



School Of Music

2016-2017 Graduate Catalog

**Master of Music in Performance and
Pedagogy (Organ) with an Emphasis in
Injury-Preventive Keyboard Technique**

**Master of Music in Performance and
Pedagogy (Piano) with an Emphasis in
Injury-Preventive Keyboard Technique**

INTRODUCTION

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 does not discriminate on the basis of race, color, national origin, sexual orientation, age, religion, or disability in the administration of any of its educational programs and activities. As a women's college, Salem College admits only women in the traditional undergraduate College. The College graduate programs and the Fler Center programs admit both women and men. The following persons have been designated to handle inquiries regarding the nondiscrimination policies:

Anna Gallimore, Vice President for Administration
Inspector's House
601 South Church Street
Winston-Salem, NC 27101
(336) 721-2852

ACCREDITATION

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

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

THE CLERY ACT

The Clery Act (Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act) is a federal law intended to ensure that students, members of the campus community, and the public are informed about crimes that occur at colleges and universities. In accordance with this law, Salem College publishes and distributes an Annual Security Report by October 1 of each year. The Office of Public Safety is required to maintain a public log of all reported crimes and submit certain crime statistics to the U.S. Department of Education by October 1.

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.

TITLE IX

Please refer to the sexual misconduct policy for Title IX information. The College process for resolving sexual misconduct is based on the respondent's relationship to Salem College. Respondents who are students will find their rights, responsibilities, hearing procedures, and sexual misconduct policy in the student handbook.

Respondents who are faculty will find their rights, responsibilities, hearing procedures and sexual misconduct policy in the Faculty Handbook. Respondents who are staff will find their rights, responsibilities, hearing procedures and sexual misconduct policy in the Personnel Manual.

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.

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

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SALEM COLLEGE CALENDAR 2016-2017

2016 Fall Term

August 20	Saturday	New Student Orientation begins
August 22	Monday	Orientation
August 23	Tuesday	Opening Convocation (7:00 pm)
August 24	Wednesday	Classes begin (8:00 am)
August 31	Wednesday	Deadline to drop or add courses without a grade (5:00 pm)
September 21	Wednesday	Fall Fest Day (classes suspended)
October 7	Friday	Fall Break begins (5:15 pm)
October 12	Wednesday	Classes resume (8:00 am)
November 23	Wednesday	Thanksgiving Recess begins (8:00 am)
November 28	Monday	Classes resume (8:00 am)
December 6	Tuesday	Last day of classes
December 7	Wednesday	Reading Day
December 8	Thursday	Examinations begin (8:30 am)
December 12	Monday	Examinations end (5:15 pm)

2017 January Term

January 3	Tuesday	January Term begins (8:00 am)
January 16	Monday	Martin Luther King, Jr. Day (classes suspended)
January 27	Friday	January Term ends (10:00 pm)

2017 Spring Term

January 30	Monday	Classes begin (8:00 am)
February 3	Friday	Deadline to drop or add courses without a grade (5:00 pm)
March 17	Friday	Spring Break begins (5:15 pm)
March 27	Monday	Classes resume (8:00 am)
April 14	Friday	Good Friday (classes meet)
April 16	Sunday	Easter
April 17	Monday	Easter Monday (classes suspended)
April 25	Tuesday	Celebration of Academic Excellence (classes suspended)
April 28	Friday	Founders Day Convocation (4:15 pm)
May 9	Tuesday	Honors Convocation (4:40 pm)
May 10	Wednesday	Last day of classes
May 11	Thursday	Reading Day
May 12	Friday	Examinations begin (8:30 am)
May 16	Tuesday	Examinations end (5:15 pm)
May 20	Saturday	Commencement

2017 Summer Term I

May 22	Monday	Classes begin
May 29	Monday	Memorial Day (classes suspended)
June 1	Friday	Classes meet (make-up for Memorial Day)
June 22	Thursday	Last day of classes
June 23	Friday	Examinations begin
June 24	Saturday	Examinations end

2017 Summer Term II

July 3	Monday	Classes begin
July 4	Tuesday	July Fourth Holiday (classes suspended)
July 7	Friday	Classes meet (make-up for July 4 th)
August 3	Thursday	Last day of classes
August 4	Friday	Examinations begin
August 5	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.

