Graduate students are bound by the Salem College Honor Code.

The Honor Tradition is longstanding at Salem College and is highly regarded by students, faculty, staff and administration. In keeping with its custom, each student assumes full responsibility for her/his actions in all phases of life at Salem. Such a tradition is only possible in a community that respects the individual and maintains a commitment to communication. Every student is responsible for encouraging other students to uphold the Honor Tradition.

The Honor Code

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

As a responsibility to my honor community:

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

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

The Graduate Honor Council

The Graduate Honor Council acts as a neutral body established to hear all cases involving possible Honor Code infractions. The Council does not judge the accused student as a person but rather judges the student's action as it relates to the Honor Tradition.

The Graduate Honor Council is chaired by the Director of Graduate Studies in Education, and includes the Director of Teacher Education, the chair of the undergraduate Honor Council, at

least one graduate faculty member, and a Graduate Education Council student representative. Any member of a judicial body who has a role or personal interest in a case must recuse her/himself from the proceedings related to that case.

Honor Code Infractions

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

Procedures for reporting Honor Code infractions:

A. *Self-reported infractions*

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

B. *Infractions reported by a student*

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

C. *Infractions Reported by a Faculty or Staff Member*

All faculty members are to report actual or suspected violations of the Honor Code to the Director of Teacher Education. The faculty member will contact the director after communicating with the accused explaining the nature of the infraction to her/him.

Sanctions for Honor Code Infractions

The Graduate Honor Council deems as serious any violations of the Honor Tradition and other areas of jurisdiction. The Council may recommend one of the sanctions discussed below. Failure to fulfill a sanction by the date specified by the Graduate Honor Council will result in an automatic exclusion from the college.

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

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

- ***Warning***
This sanction is given when a student is responsible for a violation that does not warrant severe action. When a student acknowledges responsibility or is found responsible by the Council, a warning is put in the graduate student's folder in the office of the Department of Teacher Education until graduation. The Council advises the student to learn from this experience as she/he reflects on the importance of the Honor Tradition to the Salem College community.
- ***Probation***
This sanction is given when the student is responsible for a violation that is of a serious nature. It is stressed to a student that this is a time for reflection and contemplation about what she/he has done and what it means to live and abide by the Honor Tradition. Probation may entail educational assignments and a punishment to fit the violation based on the decision of the Council.
- ***Suspension***
This sanction is given when the student is found responsible for a violation of an extremely serious nature. The student must leave campus immediately unless he/she decides to appeal the decision. A student who chooses to appeal shall continue attending classes during the appeal process. Continued class attendance, however, shall have no effect upon the outcome of the appeal. Once the sanction has been served, the student is free to return to Salem. Suspension remains on the student's record in the office of the Department of Teacher Education for at least two years after graduation or licensure completion.
- ***Expulsion***
This sanction is given when a student is found responsible for a violation that is of the most severe nature. This sanction is given when the Council feels that the student grossly neglected the importance of the Honor Tradition. This may include such violations as being a repeat violator of the Honor Tradition. The student must leave campus immediately unless he/she appeals the decision. A student who chooses to appeal shall continue attending classes during the appeal process. Continued attendance, however, shall have no effect upon the outcome of the appeal. A student who receives the sanction of expulsion may not return to Salem's campus for any reason, including alumnae events. The sanction remains on the student's record in the Office of Teacher Education.

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

Appeal Process

An accused student who feels that the Director of Teacher Education, the Director of Graduate Studies in Education, the Graduate Education Council, or the Graduate Honor Council violated her/his rights or that the decision (handling and/or sanction) reached was arbitrary shall have the right to appeal to the office of the Vice President of Academic and Student Affairs and Dean of the College. Students wishing to appeal all administrative cases must do so in writing within 24

hours of receiving written notification from the Director of Graduate Studies in Education. Appeals must first be made to the Vice President of Academic and Student Affairs and Dean of the College and then to the President of the College.

General Appeal Procedures

Filing an Appeal

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

Convening the Appeal Board Hearing

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

- The Appeal Board will meet to consider the appeal. If the board decides the case has no merit, the decision of the Graduate Education Council or the Graduate Honor Council stands.
- The Dean of the College will explain the board procedure to the student who is appealing the decision of the Council.
- During the appeal hearing, the Graduate Education Council or the Graduate Honor Council representatives (usually the Director of Graduate Studies in Education) will enter the room and detail the decision. The Appeal Board may pose questions to the Graduate Education Council or the Graduate Honor Council representative. At the conclusion of the statement, the representative will be excused from the meeting but may be recalled for further information, if needed.
- The student who has submitted the appeal is then asked to enter the meeting and provide a statement. The student is permitted to be accompanied by an adviser for the judicial process during the hearing. Advisers must be full-time faculty or administrators of Salem College and may confer with the student during the hearing but may not address the board. The board may ask the student questions. When the student has made the statement and all questions asked by the board have been answered, the student is excused from the hearing.
- The Appeal Board will render a decision in writing. If issues related to the appeal are sufficiently problematic, the Appeal Board holds the right to reopen the substantive case.
- The Dean of the College will notify all parties involved of the decision that was reached. In Honor Council cases brought by the faculty, the faculty member will be notified of the sanction.

Decision

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

Appeal to the President

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

Graduate Registration Policy

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

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

I acknowledge that I am financially responsible for the payment of tuition costs due to Salem College. If I have not dropped a course (by completing the appropriate drop/add card in the Education Office) on or before the specified last day of the drop/add period, I am fully aware that I will owe the full tuition for the course. I understand that my name remains on the class roster until I officially drop the class (by completing the appropriate drop/add card in the Education Office). If I do not fulfill my payment obligations to Salem College, I agree to pay all costs of collection, including attorney fees.

Drop/Add Policy

To add or drop a course, the student must submit a change of registration card signed by the student's academic advisor to the Department of Teacher Education.

A student may drop a course with the following conditions:

1. With no grade or conditions during the specified drop/add period for each regular term (no tuition charge).
2. With a grade of Withdrawal (W) after the first week and through the ninth week of the regular term.

3. If a student must withdraw for health or family emergency reasons at any point during the term, the Director of Teacher Education may authorize the grade of withdrawal (W) for the student's courses, provided that the student has submitted the appropriate documentation for this type of withdrawal. Grades of W do not affect the student's grade point average. For more detail, see the official Salem College catalog.
4. If a school counseling student withdraws from the program, permission from the Director is required for reentry to that program.
5. With a grade of F after the ninth week of the regular term unless the student successfully appeals to Graduate Education Council.

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

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

Institutional Review Board (IRB) Process

Graduate students completing research projects should follow the IRB guidelines established by the College. Students are required to submit an application to the College IRB Committee for approval prior to beginning EDUC 698/699, as well as the required application to the Department of Teacher Education. Students in EDUC 619/620 will be given support for completing this application. These are examples of what information will be addressed:

1. What is the purpose of the study? This should be a specific statement including the kind of measurements to be made of the subjects, the type of analysis and potential relevance of the results. Indicate:
 - a. number of subjects required
 - b. subjects
 - c. time required per subject in the study
 - d. the manner in which subjects will be recruited for the study
 - e. how "informed consent" is obtained from the subject
 - f. how confidentiality is maintained
 - g. how this will be an educational experience for the subjects involved
2. If a questionnaire is to be administered, a cover letter that conveys a brief description of the study and the nature of the items contained in the questionnaire should be included. The letter should emphasize the voluntary nature of participation and assure anonymity and confidentiality of results. Finally, it must instruct students of their right to withdraw from the study at any time.

Documentation for Writing Assignments

The following statement regarding the documentation of papers has been adopted by the faculty:

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

citation. Matters of opinion or distinctive phrases, however, require some mention of the name of the person who uttered them.

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

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

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

The style and formatting manual for the Department of Teacher Education at Salem College is the *Publication Manual of the American Psychological Association, 6th edition*.

OTHER INFORMATION FOR GRADUATE STUDENTS

Campus Traffic and Parking

Campus traffic and parking are monitored by the Salem College Department of Public Safety. Graduate students should be mindful of any traffic reminders or directions indicated by Public Safety by means of emails, signs, traffic cones or personnel. Parking is permitted in the lot immediately in front of the Fine Arts Center. Candidates wishing to register a vehicle and obtain a parking pass must complete the application form available online, in the Office of Teacher Education and Graduate Studies or at the Public Safety Office. Commuter parking passes cost \$30 per semester or \$60 per year. Additional off-street parking may be available on a first-come first-served basis. Appeals of campus parking/traffic citations should be made to the Public Safety Office.

Salem College Identification Cards

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

Bookstore

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

Technology

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

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

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

Three campus computer labs are available to students on a 24-hour basis (excluding holidays). Students should obtain a current access code from the Office of Teacher Education in order to enter the computer labs. The Fine Arts Center computer lab is located in room 327 of the Fine Arts Center. The Learning Center lab is located in the history wing of Main Hall. The third lab is located in room 304 of the Rondthaler Science Building. The Learning Center and Science Building labs offer laser printers. Charges for printing apply.

In addition to the computer labs, wireless access is available at many locations on campus. The office of the Department of Teacher Education also provides a closed education wireless access point and has a wireless printer/scanner for use by graduate candidates.

All students are required to purchase a Foliotek account. Graduate courses frequently make use of other online resources including (but not limited to): Moodle, Google Apps, edu2.0, email, webquests, blog sites, wikis, web page tools, etc.

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

Changes in Address/Phone

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

Services for Students with Disabilities

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

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

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

Child Care

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

Salem College Tobacco Use Policy

Smoking and all forms of tobacco use including smokeless tobacco are prohibited in all facilities and are **limited** to two designated areas on campus grounds.

Designated areas where tobacco use is allowed:

- Brick patio located at the side of Corrin dining hall near the physical plant
- Designated area on the gravel pathway connecting the lower level of the Science building and the lower level of the Fine Arts Center

ACADEMIC PROGRAMS

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

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

The Salem College Master of Education (MEd) in School Counseling Program is an online program which is approved to offer K-12 school counseling licensure in the state of North Carolina by the North Carolina Department of Public Instruction NCDPI), and accredited by the Association of Southern Schools and Colleges (SACS) and the National Council for Accreditation of Teacher Education (NCATE).

Students seeking school counseling licensure in states or areas outside of North Carolina are responsible for understanding the requirements of their state or area in which licensure is sought through the Salem College MEd in School Counseling Program. Each state’s school counseling licensure board determines the licensing requirements for candidates seeking licensure as a school counseling professional.

Curriculum Requirements

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

MEd programs for elementary education, reading or special education require 36 hours of graduate coursework. The MEd in school counseling requires 48 hours of graduate coursework; other than practicum and internship credit, all coursework in the MEd in school counseling is conducted online. All advanced competency candidates must complete the Professional Research Seminar semester with a grade of P.

Program Schedules

The MAT program may be completed on a full or part-time basis in day and/or evening coursework. Phase 1 is generally completed in 18 months to two years of day and/or evening coursework. Phase 2 may be completed during the candidate’s first year(s) as a classroom teacher in one or two years of evening coursework. MEd programs conducted primarily through face-to-face instruction are typically completed in two to three years of evening coursework.

The online MEd program in school counseling is offered in a cohort model, with programs expected to be completed in three years.

Courses Required for the MAT in Elementary Education (K-6)

Phase 1 Initial Licensure: 33 hrs

Professional Studies Core: 18 hrs

EDUC 510. 21st Century Teaching and Learning (3 hrs)

EDUC 522. Learners in Context (3 hrs)

EDUC 530. Instructional Design (3 hrs)

EDUC 532. Development and Cognition (3 hrs)

EDUC 594. Teachers as Practitioners Seminar (1 hr)

EDUC 599. Teachers as Practitioners (5 hrs)

Elementary Education Specialty Program: 15 hrs

EDUC 534. Introduction to Exceptionalities (3 hrs)

EDUC 555. Primary Literacy (3 hrs)

EDUC 556. Intermediate Literacy (3 hrs)

EDUC 570. Integrated Math (3 hrs)

EDUC 572. Integrated Content Areas (3 hrs)

Passing scores on the required North Carolina licensure exam(s)

Passing scores on required electronic evidences

Phase 2X Advanced Licensure: 15 hrs

Phase 2 application required

Required courses: 9 hrs

EDUC 620. Action Research and Writing for Publication (3 hrs)

EDUC 621. Collaboration and Leadership for the Flat World (3 hrs)

EDUC699. Professional Research Seminar (3 hrs)

And Professional Research Defense Presentation

Choose one: 3 hrs

EDUC 600. Foundations of Literacy (3 hrs)

EDUC 630. Literature for Diverse Learners (3 hrs)

Choose one of the following (3 hrs):

EDUC 602. Teaching Process Writing

EDUC 622. Assessment, Measurement, & Evaluation

EDUC 634. Methods for TESOL

EDUC 635. Instructional Systems and Models

Phase 2L: 30 hrs

Phase 2 application required

Required courses: 12 hrs

EDUC 620. Action Research and Writing for Publication (3 hrs)

EDUC 621. Collaboration and Leadership for the Flat World (3 hrs)

EDUC 649. Ethics & Legalities in Education (3 hrs)

EDUC 699. Professional Research Seminar (3 hrs)

And Professional Research Defense Presentation

An additional 18 hours of required coursework for selected add-on specialty area (see below)

Courses Required for the MAT in Special Education—General Curriculum (K-12)

Phase 1: 33 hrs

Professional Studies Core: 18 hrs

EDUC 510. 21st Century Teaching and Learning (3 hrs)

EDUC 522. Learners in Context (3 hrs)

EDUC 530. Instructional Design (3 hrs)

EDUC 532. Development and Cognition (3 hrs)

EDUC 594. Teachers as Practitioners Seminar (1 hr)

EDUC 599. Teachers as Practitioners (5 hrs)

Special Education Specialty Program Courses: 15 hrs

EDUC 555. Primary Literacy (3 hrs)

EDUC 556. Intermediate Literacy (3 hrs)

EDUC 570. Integrated Math (3 hrs)

EDUC 580. Exceptional Students – Exceptional Qualities (3 hrs)

EDUC 581. Exceptional Students – Exceptional Strategies (3 hrs)

Passing scores on the required North Carolina licensure exam(s)

Passing scores on required electronic evidences

Phase 2X: 15 hrs

Phase 2 application required

Required courses

EDUC 620. Action Research and Writing for Publication (3 hrs)

EDUC 621. Collaboration and Leadership for the Flat World (3 hrs)

EDUC 640. 21st Century Issues for EC (3 hrs)

EDUC 649. Ethics & Legalities in Education (3 hrs)

EDUC 699. Professional Research Seminar (3 hrs)

And Professional Research Defense Presentation

Phase 2L: 30hrs

Phase 2 application required

Required courses: 12 hrs

EDUC 620. Action Research and Writing for Publication (3 hrs)

EDUC 621. Collaboration and Leadership for the Flat World (3 hrs)

EDUC 649. Ethics & Legalities in Education (3 hrs)

EDUC 699. Professional Research Seminar (3 hrs)

And Professional Research Defense Presentation

An additional 18 hours of required coursework for selected add-on specialty area (see below)

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

Phase 1: 27 hrs

Professional Studies Core: 18 hrs

EDUC 510. 21st Century Teaching and Learning (3 hrs)

EDUC 522. Learners in Context (3 hrs)

EDUC 530. Instructional Design (3 hrs)

EDUC 532. Development and Cognition (3 hrs)

EDUC 594. Teachers as Practitioners Seminar (1 hr)

EDUC 599. Teachers as Practitioners (5 hrs)

Middle/Secondary Grades Program Specialty Courses: 9 hrs

Required courses: 6 hrs

EDUC 534. Introduction to Exceptionalities (3 hrs)

EDUC 568. Adolescent Pedagogy(3 hrs)

Specialty Area Methods Course –choose one (3 hrs)

EDUC 575. English in the MS/HS

EDUC 576. Foreign Language in the MS/HS

EDUC 577. Mathematics in the MS/HS

EDUC 578. Science in the MS/HS

EDUC 579. Social Studies in the MS/HS

EDUC 585. Teaching Content in the MS/HS

Phase 2X: 15 hrs

Phase 2 application required

Required courses: 12 hrs

EDUC 620. Action Research and Writing for Publication (3 hrs)

EDUC 621. Collaboration and Leadership for the Flat World (3 hrs)

EDUC 631. Cross-Curricular Literacy for MS/HS (3 hrs)

EDUC 699. Professional Research Seminar (3 hrs)

And Professional Research Defense Presentation

Choose one: 3 hrs

EDUC 602. Teaching Process Writing (3 hrs)

EDUC 622. Assessment, Measurement & Evaluation (3 hrs)

EDUC 635. Instructional Systems and Models (3 hrs)

EDUC 649. Ethics & Legalities in Education (3 hrs)

Phase 2L: 30 hrs

Phase 2 application required

Required courses: 12 hrs

EDUC 620. Action Research and Writing for Publication (3 hrs)

EDUC 621. Collaboration and Leadership for the Flat World (3 hrs)

EDUC 631. Cross-Curricular Literacy for MS/HS (3 hrs)

EDUC 699. Professional Research Seminar (3 hrs)

And Professional Research Defense Presentation

An additional 18 hours of required coursework for selected add-on specialty area (see below)

Courses for the MAT in Art (K-12)