SALEM COLLEGE FACTS

Date of founding: 1772

Calendar: 4-1-4

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

Majors offered: Accounting, art, art history, arts management, biochemistry, biology, business administration, chemistry, communication, creative writing, criminal studies, dance and movement science, dance studies, design, economics, English, environmental studies, exercise science, French, history, integrative studies, international business, mathematics, music, not-for-profit management, philosophy, political science, psychology, race and ethnicity studies, religion, sociology, Spanish, teaching, schools and society, women's studies

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

Faculty: 133 full and part-time faculty

Student-faculty ratio: 11:1

Average size of classes: 11 students

Location: Winston-Salem, NC (population approximately 239,000), within historic Old Salem

Size of campus: 69 acres

Size of student body: approximately 1100 students representing 31 states and 6 foreign countries

Library facilities: The Salem College Libraries include the Dale H. Gramley Library, the main library on Church Street, and the Lorraine F. Rudolph Fine Arts Center Library (FAC Library) in the Robert Elberson Fine Arts Center.

Number of residence halls: six, each accommodating from 36 to 128 students; also apartment-style accommodations for up to 30 students in Fogle Flats, a group of on-campus turn-of-the-century row houses; plus Bahnsen House, an on-campus house for 16 juniors and seniors, and McHugh Sisters Flats, which accommodates approximately 90 students in apartment-style living.

Geographical distribution of total undergraduate students: 72% in-state, 28% out-of-state

SALEM COLLEGE: A HISTORY

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

Believing that women deserved an education comparable to that given men – a radical view for that era – the Moravians began a school for girls in 1772. In 1802, it became a boarding school for girls and young women; in 1866, it was renamed Salem Female Academy. Salem began granting college degrees in the 1890s. Today, the

American Council on Education in Washington, D.C. ranks Salem College as the oldest women’s college in the nation by founding date and the 13th oldest college overall. Salem Academy, a college preparatory/boarding school for girls in grades nine through 12, also shares our 64-acre campus.

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

In its history, Salem has had 20 Inspectors, Principals and Presidents:

Samuel G. Kramsch	1802-1806
Abraham S. Steiner	1806-1816
G. Benjamin Reichel	1816-1834
John C. Jacobson	1834-1844
Charles A. Bleck	1844-1848
Emil A. deSchweinitz	1848-1853
Robert deSchweinitz	1853-1866
Maximilian E. Grunert	1866-1877
Theophilus Zorn	1877-1884
Edward Rondthaler	1884-1888
John H. Clewell	1888-1909
Howard Rondthaler	1909-1949
Dale H. Gramley	1949-1971
John H. Chandler	1971-1976
Merrimon Cuningim	1976-1979
Richard Leslie Morrill	1979-1982
Thomas Vernon Litzenburg Jr.	1982-1991
Julianne Still Thrift	1991-2006
Susan E. Pauly	2006-2014
D.E. Lorraine Sterritt	2014-present

The Moravians’ belief in the freedom and responsibility imposed by an education inspires Salem College’s exemplary programs today. The traditions of the early Moravians continue to play an important role in the life of the College. Moravian Lovefeasts, the Candle Tea celebration at Christmas and the Easter Sunrise Service are events that appeal to Salem students as well as visitors from around the world.

SALEM COLLEGE MISSION STATEMENT

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

SALEM COLLEGE 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

CAMPUS BUILDINGS AND FACILITIES

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

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

Residence halls are South Hall (1805), built for the first Salem boarders; Alice Clewell Residence Hall (1922); Louisa Wilson Bitting Residence Hall (1930); Hattie Strong Residence Hall (1942); Mary Reynolds Babcock Hall (1955); Dale H. Gramley Residence Hall (1965); and McHugh Sisters Flats (2015).

The Robert E. Elberson Fine Arts Center, completed in 1965, houses the Ralph P. Hanes Auditorium, which seats approximately 750 people; the H.A. Shirley Recital Hall, which seats 220; the Drama Workshop Theatre, which holds 150; extensive art-gallery space for exhibits by students as well as outside artists; a School of Music that includes 14 teaching studios and 28 practice rooms; and the Lorraine P. Rudolph Fine Arts Library.

The Student Center, completed in spring 2014, houses a café and convenience store with outdoor patio seating; the bookstore; an office suite for the director of student activities and clubs and organization workroom; the Huber Theater which seats 90; flexible meeting spaces; many student gathering spaces; and the lower pleasure grounds, an outdoor patio with a fire-water feature.

The Salem Commons contains the fitness center and dance studio. Bryant Hall, a “great hall” that opens onto a beautiful brick courtyard, serves as an ideal location for official Salem meetings as well as student mixers, dances and band parties that attract students from other nearby colleges and universities.