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

Phase 1: 27 hrs

Professional Studies Core: 18 hrs

- EDUC 510. 21st Century Teaching and Learning (3 hrs)
- EDUC 522. Learners in Context (3 hrs)
- EDUC 530. Instructional Design (3 hrs)
- EDUC 532. Development and Cognition (3 hrs)
- EDUC 594. Teachers as Practitioners Seminar (1 hr)
- EDUC 599. Teachers as Practitioners (5 hrs)

Middle/Secondary Grades Program Specialty Courses: 9 hrs

- EDUC 534. Introduction to Exceptionalities (3 hrs)
- EDUC 568. Adolescent Pedagogy (3 hrs)
- Specialty Area Methods Course –choose one (3 hrs)*
 - EDUC 583. Art in the K-12 School
 - EDUC 585. Teaching Content in the MS/HS

Phase 2X: 15 hrs

Phase 2 application required

- EDUC 620. Action Research and Writing for Publication (3 hrs)
- EDUC 621. Collaboration and Leadership for the Flat World (3 hrs)
- EDUC 622. Assessment, Measurement, & Evaluation (3 hrs)
- EDUC 683. Advanced Studies in Art Education (3 hrs)
- EDUC 699. Professional Research Seminar (3 hrs)
- And Professional Research Defense Presentation

Phase 2L: 30 hrs

Phase 2 application required

Required courses: 12 hrs

- EDUC 620. Action Research and Writing for Publication (3 hrs)
- EDUC 621. Collaboration and Leadership for the Flat World (3 hrs)
- EDUC 683. Advanced Studies in Art Education (3 hrs)
- EDUC 699. Professional Research Seminar (3 hrs)
- And Professional Research Defense Presentation

An additional 18 hours of required coursework for selected add-on specialty area (see below)

Add-on Licensure Programs

Salem College offers add-on licensure programs for teachers who already hold valid teaching licenses in other areas. The following areas are available: Academically and Intellectually Gifted; Birth-Kindergarten; English as a Second Language, K-12; and Reading, K-12. The add-on licensure in Academically and Intellectually Gifted totals 12 hours; all other areas require 24 hours total (two required, 3-hour, core courses, plus an additional six, 3-hour courses).

Add-On License in Academically and Intellectually Gifted

Required courses (all): 12 hrs total:

- EDUC 615. Understanding AIG Learners (3 hrs)
- EDUC 616. Methods and Materials across AIG Domains (3 hrs)
- EDUC 622. Assessment, Measurement and Evaluation (3 hrs)
- EDUC 635. Instructional Systems and Models (3 hrs)

Add-on licensure in Birth-Kindergarten, English as a Second Language, and/or Reading:

Required core courses for all add-on licensure areas: 6 hrs

- EDUC 621. Collaboration and Leadership for the Flat World (3 hrs)
- EDUC 649. Ethics & Legalities in Education (3 hrs)

Additional courses for add-on license in Birth-Kindergarten: 18 hrs

- EDUC 603. Language and Literacy Development (3 hrs)
- EDUC 611. Foundations of Early Education (3 hrs)
- EDUC 612. Methods and Assessment for Infants and Toddlers (3 hrs)
- EDUC 613. Methods and Assessment for PK and K (3 hrs)
- EDUC 614. Administration and Intervention in BK (3 hrs)
- EDUC 630. Literature for Diverse Learners (3 hrs)

Additional courses for add-on license in English as a Second Language, K-12: 18 hrs

- EDUC 600. Foundations of Literacy (3 hrs)
- EDUC 622. Assessment, Measurement and Evaluation (3 hrs)
- EDUC 630. Literature for Diverse Learners (3 hrs)
- EDUC 632. The English Language (3 hrs)
- EDUC 633. ESL Content and Pedagogy (3 hrs)
- EDUC 634. Methods for TESOL (3 hrs)

Additional courses for add-on license in Reading, K-12: 18 hrs

- EDUC 600. Foundations of Literacy (3 hrs)
- EDUC 602. Teaching Process Writing (3 hrs)
- EDUC 603. Language and Literacy Development (3 hrs)
- EDUC 622. Assessment, Measurement, & Evaluation (3 hrs)
- EDUC 630. Literature for Diverse Learners (3 hrs)
- EDUC 631. Cross-Curricular Literacy for MS/HS (3 hrs)

The Master of Education (MEd)

The MEd degree is offered to licensed practitioners who intend to remain in the classroom and who seek to increase their professional knowledge and skills. This program will provide the practitioner with the opportunity to develop excellence in teaching as well as leadership skills and research.

Currently, the MEd degree is offered in Elementary Education (K-6), Special Education (K-12), Language & Literacy (Reading, K-12), and School Counseling (K-12). The MEd in School Counseling is an online-only program.

Courses for the MEd in Elementary Education, K-6: 36 hrs

Advanced Licensure Common Core: 12 hrs

- EDUC 620. Action Research and Writing for Publication (3 hrs)
- EDUC 621. Collaboration and Leadership for the Flat World (3 hrs)
- EDUC 635. Instructional Systems and Models (3 hrs)
- EDUC 699. Professional Research Seminar (3 hrs)

And Professional Research Defense Presentation

Elementary Education Concentration Courses: 24 hrs

- EDUC 600. Foundations of Literacy (3 hrs)
- EDUC 602. Teaching Process Writing (3 hrs)
- EDUC 603. Language and Literacy Development (3 hrs)
- EDUC 622. Assessment, Measurement and Evaluation (3 hrs)
- EDUC 630. Literature for Diverse Learners (3 hrs)
- EDUC 649. Ethics and Legalities in Education (3 hrs)
- EDUC 650. Elementary STEM (3 hrs)

Choose one (3 hrs):

- EDUC 615. Understanding the AIG learner
- EDUC 641. Understanding Global Exceptionalities I

Courses for the MEd in General Curriculum Special Education, K-12 (36 hrs):

Advanced Licensure Common Core: 12 hrs

- EDUC 620. Action Research and Writing for Publication (3 hrs)
- EDUC 621. Collaboration and Leadership for the Flat World (3 hrs)
- EDUC 635. Instructional Systems and Models (3 hrs)
- EDUC 699. Professional Research Seminar (3 hrs)

And Professional Research Defense Presentation

Special Education Concentration Courses: 24 hrs

- EDUC 600. Foundations of Literacy (3 hrs)
- EDUC 602. Teaching Process Writing (3 hrs)
- EDUC 622. Assessment, Measurement and Evaluation (3 hrs)
- EDUC 640. 21st Century Issues in EC (3 hrs)
- EDUC 641. Understanding Global Exceptionalities I (3 hrs)
- EDUC 642. Understanding Global Exceptionalities II (3 hrs)
- EDUC 643. Practicum for SPED Policies and Procedures (3 hrs)
- EDUC 649. Ethics and Legalities in Education (3 hrs)

Courses for the MEd in Language and Literacy (K-12 Reading) (36 hrs):

Advanced Licensure Common Core: 12 hrs

- EDUC 620. Action Research and Writing for Publication (3 hrs)
- EDUC 621. Collaboration and Leadership for the Flat World (3 hrs)
- EDUC 635. Instructional Systems and Models (3 hrs)
- EDUC 699. Professional Research Seminar (3 hrs)

And Professional Research Defense Presentation

Language and Literacy Concentration Courses (24 hrs)

- EDUC 600. Foundations of Literacy (3 hrs)
- EDUC 602. Teaching Process Writing (3 hrs)
- EDUC 603. Language and Literacy Development (3 hrs)
- EDUC 622. Assessment, Measurement, & Evaluation (3 hrs)
- EDUC 630. Literature for Diverse Learners (3 hrs)
- EDUC 631. Cross-Curricular Literacy for MS/HS (3 hrs)
- EDUC 632. The English Language (3 hrs)
- EDUC 649. Ethics & Legalities in Education (3 hrs)

Courses for the MEd in School Counseling (K-12): 48 hrs

All courses for the MEd in School Counseling (except Practicum and Internship) are offered online only.

- EDUC 619. Action Research & Writing for Publication for School Counseling (3 hrs)
 - EDUC 624. Assessment, Measurement and Evaluation for School Counseling (3 hrs)
 - EDUC 648. Ethics and Legalities in Education for School Counseling (3 hrs)
 - EDUC 660. Counseling, Leadership, Learning Theory and Practice (3 hrs)
 - EDUC 661. Introduction to the School Counseling Profession (3 hrs)
 - EDUC 662. 21st Century Career & Educational Counseling and Development (3 hrs)
 - EDUC 663. Culturally-Relevant Counseling: Exploring Educational Equity (3 hrs)
 - EDUC 664. Individual Counseling and Consultation: The Application of Theory and Practice for School Counselors (3 hrs)
 - EDUC 665. Managing the Comprehensive School Counseling Program (3 hrs)
 - EDUC 666. Group Counseling: Strategies & Techniques for School Counselors (3 hrs)
 - EDUC 667. Intro to the School Setting: Practicum for School Counselors (3 hrs)
 - EDUC 668. Focus on Student Advocacy and the School Counselor (3 hrs)
 - EDUC 669. Practicum in School Counseling (3hrs)
 - EDUC 670. Internship in School Counseling (6 hrs)
 - EDUC 698. Professional Research Seminar for School Counseling (3 hrs)
- And Professional Research Defense Presentation

COURSE DESCRIPTIONS

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

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

EDUC Courses

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

510. 21st Century Teaching and Learning (*3 hrs*) 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. Field experience is a required component of this course.