Academic Computing Facilities

Salem College keeps pace with advancing technology and the needs of today’s college students. Three Windows computer labs offer the Microsoft Office Suite of software as well as specialized software serving many academic departments. A Macintosh lab is reserved for film editing, music, art and design applications. All computer labs are open 24 hours a day excluding holidays. In addition to the Library Reading Room lab, the library has desktop and laptop computers available for checking the online catalog and other online resources. There are also two group-study rooms in the library equipped with large-screen monitors and PCs. Classrooms are equipped with multimedia equipped for presentations. A select number of classrooms have Smartboards installed as well. WiFi

is available campus-wide. There is a password protected, encrypted network for student and faculty use and a separate open network for guests. Check www.salem.edu/technology for more details and the latest information concerning technology on Salem's campus.

Computer Usage Policy

Salem College academic computer usage policy provides guidelines for and promotes the responsible and ethical use of all computing resources. The policy is distributed to students upon arrival and is available to all users on My Salem and at www.salem.edu/technology. Acknowledgement of the policy and/or use of Salem College's computing facilities by faculty, staff and/or students constitutes agreement to the terms of usage stated.

It is in the best interests of the community as a whole that computing resources be used in a manner which protects the equipment and the rights of all users. As in all areas of life at Salem College, the honor code applies to use of computing facilities. With due regard for the right of privacy of users and the confidentiality of their data, system administrators have the right to suspend or modify computer access privileges, examine files, passwords, accounting information, and any other material that may aid in maintaining the integrity and efficient operation of the system. Those responsible for campus computing facilities not administered by Information Technology, may have additional regulations consistent with this policy to control their use.

Salem College transmits email over secure servers and considers email from one Salem email address to another to be an official, secure form of communication. Students are expected to check their Salem email regularly to stay informed regarding all aspects of academic and campus life.

Athletic Facilities

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

Library Services

Salem College Libraries support instruction and research at the undergraduate level and in the disciplines awarding graduate degrees. The libraries hold membership in the American Library Association and the Association of College & Research Libraries. The collections total over 100,000 volumes and over 40,000 music scores, sheet music, and audio visual materials. Subscriptions to over 300,000 electronic books, more than 27,000 periodicals and serials, largely of scholarly content, and 140 databases are maintained by the libraries. The libraries share an online catalog, which also provides access to electronic resources and journals. Through interlibrary loan service, students, faculty and staff may obtain materials from other libraries at no charge. Salem is also a member of the Triad Area Library Association (TALA), allowing students and faculty to borrow materials from nine area academic libraries. Both libraries provide research services in person and online. Librarians work with classes across disciplines and one-on-one with students at all phases of the research process.

Special Collections and the Salem Academy and College Archives are located in Gramley Library. A Curriculum Materials Collection, supporting the undergraduate and graduate education curriculum, a film collection and a popular reading collection are also located in Gramley Library. Music scores, sheet music, LPs, CDs and other recordings are located in the FAC Library.

Gramley Library is equipped with wireless internet access, group study rooms, private study spaces, desktop computers, laptops for checkout, printer, copier, and scanner. The FAC Library provides wireless access, study space, desktop computers, listening stations, and printing. Gramley Library is open until midnight Sunday through Thursday and until 8pm on Friday and Saturday during the fall and spring semesters. Extended hours are offered during midterms and finals. A full description of the Salem College Libraries' resources, services and hours is found at <http://library.salem.edu/>.

BEYOND THE CAMPUS

The city of Winston-Salem (population 239,000) is widely recognized as an artistic and cultural center. Local entertainment includes numerous restaurants, movie theaters, music clubs and coffee houses that sponsor events such as “poetry slams.” There is also a minor-league baseball team, the Winston-Salem Dash. Among the many cultural offerings are Winston-Salem Piedmont Triad Symphony concerts at the Stevens Center; performances by big-name artists at the Lawrence Joel Veterans Memorial Coliseum; numerous drama and music events at the University of North Carolina School of the Arts; the annual the RiverRun Film Festival; and art exhibits at the Sawtooth Center, the Reynolda House Museum of American Art and the Southeastern Center for Contemporary Art (SECCA).

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

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

The Winston-Salem community provides a wealth of academic opportunities as well. Students have the opportunity to take classes at Wake Forest University and mingle socially with students at Wake Forest University, Winston-Salem State University and the University of North Carolina School of the Arts. Possibilities for volunteer and internship locations are nearly endless. They include the Wake Forest University School of Medicine and Baptist Medical Center, Forsyth Medical Center, the Winston-Salem/Forsyth County public schools and local businesses as diverse as law firms and television stations. Informal courses and study programs in historic preservation are available at Old Salem and its Museum of Early Southern Decorative Arts (MESDA).

COME VISIT!

Salem welcomes visitors to our beautiful campus. A map and more detailed information about touring the campus are available by calling the Salem College Office of Admissions at 1-800-32-SALEM or sending an e-mail message to admissions@salem.edu. For detailed admissions information, see below.

INTRODUCTION TO THE SCHOOL OF MUSIC

The Salem College School of Music focuses on developing the whole musician. Building on a centuries-old legacy of excellence, it offers a healthful, stimulating environment in which a diverse student body obtains a unique blend of outstanding professional and liberal arts training. Through rigorous, nurturing and personalized instruction, students are empowered to develop their unique talents to the fullest potential and to prepare themselves for the next step in their musical journey—graduate school, professional internships, international study, teaching and performing careers, or community leadership in the arts.

The School of Music also provides cultural leadership and educational opportunities for Salem Academy and College and for Winston-Salem and its surrounding areas. Through free concerts, workshops, audience building, and general music education, the School of Music seeks to contribute to the cultural vitality of our region and to secure a healthy future for the study and performance of music.

In addition to its college-level program, the School of Music supports a variety of music education programs through the Community Music School (CMS). The CMS offers private instruction in music to children and adults. Music majors have the benefit of observing and participating in the CMS programs as part of their training.

Graduate music students should consult the School of Music Graduate Student Handbook for more detailed statements of mission, goals and objectives and for information on procedures. Students may also contact Dr. Barbara Lister-Sink, director of the School of Music and of the graduate Music program, for more information.

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 in Education, chair; all full-time faculty members who teach graduate classes; clinical coordinator; Dean of the College; 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

Admission Requirements for the Master of Music Degree (MM)

1. \$30 application fee (check or money order should be made out to *Salem College*)
2. Completed application, including:
 - a. 2 recommendation forms
 - b. Artistic statement

- c. Completed immunization records form
 - d. Completed background check *Authorization for Release of Information* form
 - e. Sealed official transcripts from all undergraduate and graduate institutions
3. Pre-screening video recording
 4. Live audition
 5. Background check

Admission to the graduate music program is continuous. For Fall semester enrollment and priority consideration for assistantships and scholarships, it is suggested that students submit materials, including the pre-screening recording, by January 15.

Pre-screening Recording Requirements

All applicants must submit a recent, unedited 10- to 15-minute pre-screening video recording(s) through an accepted online portal. The pre-screening recording must include at least two contrasting pieces, at least one of which must be memorized.

The live audition may include the same pieces as the pre-screening recording. **Keyboardists who are experiencing playing-related injuries must submit the most recent video recording of a live performance, and, if possible, documentation from a licensed health care provider of the playing-related injury.** Camera angle(s) should include head, arms, hands, and feet.

Audition Repertoire – Performances from memory are encouraged but not required.

1. Piano
 - a. One work by a Baroque composer, such as J.S. Bach, D. Scarlatti, or Couperin, etc.
 - b. One movement of a Classical sonata by Haydn, Mozart, Beethoven, or Schubert
 - c. One Romantic work from the 19th century by Chopin, Robert Schumann, Liszt, Mendelssohn, or Brahms, etc.
 - d. One work by a major composer from 1890 to the present
2. Organ
 - a. One major work by J.S. Bach (Prelude/Fantasy/Toccata & Fugue or Trio Sonata)
 - b. Two contrasting major works or movements from the 19th, 20th, or 21st century repertoires
 - c. Performance of a hymn from a mainline denomination hymnal (list title, hymnal, and hymn number)

Background Check

A background check is required for admission to the graduate Music program in the School of Music. As future music teachers, our graduate students will be working one-on-one with students of all ages, often in a private setting. Furthermore, the Lister-Sink Method of teaching incorporates Professional Tactile Guidance, a carefully devised way of using light and discrete touch on the hands, arms, and shoulders to help the student develop muscle awareness and control. For these reasons, the background check is another critical means of ensuring the integrity of the degree program and its students.

This background check requirement may be waived for students who are currently employed by organizations that require a background check. Such candidates must provide written evidence of clear screenings to the Graduate Admissions Coordinator.