522. Learners in Context (*3 hrs*) 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 Plans and the interdependency of context and SIP relevance.

530. Instructional Design (*3 hrs*) This course introduces students to instructional design models, curriculum development, and assessment (formative, summative, and performance.) Candidates will master instructional planning that is aligned with state/national standards. Instructional planning and implementation will be explored from the constructivist perspective. A variety of teaching strategies will be presented and various differentiation strategies will be explored. Integration across disciplines will be modeled, with an emphasis on integration of the arts. Classroom management issues will be examined and analyzed. Candidates will plan and construct an instructional unit specific to their area of teaching specialty. Field experience is a required component of this course.

532. Development and Cognition (3 hrs) This course explores social, emotional, physical, and cognitive development; theories of learning, motivation, and behavior; exceptionalities; and classroom management in order to prepare students to work with a wide range of individual student differences in skills, motivation, experience and affect. All topics will be addressed in terms both of understanding the relevant theories and of the application of skills and knowledge to the teaching/learning process. Field experience is a required component of this course.

534. Introduction to Exceptionalities (3 hrs) This course examines an historical and philosophical overview of education for exceptional learners, including ways in which a variety of disabilities are presented in today's schools affecting access to the general curriculum. Candidates will develop an understanding of current legislation, court cases, school based services, placements, methods and collaborative strategies for students with exceptionalities from a general education teacher perspective. The process from referral and implementation of interventions through eligibility and IEP development will be explored. Field experience is required.

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

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

568. Adolescent Pedagogy (3 hrs) This course presents concepts, theories, research and best practices related to adolescent development and learning. Candidates will be introduced to curricular practices, instructional and collaborative strategies appropriate for adolescent students.

Current psycho/social issues are explored and examined. Case studies, professional research, technology based projects, writing and field experience are required.

570. Integrated Math (3 hrs) This course presents constructivist instructional strategies, use of developmentally appropriate materials for facilitating learners' understanding of mathematical concepts and strategies for integrating math across the elementary curriculum. Math standards from the North Carolina Standard Course of Study (NCSOS) and National Council of Teachers of Mathematics (NCTM) will be introduced. Candidates will examine and practice methods to impact diverse students and to use calculators and computers to enhance their understanding. The course includes ongoing assessment methods and strategies. Field experience is a required component of this course. Integrating the fine and practical arts across disciplines is emphasized.

572. Integrated Content Areas (3 hrs) This course will utilize cooperative learning, brain-compatible instructional theories and technology to introduce candidates to applications and strategies for teaching science, social studies and health that are integrated across the curriculum. Instructional units will be correlated with standards from the North Carolina Standard Course of Study (NCSOS), the National Science Teachers Association (NSTA) and National Council for the Social Studies (NCSS). Strategies to assist learners with standardized tests in the content areas will be presented. Professional research and writing are required components of this class. Integrating the fine and practical arts across disciplines is emphasized. Field experience is a required component of this course.

575. English in the MS/HS (3 hrs) This course presents curriculum, methods and assessment for teaching English in the middle and secondary grades.

576. Foreign Language in the MS/HS (3 hrs) This course presents instructional techniques, materials and resources for teaching foreign languages in grades K through 12.

577. Math in the MS/HS (3 hrs) This course presents curriculum, methods and assessment for teaching mathematics in the middle and secondary grades.

578. Science in the MS/HS (3 hrs) This course presents curriculum, methods and assessment for teaching science in the middle and secondary grades.

579. Social Studies in the MS/HS (3 hrs) This course presents curriculum, methods and assessment for teaching social studies in the middle and secondary grades.

580. Exceptional Students – Exceptional Qualities (3 hrs) This course examines an historical and philosophical overview of education for exceptional learners, including ways in which a variety of disabilities are presented in today's schools affecting access to the general curriculum. Candidates will develop an understanding of current legislation, court cases, school based services, placements, methods and collaborative strategies for students with exceptionalities from a special education teacher perspective. The EC paperwork process from referral through eligibility will be explored. Field experience is required.

581. Exceptional Students – Exceptional Strategies (3 hrs) This course examines current trends, instructional strategies, and development of individual education plans (IEPs) for implementation in the EC classroom. Candidates will identify strategies for accommodations and modifications for EC students in general education. The EC paperwork process including the development of individual education plans (IEP), reevaluations, behavior intervention plans, functional behavioral assessments and transition plans will be explored. Field experience is required. EDUC 580 is a prerequisite.

583. Art in the K-12 School (3 hrs) This course presents instructional techniques, materials and resources for teaching art in grades K through 12.

585. Teaching Content in the MS/HS (3 hrs) This course deepens teacher candidates' knowledge, skills, and dispositions in instructional planning, teaching strategies, assessment, classroom management, and differentiation. Integrating the fine and practical arts across disciplines is emphasized. Instructional planning correlated with the Common Core and/or North Carolina Essential Standards is required. Candidates will create an instructional unit plan. Field experience in middle and high school classrooms is a required component of this course.

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

599. Teachers as Practitioners (5 hrs) Supervised practicum (student teaching). Required for all initial licensure candidates. Candidates must register for both EDUC594 and EDUC599 in the same semester. Graded pass/no credit. Passing Praxis II scores required when indicated.

600. Foundations of Literacy (3 hrs) This course explores the theoretical underpinnings and research-based understandings of best practices in K-12 literacy instruction for all students. Candidates will consider a comprehensive understanding of "literacy" that includes reading, writing, listening, speaking, viewing and visually representing. Additionally, candidates will explore socio-cultural factors that contribute to literacy development as well as the perspectives of a variety of learners. Candidates will be encouraged to develop the professional dispositions of a literacy leader within the school community.

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

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

610. Data Collection and Analysis (3 hrs) This course will allow students to continue to collect and analyze data for the Action Research Project or MAPP or to do additional research and literature reviews on topics of interest. Students must have completed EDUC 620 before taking EDUC 610.

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

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

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

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

615. Understanding the AIG Learner (3 hrs) This course provides an introduction to gifted education and the characteristics, identification and special needs of AIG students, including: state and federal definitions and regulations; identification of gifted students; social and emotional needs of gifted students; and special populations of gifted students. Candidates will

analyze the dynamics of giftedness and the unique educational needs of this population. Teachers will learn to integrate and apply this knowledge base within a classroom setting and to become advocates for appropriate gifted education policies and procedures.

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

619. Action Research and Writing for Publication for School Counseling (3 hrs) This course introduces students of school counseling to their roles as research practitioners within a school based comprehensive, equitable, data-driven, school counseling program based on the American School Counselor Association (ASCA) National Model. Methods for locating, reading critically, and evaluating research in the school counseling profession will be presented. Skills and strategies for generating action research questions, planning a project, collecting and analyzing data and applying findings to student learning, advocacy, and assistance will be included. The program-required Master Practitioner Portfolio (MAPP) and Action Research Thesis (ART) will be introduced. Students will also be required to submit action research proposals to the Salem College Institutional Review Board (IRB) for approval.

620. Action Research and Writing for Publication (3 hrs) This course will introduce educational professionals to their roles as research practitioners within a comprehensive, equitable, results-based school program. Methods for locating, reading critically, and evaluating research in the profession will be presented. Skills and strategies for generating action research questions, planning a project, collecting and analyzing data and applying findings to student learning will be included. The program-required Master Practitioner Portfolio (MAPP) and Action Research Thesis (ART) will be introduced. Students will also be required to submit action research proposals to the Salem College Institutional Review Board (IRB) for approval.

621. Collaboration and Leadership for the Flat World (3 hrs) This course will focus on school organizations and cultures; forms of school governance; the change process; and the concept of collaboration among administrators, teachers, parents and community leaders as a means of bringing about more effective schools. Candidates will examine what constitutes “school” and “leadership” across the global community and propose ideas for re-conceptualizing equitable education. Fieldwork required. Possibility for study abroad.