Admission as a Special (non-degree) Student

A student with a baccalaureate degree from an accredited institution may enroll for selected coursework at the graduate level as a “special student.” 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.

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 the Graduate Music Program.

Application Materials

Application materials may be obtained by writing or calling:

Dr. Amy Zigler
Graduate Admissions Coordinator
School of Music
Salem College
601 South Church Street
Winston-Salem, NC 27101
(336) 721-2798
amy.zigler@salem.edu

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 School of Music. Acceptance of transfer credit is subject to the approval of the Director of the Graduate Music Program. Transfer credit will not be given for courses with a grade lower than a B or for undergraduate music 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 the Graduate Music Program. The Director will present the appeal to the Graduate Education Council for deliberation and will report the GEC's decision back to the candidate.

Master of Music Orientation

Candidates who have been accepted into the graduate program will be notified of the orientation session.

FINANCIAL INFORMATION

Tuition and Fees

Tuition is determined by semester hours attempted. For 2016-2017, graduate tuition has been set to \$402 per semester hour (\$1206 per typical three-hour course). In addition to tuition for private music instruction, all students are charged an additional \$300 music fee per course. Other fees include:

Application Fee	\$ 30.00
Returned Check Fee	\$ 25.00/each
Graduation Fee	\$ 55.00
Parking	\$ 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.

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 2016-2017 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 **2016-2017 Free Application for Federal Student Aid (FAFSA)** will be used to determine eligibility for all federal aid programs for the 2017 summer semester. Students who are entering Salem College for the first time during the 2017 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 2017 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)

General Information

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

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

These standards are applied uniformly to all Salem College financial aid applicants. If a student meets these standards, they are eligible to be considered for financial aid. If the 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 federal, state and institutional programs (except as otherwise noted). In this policy, "eligible for financial aid" means that a student meets the standards of the Satisfactory Academic Progress Policy for financial aid. A student must also meet all other financial aid requirements in order to receive financial aid.

Minimum Grade Point Average

Graduate students' cumulative and semester 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 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 student (undergraduate or graduate) must earn a minimum of 67% of the semester hours for which they were registered as of 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 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, i.e., **number of semester hours attempted x 67% = number of semester hours successfully completed.**

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. Exceptions to this policy must be approved by the SAP Appeal Committee.

Please refer to the Salem College SAP appeal process. You can find this policy on the Salem College Financial Aid website.

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:

- *The student can earn the number of 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 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.
- 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 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 SAP 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 SAP Appeal Committee. 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 SAP Appeal Committee. Students should be prepared to pay tuition, fees, and other educational expenses until they have been approved to receive financial aid.

For further details, please visit the Salem College Financial Aid Office web page: www.salem.edu/financialaid.

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 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. 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 the Graduate Music Program 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 the Graduate Music Program.

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 the Graduate Music Program.

Academic Load

A full-time graduate course load will be six (6) hours 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.

Grading

The Master of Music Program uses the following quality points for 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		

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.

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. A student may not graduate with an “I” or an “NR” grade on their records.

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 the Graduate Music Program (or to the Associate Director of the School of Music if the Director 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, 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 School of Music must be made in writing to the Director of the Graduate Music Program who will present them to the Graduate Education Council for deliberation and decision.

Graduation Requirements

To be eligible for graduation, the student must:

1. Complete all course requirements, as reflected in a degree audit
2. Successfully pass a graduate level recital
3. Successfully pass the Final Comprehensive Examination
4. Obtain an overall grade point average of 3.0 or above
5. 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, January and August. However, actual graduation ceremonies are held only in May. Students graduating in December, January 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 (Power Campus Self Service). 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.

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 accordance with Title IX, Salem will excuse all pregnancy and childbirth-related absences for as long as the student's physician deems the absences medically necessary, and will allow students to make up any work that was missed during that time. Questions about Title IX should be directed to the College Title IX Coordinator.

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 the Graduate Music Program who will provide information regarding the absences to the appropriate faculty. The director does not excuse absences.

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 of the student's graduate program, and includes the chair of the undergraduate Honor Council, at least one graduate faculty member, and a graduate student. 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 the student's graduate program 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 student's graduate program. 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 the

student's graduate program 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 suspected violations of the Honor Code to the Director of Graduate Studies of that student's program. Faculty members have the option of completing a "Faculty Adjudication Form" to document adjudication of an Honor Code violation in a student's judicial file for allegations of first-time violations. Faculty members should confer directly with the Director of Graduate Studies to determine whether the allegation is for a first-time offense or repeat violation. If the allegation is for a repeat violation, it would be officially referred to the Graduate Honor Council to begin the formal hearing process. The faculty member should contact the director after explaining the nature of the alleged infraction to the student.