622. Assessment, Measurement and Evaluation (3 hrs) This course will examine and analyze quantitative and qualitative methods of assessment and evaluation in schools. The basic statistical and measurement concepts utilized in educational testing and for test interpretations will be addressed. Emphasis will be placed on the selection, administration, and interpretation of a variety of formal and informal assessment procedures that facilitate the academic, career, and personal/social development of students in school settings K-12. Topics include: qualitative and quantitative measures such as portfolios, rubrics, teacher-made tests, standardized testing and criterion-referenced tests; formative and summative concepts of assessments; practical application of Bloom’s taxonomy as it applies to student assessment in the classroom; and the

inter-relationship of curriculum, developmental and content standards and performance-based assessment. Candidates will practice ways to use assessment strategies for ongoing systematic evaluation, diagnosis and instruction. Research, student analysis and application of assessment will be required.

624. Assessment, Measurement, and Evaluation for School Counseling (3 hrs) This course examines educational and psychological assessment concepts, methods, instruments, interpretations, and applications fundamental to the roles and functions of the professional school counselor. Assessment bias, as well as legal and ethical issues in assessment, will also be explored. School counseling students will examine relevant hypothetical assessment situations and become familiar with various assessment instruments through comparative utilization considerations and personal interpretation of provided “mock” case study results and data.

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

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

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

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

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

635. Instructional Systems and Models (3 hrs) This course emphasizes curriculum design and development using a variety of systems, particularly the “backward design” model. Evaluation and use of research-based learning strategies and differentiated learning strategies are included. Students will acquire knowledge, skills, and dispositions necessary to create equitable learning environments in K-12 educational settings. Field experiences required.

640. 21st Century Issues For EC (3 hrs) This course overviews current service delivery models such as inclusion, resource and separate settings following the continuum of services and how these models impact the total school environment. The views expressed by special education professionals about the impact of various school reform efforts on special education will be researched and discussed. Referral processes including RTI (response to intervention) and Child Study systems will be examined.

641. Understanding Global Exceptionalities I (3 hrs) This course will identify high incidence populations of exceptionalities: Learning Disabled, Seriously Emotionally Disabled, Mildly Intellectually Impaired, Speech and Language Impaired, Autism Spectrum Disorder while exploring eligibility criteria, disproportionality, the identification process and comparative practices of instruction. Service delivery models will be compared and examined as well as the implications for the total school environment. Educational practices involving the regular education environment and special education settings are examined. A comparative study of world-wide practices will be researched. Technology based projects are required.

642. Understanding Global Exceptionalities II (3 hrs) This course will identify low incidence populations of exceptionalities (deafness, orthopedically impaired, visually impaired, hearing impaired, deaf-blind, traumatic brain injury, multiple impairments, moderately and severely intellectually impaired, autistic) while exploring eligibility criteria, disproportionality, the identification process and comparative practices of instruction. Service delivery models will be compared and examined as well as the implications for the total school environment. Educational practices involving the regular education environment and special education settings are examined. Case studies, research, and technology based projects are required.

643. Practicum for SPED Policies and Procedures (3 hrs) This course provides candidates with intensive field-based experience in the development of the Exceptional Children (EC) program documentation and also in the participation of meetings required during the continuum of the pre-referral Intervention Support Team (IST) process through eligibility determination and Individual Education Plan (IEP) writing. These will include meetings related to: IST participation, EC referral, Eligibility, Manifestation Determination, Re-evaluation, Exit determination, IEP development, Behavior Intervention Plans (BIPs) and Functional Behavioral Assessments (FBAs). All field experiences will be in accordance with 2008 Policies Governing Services for Students with Disabilities and Individuals with Disabilities Education Act (IDEA). Extensive field work is required.

648. Ethics and Legalities in Education for School Counseling (3 hrs) This course explores current trends in education from a school counseling perspective with emphasis on ethical and legal issues that influence the practice of the professional school counselor as a lawful and

ethical advocate for students and professional educational leaders within the school setting and community. The course examines the function and application of ethical standards for school counselors and legal statutes that affect school counselors and other educators alike. The Ethical Standards of the American School Counselor Association (ASCA) will be presented and emphasized. Course topics will include – but are not limited to – student caseload, confidentiality, mandated reporting, special needs students, relevant fundamental legislation, and ethical and legal collaboration with school personnel and community as guided by the American School Counselor Association (ASCA) National Model framework. Pertinent case studies will be examined.

649. Ethics and Legalities in Education (3 hrs) This course will explore current trends in education with emphasis on ethical and legal issues that influence the practice of the professional educator working in a school setting. The course examines the function and application of ethical standards for educators and legal statutes that affect educational professionals. Course topics will include, but are not limited to ethics in education, issues relating to English Language Learners (ELL), academically and intellectually gifted students, IDEA legislation and state educational trends. Current and emerging technologies affecting school professionals and students will be explored. Legal and ethical issues pertaining to parent conferencing, confidentiality, and the role of school professionals in special education will be discussed. Historical and current court decisions related to education will be examined. Debates, research, writing and technology based projects are required.

650. Elementary STEM (3 hrs) This course is designed to enhance the teaching and learning of STEM areas (science, technology, engineering and mathematics) and interrelated fields. Participants will explore the signature pedagogies unique to STEM education. Topics such as STEM literacy, integrative STEM teaching / learning, purposeful design and inquiry, legislative initiatives and change theory will also be addressed in this course. Extensive field experience is required.

660. Counseling, Leadership, Learning Theory and Practice (3 hrs) This course examines prominent counseling, leadership, and learning theories and theories of human growth and development across the lifespan. The course provides an orientation to techniques involved in the application of these theories used to advocate for and support students in addressing developmental challenges and life transitions. Learners will begin to develop a personal counseling philosophy.

661. Introduction to the School Counseling Profession (3 hrs) This course provides an overview of current trends in professional school counseling preceded by an historic overview of the profession. Specifically, the course will focus on the role of the professional school counselor within a dynamic and comprehensive, developmental school counseling program, based on the American School Counseling Association (ASCA) National Model, ASCA School Counselor Competencies, and applicable state models of school counseling. Current school improvement and success initiatives will be explored. Compilation of the Master Practitioner Portfolio (MAPP) will be emphasized.

662. 21st Century Career and Educational Counseling and Development (3 hrs) This course offers an overview of the individual educational and career development process from various theoretical perspectives, detailing career and educational planning and counseling in elementary, middle and secondary schools. Perspective school counselors will examine how counselors facilitate the career and educational development of students within the context of a comprehensive K-12 career guidance model. The course considers developmentally relevant strategies such as curriculum, group and individual interventions, decision-making skills and the access, use and analysis of information. The course emphasizes how students acquire career/educational competencies, knowledge, skills and abilities, which lead to effective career decision-making. Workplace realities relating to the 21st Century global economy are examined. Current and emerging technologies supporting the career and educational development of students will be examined.

663. Culturally-Relevant Counseling: Exploring Educational Equity (3 hrs) This course is will explore educational equity in schools. Students will increase their awareness of cultural issues, identity and personal values. Students will acquire knowledge of diverse groups and learning culturally appropriate counseling skills. Learners will examine culture, gender, race and socio-economic issues as they relate to educational equity. Learners will examine implicit and explicit bias and explore concepts including stereotyping and stereotype-threat, harassment and bullying. This course is likely to include synchronous sessions.

664. Individual Counseling and Consultation: The Application of Theory and Practice for School Counselors (3 hrs) The theory and practice related to short-term individual counseling and consultation strategies in the school setting are examined during this course. The course analyzes theories of human growth and development across the lifespan as well as the application of counseling theory, methods and techniques that may be used to help students address developmental challenges. Learners will practice individual counseling and consultation interventions used with children, adolescents, educators/colleagues, or parents. Learners will develop basic counseling/ consultation skills, including active listening, attending, rapport building and the demonstration empathy. Skills including observing, interviewing and consulting will be developed. Prominent counseling and consultation theories will be applied to face-to-face interactive encounters and counselor interviews with individuals in counseling dyads. Applications to crisis counseling and life transitions will be analyzed. This course includes face-to-face weekend sessions.

665. Managing the Comprehensive School Counseling Program (3 hrs) This course helps the perspective school counselor acquire the necessary competencies to organize and manage a professional, results-based, equitable school counseling program within the educational system. Emphasis is on planning, designing, implementing, evaluating, and transforming the dynamic school-counseling program. Crisis management strategies will be examined. The application of peer helping programs will be investigated. Engaging stakeholders in support of the counseling programs through the implementation of school counseling department advisory councils will be examined. Action planning, time management, data management, program appraisal, and reporting strategies will be analyzed. The ASCA National Model and ASCA School Counseling Competencies will guide discussion. Field experience will be required.