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 the student's graduate program 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 file. 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 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.

Appeal Process

An accused student who feels that the director of his or her graduate program, 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 his or her graduate program. 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 and the Honor Council Chair 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 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.

SEXUAL MISCONDUCT POLICY

I. STATEMENT OF COLLEGE POLICY

Salem College reaffirms its belief that the quest for knowledge can only flourish in an atmosphere free from sexual misconduct, and is committed to providing a safe learning, living, and working environment for all members of the Salem community. This policy prohibits specific behaviors that violate Title IX of the Education Amendments of 1972 (“Title IX”), and Title VII of the Civil Rights Act of 1964 (“Title VII”), and requires Salem College to fulfill certain obligations under the Violence Against Women Reauthorization Act of 2013 (“VAWA”), and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (“Clery Act”).

Salem College does not tolerate sexual misconduct, including but not limited to, sexual assault, sexual harassment, domestic violence, dating violence, and stalking. All forms of sexual misconduct are acts of aggression, are therefore prohibited, and Salem College will take all necessary action to prevent such behavior. It is the responsibility of every member of the Salem community to foster an environment free of sexual misconduct. All members of the Salem community are encouraged to take reasonable and prudent actions to prevent or stop an act of sexual misconduct. Salem College will support and assist community members who take such actions.

The College will take immediate action to eliminate sexual misconduct, prevent its recurrence, and address its effects. Anyone can be a perpetrator or victim of sexual misconduct and, therefore the policy is gender neutral. Anyone alleged to have violated this policy is subject to a Title IX investigation. Depending on the results of the investigation, someone in violation of this policy may be subject to an administrative hearing.

Salem College students should report suspected sexual misconduct to the Title IX Coordinator, Jessica Telligman, Assistant Director for Administration at 336-721-2702 or jessica.telligman@salem.edu. Ms. Telligman’s office is on the second level of the Inspector’s House, located at the corner of Church and Academy Street. In the event the Title IX Coordinator is unavailable, contact one of the deputy coordinators, Anna Gallimore, Vice President for Administration, at 336-721-2852 or anna.gallimore@salem.edu, or Cheryl Hamilton, Director of Payroll and Benefits at 336-721-5329 or cheryl.hamilton@salem.edu.

II. JURISDICTION AND SCOPE: TO WHOM THIS POLICY APPLIES & WHEN

This policy applies to all Salem College students. Students should also use this policy to report sexual misconduct violations by anyone on campus including faculty, staff, and third parties such as contractors. The College process for resolving sexual misconduct is based on the respondent’s relationship to Salem College. Respondents who are students will find their rights, responsibilities, and hearing procedures in this policy. Respondents who are faculty will find their rights, responsibilities, and hearing procedures in the Faculty Handbook. Respondents who are staff will find their rights, responsibilities, and hearing procedures in the Personnel Manual.

Salem College reserves the right to investigate alleged sexual misconduct involving its students regardless of where the misconduct allegedly occurred or who was involved.

III. DEFINITIONS¹

Complainant: student, employee, or third party who presents as the victim of any sexual misconduct under this policy, regardless of whether that person makes a report or seeks action under this policy.

Dating violence: any act of violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship is determined based on the victim's statement and in consideration of the type and length of the relationship and the frequency of interaction between the persons involved in the relationship. Two people may be in a romantic or intimate relationship regardless of whether the relationship is sexual in nature; however, neither a casual acquaintance nor ordinary fraternization between two individuals in a business or social context shall constitute a romantic or intimate relationship. This definition does not include acts covered under domestic violence.

Domestic violence: any crime (felony or misdemeanor) committed by a current or former spouse or intimate partner of the victim, a person sharing a child with the victim, or a person cohabitating with the victim as a spouse or intimate partner.

Fondling: touching the private parts of another person for the purposes of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental incapacity.

Rape: penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim.

Respondent: student, employee, or third party who has been accused of violating this policy.

Sexual assault is a form of sexual harassment that involves having or attempting to have sexual contact with another person without consent.

Sexual contact is any intentional touching or penetration of another person's clothed or unclothed body, including, but not limited to the mouth, neck, buttocks, anus, genitalia, or breast, by another person with any part of the body or any object in a sexual manner. Sexual contact also includes causing another person to touch their own body or another person's body in the manner described.

Sexual harassment is 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; and/or
- 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 include, but are not limited to: 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

¹ These definitions may differ from North Carolina laws. North Carolina criminal statutes are found starting in Chapter 14 of the North Carolina General Statutes.

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 intercourse: any penetration, however slight, with any object or body part, performed by a person upon another person. Sexual intercourse includes (a) vaginal penetration by a penis, object, tongue, or finger; (b) anal penetration by a penis, object, tongue, or finger; and (c) any contact, no matter how slight, between the mouth of one person and the genitalia of another person.

Sexual misconduct: sexual assault, sexual harassment, dating violence, domestic violence, stalking, and/or any other form of unwanted sexual behavior.

Sexual offenses: any sexual act directed against another person, without consent of the victim, including instances where the victim is incapable of giving consent.

Stalking: intentionally engaging in a course of conduct, directed at a specific person, which is likely to cause a reasonable person to fear for their safety or the safety of others or cause that person to suffer substantial emotional damage. Examples include, but are not limited to: repeatedly following another person; repeatedly committing acts that alarm, cause fear, or seriously annoy such other person and that serve no legitimate purpose; and repeatedly communicating by any means, including electronic means, with such person in a manner likely to intimidate, annoy, or alarm them.

Statutory rape: nonforcible sexual intercourse with a person who is under the statutory age of consent.

IV. CONSENT

Sexual misconduct can be prevented if consent is obtained prior 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.
- Someone who is incapacitated cannot consent.

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.

V. REPORTING SEXUAL MISCONDUCT

Salem College encourages everyone who has experienced sexual misconduct to tell someone what happened. Our primary concern is to provide immediate medical and emotional assistance. Decisions about initiating a formal complaint can be made after the victim seeks immediate help.

Victims are strongly encouraged to report sexual misconduct, but are not required to do so. When sexual misconduct is reported, Salem College will provide victims with written notice of existing and available counseling, health, mental health, victim advocacy, legal assistance, visa and immigration assistance, and other services available in the community and on campus. Personally identifiable information about victims will not be included in any publicly available record-keeping, including the reporting and disclosure of crime statistics.

A. Medical Amnesty Policy

Students may request medical amnesty when the student sought emergency medical attention for themselves or medical assistance was sought for them related to drug or alcohol consumption. If medical amnesty is requested, the student must successfully complete a substance abuse assessment and/or intervention program.

This policy is applicable to the student in need of medical attention and other students seeking medical attention on behalf of another person. In the case of a student seeking medical attention on behalf of another person, the reporting student will not receive disciplinary action for seeking help, but may be required to complete a substance abuse assessment and/or intervention program.

The Dean of Students will review and decide all requests for medical amnesty. If medical amnesty applies, the student will avoid disciplinary action. Amnesty only extends to campus judicial processes, and does not protect students from criminal or civil penalties. This policy also does not protect students who repeatedly or blatantly violate the Student Code of Conduct. The Dean of Students has discretion to sanction repeat offenders.

The medical amnesty policy also does not protect students from other concurrent conduct violations, for example, destruction of property or assault that may have occurred during the same incident.

B. Options for seeking immediate medical and emotional assistance

(below this section, each option is discussed in detail including whether the option is confidential)

- Winston Salem Police Department: 911
- Salem College Public Safety: (336) 917-5555
- Notify a Residential Coordinator (RC)
- Notify a Residential Assistant (RA)
- Go to the hospital: **Forsyth Medical Center** (336-718-5000); or
Wake Forest Baptist Medical Center (336-716-2011)
 - Getting a forensic examination at the hospital does not require filing a police report. This is a confidential exam.
 - To maintain confidentiality, do not give the hospital your home address if you do not want information sent to your home address. Do not give ID cards (such as insurance cards) with your home address to the hospital if you want to keep that address confidential.
- Call Family Services' 24-hour crisis line at (336) 722-4457

Preserve all physical evidence. Even if a victim is undecided about initiating a formal complaint, they should save their clothing. It is preferred that victims do not remove their 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 possible), brush your teeth, smoke, comb or brush your hair, eat, or drink.

C. Options for Reporting Sexual Misconduct

Option 1 - Confidential Reporting and Support

This option allows a student to confidentially report an incident.