666. Group Counseling: Strategies and Techniques for School Counselors (3 hrs) This course will explore the implementation of child and adolescent groups in the school setting. The course will provide strategies and techniques for developing educationally sound student groups at the elementary, middle and secondary level. Group counseling techniques are related to the development and growth of children at each level. The course will include the application, nature, and variety of student groups in the school setting, as well as the process involved in the development of group dynamics, the formation and operation of groups, the organization and structure of groups and the influence of groups. Applications to crisis counseling and life transitions will be discussed. This course includes face-to-face weekend sessions.

667. Introduction to the School Setting: Practicum for School Counselors(3 hrs) This course is designed to assist students in their preparation for Practicum and Internship Experiences. Pre-service research and planning will be required of students. The course will also offer the opportunity for prospective counselors to work on their School Counselor Portfolio Project. This course may include weekend face-to-face sessions and will require individual consultations with Salem College SCE faculty.

668. Focus on Student Advocacy and the School Counselor (3 hrs) In this class, the counseling student will investigate and experience concentrated elementary school counseling practices and middle/secondary school counseling practices. The concepts of level-specific advocacy and collaborations with educational stakeholders will be examined. Students will explore level-specific community resources. Learners will reflect upon and revise their personal counseling philosophy. Field experience will be required.

669. Practicum in School Counseling (3 hrs) The counseling student will implement counseling and consultation methods and techniques in both the elementary and middle/secondary school settings. The practicum experience provides supervised field placements for students in the counselor education program. The student and supervising faculty determine the plan and scope of the field/lab experience. This course will require field experience and individual consultation with Salem College SCE faculty. Continued work on the School Counseling Portfolio Project is required. Prerequisite: All School Counselor Education (SCE) classes.

670. Internship in School Counseling (6 hrs) The counseling student will work in either an elementary or a middle/secondary school setting under supervisory educational staff, including a practicing professional school counselor. (Department faculty must approve sites.) The internship provides an opportunity to apply didactic experiences in an actual work setting. The Master Practitioner Portfolio (MAPP) will be completed during this internship. Prerequisite: Practicum in School Counseling. This course will require field experience and individual consultations with Salem College SCE faculty.

683. Advanced Studies in Art Education (3 hrs) Advanced instructional techniques, materials and resources for teaching art in grades K through 12.

698. Professional Research Seminar for School Counseling (3 hrs) This is the capstone course for graduate studies and is intended to support school counseling candidates' completion

of the Action Research Thesis (ART) and the Master Practitioner Portfolio (MAPP) indicative of their advanced competencies associated with the American School Counselor Association (ASCA) Competencies.

699. Professional Research Seminar (*3 hrs*) This is the capstone course for graduate studies and is intended to support candidates' completion of the Action Research Thesis (ART) and the Master Practitioner Portfolio (MAPP) indicative of their advanced competencies with the North Carolina Graduate Standards and the NC Specialty Standards. Preparation for the ART Defense is incorporated. Prerequisites: EDUC 699 application must be reviewed and signed by a designated faculty advisor and the IRB approval letter must be submitted with the application. EDUC 699 may not be taken in combination with any other course. Graded pass/no credit.

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Winston-Salem, NC | Haynes Brawley Paschall A'89 (2017)
Charlotte, NC |
| Barbara Fussell Duck (2018)
Clemmons, NC | William H. Petree, Jr. (2017)
Winston-Salem, NC |
| Sara Ingram C'71 (2018)
Baltimore, MD | Katherine Elizabeth Mims Schroeder C'76 (2017)
Winston-Salem, NC |
| Beth Mabe Gianopulos C'97 (2018)
Kernersville, NC | Richard L. Sides (2018)
Winston-Salem, NC |
| John A. Hauser (2018)
Winston-Salem, NC | Anna McCoy Smith C'98 (2017)
Winston-Salem, NC |
| Dorothy Robinson Henley C'91 (2016)
Winston-Salem, NC | Gwynne Stephens Taylor C'72 (2018)
Winston-Salem, NC |
| Melanie Kirk Holton (2018)
Winston-Salem, NC | Michael Trawick (2017)
Winston-Salem, NC |
| Page Kizer Hull A'86 (2017)
Charlotte, NC | Eleanor Cross Young A'97 (2017)
Davidson, NC |
| Stratford Newit Kiger C'90 (2016)
Charlotte, NC | |

Administration, Faculty and Staff

Office of the President

D. E. Lorraine Sterritt (2014)

President, Salem Academy and College

BA, MA, Queen's University of Belfast; MA, PhD, Princeton University

Lynne Stewart (2005)

Director of Board Relations

BA, Salem College

Rosemary Loftus Wheeler (2002)

Executive Assistant

BA, George Mason University; MA, North Carolina State University

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

Susan Calovini (2011)

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

BS, Ohio University; MA, PhD, The Ohio State University

Richard Vinson (2008)

Associate Dean for Undergraduate Studies and Professor of Religion

BA, MA, Samford University; MDiv, Southern Baptist Theological Seminary;

PhD, Duke University

Shari White Dallas (2008)

Executive Assistant

BA, Salem College

Ida Turner Davis (2000)

Director of Academic Support

BBA, University of Central Arkansas; MA, Webster University

Ramona P. Raines (1998)

Staff Associate, Academic Programs

BS, North Carolina Central University

Anna Rainey (2007)

Coordinator of Cultural Events and Courses for Community

BA, Davidson College

Martha H. Fler Center for Adult Education

Sydney Davis-Richardson (2007)

Dean of the Martha H. Fler Center for Adult Education

BA, University of North Carolina at Greensboro; MA, North Carolina

Agricultural and Technical University; PhD, University of North Carolina at

Greensboro

Betty S. Telford (2007)

Assistant Dean

BSEd, MAEd, Western Carolina University; EdS, Appalachian State University

Anne Alexander Donovan (2013)

Admissions and Enrollment Coordinator, Academic Advisor

BA, Salem College

Angela Higgins

Administrative Assistant

Office of Graduate Studies in Education

Sheryl Long (2015)

Director of Teacher Education and Graduate Studies in Education

BA, Meredith College; MA, University of North Carolina at Wilmington; PhD,
North Carolina State University

Phyllis Vaughn (2008)

Administrative Assistant for Teacher Education and Graduate Education

BA, Salem College

Office of the Registrar

Jeannette M. Rork (2012)

Registrar, Director of Institutional Research

BA, University of North Carolina at Greensboro; MA, Wake Forest University

Susan C. Brawley (2008)

Associate Registrar

BS, University of North Carolina at Greensboro

Kendra T. Wise

Assistant Registrar

BS, Appalachian State University; MBA, Gardner-Webb University

The Library

Elizabeth Novicki (2009)

Director of Libraries

BA, MLIS, University of North Carolina at Greensboro

Peter Austin (2000)

Technical Services Librarian

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

Kristin Bachman (2015)

Circulation Supervisor

BA, East Carolina University; MLIS, University of North Carolina at Greensboro

Terrence Collins (1993)

Serials and Technical Services Assistant

BS, North Carolina State University

Laura Lyons (2011)

Part-time Reference Librarian

BA, Indiana University-Bloomington; MLIS, University of North Carolina at
Greensboro

Kay McKnight (2007)

Library Acquisitions Assistant

BA, Salem College

Anna Milholland (2013)

Public Services Librarian

BA, North Carolina State University; MLIS, University of North Carolina at Greensboro

Donna Rothrock (1999)

Fine Arts Center Librarian

BMed, University of North Carolina at Chapel Hill; MMed, University of Colorado at Boulder; MLIS, EdD, University of North Carolina at Greensboro

Office of Information Technology

Paul Benninger (2007)

Director of Information Technology

BS, Athens State College

Richard Clark (2003)

Systems/Database Administrator

BA, East Carolina University

Kris Kelley (2011)

Systems Administrator

AAS, Forsyth Technical Community College; BS, East Carolina University

Ronald C. Lewis (2001)

PC Support Technician

AAS, Forsyth Technical Community College

Ed Watson (2006)

PC Support Technician

AAS, BA, MAT, Marshall University

Faculty Secretaries

Martha Ashley (2015)

Coordinator of the Elberson Fine Arts Center

Gerry Hayes (2008)

Faculty Administrative Assistant/Program Associate, Main Hall

Suzanne (Suzi) Moore (1996)

Secretary, Science Building

BA, University of Pittsburgh

Office of the Dean of Students

Krispin W. Barr (2000)

Dean of Students

BA, Appalachian State University; MA, The Ohio State University; PhD, North Carolina State University

Nikki Laird (2014)

Assistant Dean of Students

AB, Duke University; MEd, University of Texas at Austin; Ph. D. (ABD), University of Georgia

Wendy Adams (2012)

Staff Assistant

BS, University of North Carolina at Greensboro

Monica D. Boyd (2013)

Director of Student Professional Development
BA, Salem College; MA, University of Phoenix

Julie Collins (2011)

Administrative Assistant, Office of the Dean of Students

Emily Long (2013)

Director of Student Activities
BA, Hollins University; MA, University of Central Florida

College Health Services

Laina Smith, RN, BSN

Director of Health Services
R.N., BSN, Eastern Kentucky University

Jack LoCicero (2005)

Director of Counseling Services
BA, University of North Carolina at Greensboro; MEd, Wake Forest University;
PhD, Mississippi State University

Stephanie Campbell (2015)

Certified Nursing Assistant

Office of the Chaplain

Rev. Amy J. Rio (2007)

Chaplain, Salem Academy and College
BA, Greensboro College; MDiv, Duke Divinity School, Duke University; DMin,
Wesley Theological Seminary

Athletics

Melissa Barrett (2011)

Athletic Director
BA, Belmont Abbey College; MBA, University of North Carolina at Greensboro

Betsy Pryor (2003)

Assistant Athletic Director, Director of Aquatics, Instructor of Physical Education
BS, St. Lawrence University; MAT, University of North Carolina at Chapel Hill

Jay Callahan (2005)

Soccer Coach, Sports Information Director, Instructor of Physical Education
BS, West Virginia University; MEd, Salem College

Kevin Fleck (2013)

Head Tennis Coach
BS, Clemson University

Scott Long (2010)

Softball Coach
BA, Winston-Salem State University

Britni Mohney (2014)

Basketball and Cross Country Coach
BA, Allegheny College; MBA, Utica College

Eddie Stevens (2006)

Athletic Trainer, Instructor of Physical Education

BS, Winston-Salem State University; MS, West Virginia University

Kevin Troupe (2015)

Volleyball Coach

BA, Florida Atlantic University

Office of Admissions and Financial Aid

Katherine Knapp Watts (1992)

Dean of Admissions and Financial Aid

BA, Salem College; MALS, Wake Forest University

Kathy Marakas Barnes (2007)

Associate Dean of Admissions

BA, Salem College

Whitney Campbell (2015)

Admissions Counselor

BA, Salem College

Jennifer Chapman

Director of Transfer Recruitment and Special Events

BS, Louisiana State University; MS, Wake Forest University

Christy Ann Chesnut (2000)

Assistant Director of Financial Aid

AAS, Forsyth Technical Community College

Rebecca Coolidge (2015)

Financial Aid Counselor

BS, Eastern Connecticut State University

Paul Coscia (2013)

Director of Financial Aid

BA, Guilford College

Shelly Highfill (2014)

Admissions Counsellor

BA, Salem College

Krystyna Martin (2012)

Admissions Counselor

BA, Salem College

Kathy S. McAdams (1997)

Office Systems Manager

AA, Davidson County Community College

Yanadira Mendez-Magana (2015)

Admissions Counselor

BA, Salem College

Jessica Cecil Rogers (2013)

Assistant Dean of Admissions

BA, Salem College

Mary Ivey Stewart (2013)

Admissions Counselor
BA, Salem College

Erin VanBuskirk

Admissions Counselor
BA, Salem College

Xiomara Villatoro

Admissions Counselor
BS, Salem College

Jean Williams (2005)

Administrative Assistant

Business Office

Derek R. Bryan, CPA (2008)

Chief Financial Officer
BBA, Campbell University; MS, Appalachian State University; JD, Wake Forest University

Nikki B. Brock (1971)

Accounts Receivable Manager

Jason B. Clubb, CPA (2010)

Controller
BS, University of North Carolina at Wilmington

Cheryl Hamilton (2010)

Payroll and Benefits Administrator
BA, Vanderbilt University

Heather Hubbard (2012)

Business Office Associate/Cashier
BA, Salem College

Judy Sigmon (2007)

Senior Accountant, Accounts Payable Manager

Institutional Advancement

Leigh McIlwain (2014)

Assistant Vice President for Institutional Advancement
BS, University of North Carolina at Charlotte

Kelly Dentler (2005)

Director of Giving Services and Stewardship
BA, Salem College

Judy Eustice (2000)

Director of Development Operations
BA, MBA, East Carolina University

Shelley Hindmon (2011)

Director of Foundation and Corporate Relations
BA, Emory and Henry College

Judy R. Line (1993)

Director of Special Events

Rosanna Mallon (1992)

Assistant Director of Alumnae Affairs

Jennifer Morgan (2011)

Director of Major and Planned Giving

BA, Salem College

Jennifer Stokes (2013)

Director of Alumnae Relations

BA, Salem College; MPA, University of North Carolina at Greensboro

Melissa Wilson (2007)

Executive Assistant to the VP for Institutional Advancement

Communications and Public Relations

Michelle Melton (2012)

Director of Communications and Public Relations

BS, Frostburg State University

Alyssa Armenta (2014)

Communications and Public Relation Assistant

BA, Salem College

Hannah Calloway (2014)

Communications and Social Media Manager

Mark Jones (2008)

Webmaster

BM, California State University at Northridge

Administration

Anna Gallimore (1999)

Director of Administration

BA, Salem College

Goldia Anderson (2000)

Administrative Assistant

BS, Winston-Salem State University

Christopher Batista

Chief of Public Safety

North Carolina Private Protective Services Certification

George Morales

Director of Physical Plant

BS, State University of New York College at Old Westbury

Alice Smith (2009)

Mail and Supply Center Attendant

BS, Bob Jones University

Jessica Teligman (2015)

Assistant Director for Administration and Title IX Coordinator

BA, Belmont University; JD, Vanderbilt University Law School

Janice Tuttle (2006)

Call Center Attendant

Tommy Williamson (2002)

Coordinator of Institutional Services

College Faculty

Susan Calovini (2011)

Vice President for Academic and Student Affairs and Dean of the College, Professor of English

BS, Ohio University; MA, PhD, The Ohio State University

Kathryn Adams (2011)

Visiting Assistant Professor of Education

BS, University of North Carolina at Greensboro; MA, Appalachian State University; PhD, University of North Carolina at Greensboro

Marlin Adrian (1997)

Assistant Professor of Religion

BA, University of Kansas; MA, Mennonite Biblical Seminary; MA, PhD, University of Virginia

Melissa Barrett (2011)

Athletic Director

BA, Belmont Abbey College; MBA, University of North Carolina at Greensboro

Melissa W. Beeson (2013)

Assistant Professor of Education

BA, Elon University; MEd, Elon University; PhD, University of North Carolina at Greensboro

John Berg, CPA (2015)

Assistant Professor of Not-for-Profit Management

BS, University of North Carolina at Greensboro; MBA, High Point University

Joanne Black (2011)

Assistant Professor of Sociology and Criminal Studies

BA, University of Wisconsin, Madison; MS, University of New Haven; J.D., Gonzaga University School of Law

Katharine A. Blackwell (2013)

Assistant Professor of Psychology

BS, University of Rochester; MA, University of Colorado at Boulder; PhD, University of Colorado at Boulder

Shawn Bowman-Hicks (2006)

Adjunct Instructor of Dance

BA, Columbia College; MFA, The Ohio State University

John R. Boyst (1998)

Instructor of Spanish

BS, Appalachian State University; MA, University of North Carolina at Greensboro

DeAnne Davis Brooks (2013)

Assistant Professor of Exercise Science

BA, University of North Carolina at Chapel Hill; MEd, University of Georgia; Ed.D., University of North Carolina at Greensboro

Cristy Lynn Brown (2010)

Instructor of Voice

BA, Artist's Diploma, North Carolina School of the Arts, MM, University of North Carolina at Greensboro

Katherine McFarland Bruce (2015)

Assistant Professor of Sociology

BA, Willamette University; MA, PhD, University of North Carolina at Chapel Hill

Michael M. Cummings, CPA (1992)

Associate Professor of Accounting

BS, George Mason University; MBA, East Carolina University

Sydney Davis-Richardson (2007)

Dean of the Martha H. Fler Center for Adult Education

BA, University of North Carolina at Greensboro; MA, North Carolina Agricultural and Technical State University; PhD, University of North Carolina at Greensboro

Lisa Delise (2013)

Assistant Professor of Business Administration

BS, Tulane University; PhD, University of Tennessee at Knoxville

Kimya Dennis (2010)

Assistant Professor of Sociology and Criminal Studies

BA, The University of Richmond; MS, Virginia Commonwealth University; PhD, North Carolina State University

Nora Doyle (2014)

Assistant Professor of History

BA, Grinnell College; MA, PhD, University of North Carolina at Chapel Hill

Kathy S. Duckett (2005)

Biology Laboratory Coordinator; Staff Coordinator

BS, Mars Hill College; Medical Technology Certification, Bowman Gray School of Medical Technology

Linda Motley Dudley (1971)

Professor of Psychology

BA, University of North Carolina at Chapel Hill; MA, PhD, University of North Carolina at Greensboro

Jo Dulan (1997)

Associate Professor of English, Director of Honors Program

BA, MA, Northern Michigan University; PhD, Wayne State University

Rebecca C. Dunn (1996)

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

AB, University of Chicago; PhD, Duke University

Spring-Serenity Duvall (2014)

Assistant Professor of Communication

BA, University of Southern Mississippi; MA, PhD, Indiana University

Carol R. Dykers (1995)

Associate Professor of Communication

BA, University of North Texas; MA, Ph. D., University of North Carolina at Chapel Hill

Heidi Echols (2001)

Associate Professor of Dance

BA, University of North Carolina at Chapel Hill; MFA, University of North Carolina at Greensboro

Heather Fearnbach (2003)

Coordinator of Historic Preservation Certificate Program and Lecturer in Art

BA, University of North Carolina at Greensboro, MA, Middle Tennessee State University

Tina A. Flowers (2014)

Assistant Professor of Accounting

BA, University of North Carolina at Chapel Hill; MS, Liberty University; JD, Wake Forest University

David Foley (2006)

Associate Professor of Political Science

BA, MA, PhD, The State University of New York at Buffalo

Alyson Francisco (2010)

Mary Ardrey Stough Kimbrough Chair in Business and Economics

BS, North Carolina State University; MBA, Duke University

John Gerstmyer (2011)

Assistant Professor of Education and Director of the MEd in School Counseling Program

BA, MEd, McDaniel College; PhD, The University of Pennsylvania

Penny Griffin (1975)

Associate Professor of Art

BA, Appalachian State University; MA, Florida State University

Maxine Guzman (2014)

Instructor of Mathematics and Coordinator of the QUEST Center

BS, Aquinas College; MS, University of Tennessee at Knoxville

Sharon Hardin (2002)

Instructor of Art

BA, Western Illinois University

Deborah L. Harrell (1980)

Assistant Professor of Mathematics

BS, Wake Forest University; MS, North Carolina State University

Krishnauna Hines-Gaither (2004)

Instructor of Spanish

BA, Salem College; MEd, Wake Forest University; PhD, University of North Carolina at Greensboro

Karen Avery Hixson

Associate Professor of Exercise Science

BS, Springfield College; MA, University of North Carolina at Chapel Hill; PhD, University of North Carolina at Greensboro

John W. Hutton (1990)

Associate Professor of Art

AB, Princeton University; MA, University of London; MA, PhD, Harvard University

Mary E. Jacobsen (2005)

Associate Professor of Psychology

BS, University of Minnesota; MA, Psy.D., University of St. Thomas

Richard E. Johe (1988)

Assistant Professor of Business Administration

BA, Dickinson College; MA, University of Idaho; MBA, University of North Carolina at Greensboro; PhD, Duke University

Carol Kirby (2015)

Professional in Residence in Teacher Education

BA, University of North Carolina at Chapel Hill; MEd, Salem College; MA, Gardner Webb University; PhD, University of North Carolina at Greensboro

Dane Kuppinger (2010)

Assistant Professor of Biology

BS, Emory University; MS, Audubon Expedition Institute at Lesley University; PhD, University of North Carolina at Chapel Hill

Claire Lambert (2015)

Assistant Professor of Education

BA, University of North Carolina at Chapel Hill; MAT, Johns Hopkins University; PhD, University of North Carolina at Greens

Ana Léon-Távora (2011)

Assistant Professor of Spanish

BA, MA, PhD, Universidad de Sevilla

Douglas L. Linebarrier (2013)

Assistant Professor of Chemistry

BS, University of North Carolina at Greensboro; PhD, Yale University

Deborah Linville (2015)

Visiting Associate Professor of Education

BS, University of North Carolina at Greensboro; MEd, Salem College; PhD, University of North Carolina at Greensboro

B. Diane Lipsett (2013)

Assistant Professor of Religion

BA, University of Alberta, Canada; MA, University of Alberta, Canada; PhD, University of North Carolina at Chapel Hill

Barbara Lister-Sink (1986)

Director, School of Music; Professor of Piano; Artist-in-Residence; Salem Distinguished Professor

AB, Smith College; Soloist Diploma and Prix d'Excellence, Utrecht Conservatory; EdD, Teachers College of Columbia University

Gary Ljungquist (1979)

Professor of Modern Languages

BA, Clark University; PhD, Cornell University

Sheryl Long (2015)

Director of Teacher Education and Graduate Studies in Education

BA, Meredith College; MA, University of North Carolina at Wilmington; PhD,
North Carolina State University

Johnna Lyons (2009)

Assistant Professor of Education

BS, West Virginia State College; MS, Longwood College; Ed.D., University of
Sarasota

Katie Manthey (2015)

Assistant Professor of English and Director of the Writing Center

BA, MA, North Dakota State University; PhD, Michigan State University

Wade Mattox (2012)

Assistant Professor of Mathematics

BS, MS, PhD, Virginia Polytechnic Institute and State University

George F. McKnight (1978)

Associate Professor of Chemistry

BA, LaSalle College; MS, PhD, University of Illinois

Edyta K. Oczkowicz (1994)

Associate Professor of English

BA, Albright College; MA, PhD, Lehigh University

Timothy Olsen (2009)

Associate Professor of Organ, Acting Director of the School of Music

BM, Concordia College; MA, MM, DMA, Eastman School of Music

Rosa D. Otero (2007)

Assistant Professor of Design, Director of Design Program

BED, University of Puerto Rico; MArch, Virginia Polytechnic Institute and State
University; MSArch, PhD, University of Pennsylvania

Teresa Anne Porter (2001)

Associate Professor of Biology

BA, Carleton College; PhD, University of Wisconsin

Daniel Prosterman (2008)

Professor of History

BS, Northwestern University; MA, PhD, New York University

Betsy Pryor (2003)

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

BS, St. Lawrence University; MAT, University of North Carolina at Chapel Hill

Eve Rapp (2009)

Associate Professor of Business

BS, DePaul University; PhD, University of Illinois at Urbana-Champaign

Megan Regan (2011)

Assistant Professor of Economics

BSBA, MEd, PhD, University of Florida

Debra L. Reuter-Pivetta (1993)

Adjunct Instructor in Flute

BM, North Carolina School of the Arts

Amy J. Rio (2007)

Chaplain, Salem Academy and College

BA, Greensboro College; MDiv, Duke Divinity School, Duke University; DMin,
Wesley Theological Seminary

Stephanie Rockett (2015)

Chemistry Lab Coordinator and Chemistry Instructor

BS, Western Carolina University; PhD, Wake Forest University

Natalia M. Rushing (1984)

Associate Professor of Philosophy

BA, MA, PhD, University of Texas at Austin

Metta S. Sáma /Lydia Melvin (2013)

Assistant Professor of Creative Writing

BA, University of Tennessee at Chattanooga; MA, Western Michigan University;
MFA, Western Michigan University; PhD, SUNY-Binghamton

Sonja Sepulveda (2010)

Assistant Professor of Music, Director of the Choral Program

BME, MM, Winthrop University; DMA, University of South Carolina

Teresa Rust Smith (1998)

Professor of Sociology

BS, MA, PhD, University of Florida

Eddie Stevens (2006)

Athletic Trainer, Instructor of Physical Education

BS, Winston-Salem State University; MS, West Virginia University

Andrew Thomas (2007)

Associate Professor of History

BA, University of Utah; MA, PhD, Purdue University

Kimberly Varnadoe (1994)

Professor of Art

BFA, University of South Alabama; MFA, Memphis State University

Richard Vinson (2008)

Professor of Religion and Associate Dean for Undergraduate Studies

BA, MA, Samford University; MDiv, Southern Baptist Theological Seminary;
PhD, Duke University

Laura Watts (2012)

Assistant Professor of Biology

BS, BSBA, University of Mary Hardin-Baylor; PhD, University of Texas
Southwestern

Elizabeth Wemlinger (2015)

Assistant Professor of Political Science and Public Policy

BA, University of New Mexico; MA, University of South Carolina; PhD,
University of North Carolina at Charlotte

Elroi Windsor (2011)

Assistant Professor of Sociology

BA, Chatham College; MA, PhD, Georgia State University

Jing Ye (2011)

Assistant Professor of Chemistry

BE, Guizhou University; PhD, Florida Atlantic University

Ho Sang Yoon (2004)

Associate Professor of Spanish

BS, MA, University of Toronto; PhD, Washington University in St. Louis

Paula G. Young (1993)

Professor of Mathematics

BS, University of Arkansas-Monticello; MS, PhD, University of Arkansas

Janet S. Zehr (1985)

Associate Professor of English

BA, State University of New York, College at Geneseo; MS, Columbia University; MA, PhD, University of Illinois at Urbana-Champaign

Date following name indicates year of initial appointment.

ALMA MATER

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

Chorus:

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

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

Chorus

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

Chorus

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