- Students may call the following confidential resources:
 - Salem Counseling Services: 336-721-2625
 - Salem Health Services: 336-917-5591
 - Salem Chaplain's Office: 336-917-5087
 - Family Services: 336-722-4457
 - available 24/7; provides victim advocates who support the victim in making decisions throughout the process; does not require filing charges
- Students may report the misconduct anonymously via the reporting telephone line at 336-917-5550 or the anonymous reporting website (link from the Title IX webpage at www.salem.edu/about/title-ix).
- Contact a student affairs staff member or Salem 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 the victim chooses not to pursue charges initially, they may change their mind later.

Option 2 - College Title IX Investigation

This option allows a student to report sexual misconduct through the Salem College Title IX investigation process.

- Call the Salem Title IX Coordinator, Jessica Telligman at 336-721-2702.
- The College will conduct a prompt, thorough, and impartial inquiry into any reports of sexual misconduct.
- Following the Title IX investigation, the Title IX Coordinator will determine if the information gathered merits charges against the respondent. If so, the matter will be referred for an administrative hearing.

Option 3 - Criminal Investigation

This option allows a student to report criminal law violations directly to law enforcement. A student may wish to pursue criminal action in addition to, or instead of, making a report under Salem's sexual misconduct policy.

- Call the Winston Salem Police Department
 - Emergencies: 911
 - Non-emergencies: 336-773-7700
- Investigation is conducted by the police with cooperation from Salem Public Safety and the Title IX Coordinator.
- The Office of the County District Attorney decides whether to initiate a criminal prosecution.
- Any prosecution occurs in the criminal courts. The College will cooperate with 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.
- A Salem College investigation may be carried out prior to, simultaneously with, or following civil or criminal proceedings off campus.

D. Legal advice. Legal advice may be available from the Winston-Salem Police Department, Family Services, or a student's personal attorney.

VI. FILING A COLLEGE TITLE IX COMPLAINT

Students who believe they have been victims of sexual misconduct within the Salem community should file a complaint with the Title IX Coordinator:

Jessica Telligman

336-721-2702

jessica.telligman@salem.edu

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

The Title IX complaint should be delivered to Ms. Telligman as soon as possible after the incident occurred, preferably within 30 days. The Title IX Coordinator or will oversee any investigation related to Title IX matters.

Anonymous complaints. Salem College accepts anonymous complaints (those where the complainant does not identify themselves), 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, require that the College investigate.

VII. INITIAL ASSESSMENT & INTERIM MEASURES

Initial assessment. Once a report or complaint of sexual misconduct has been received by Salem's Title IX office, the Title IX Coordinator or their designee, will conduct an initial assessment to determine if the allegations are potentially a violation of the College's sexual misconduct policy. If the preliminary review indicates a potential violation of Salem's sexual misconduct policy, the Title IX Coordinator, or their designee, will begin an investigation.

Interim measures. Upon notice of a Title IX investigation, complainants and respondents may immediately request interim measures of protection. Salem College may institute certain interim measures (see below) in an attempt to maintain safety and security during a Title IX investigation. Note also that North Carolina criminal law grants certain interim protective measures to alleged crime victims. Further information about criminal law interim measures can be obtained from the Winston-Salem Police Department (336-773-7700).

The following interim measures are available through Salem College:

1. No-Contact Order: An order issued by the Chief of Salem College Public Safety to the complainant and/or respondent banning interaction and communication with the other party, either directly or through others (e.g., family members, friends, professors, etc.). The goal of the No-Contact Order is to allow both the complainant and respondent, to the extent possible, to continue their academic and social activities while avoiding contact during the investigation. The No-Contact Order can be as detailed as necessary, including specific plans of where the complainant and respondent may be at specific times.
2. Modified Academic/ Extracurricular/ Transportation/ Dining/ Work/ Residence Arrangements: A change in the relevant arrangements for the complainant and/or respondent to avoid contact between the two. Furthermore, modifications may be necessary for the students' academic schedules, extracurricular activities, transportation, dining, work, and/or residence arrangements.
3. Increased security: The College may provide increased monitoring, supervision, or security.
4. Interim suspension for the respondent: 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 Title IX Coordinator's investigation, and resulting administrative hearing (if any).

Requests for interim measures should be made to the Title IX Coordinator. Salem College will maintain as confidential any accommodations or protective measures provided to victims so long as it does not impair the ability to provide such measures.

Academic support. Students involved in a Title IX Investigation having difficulty maintaining their academic status should speak with the Title IX Coordinator who can provide information about academic support services. Information about how to apply for a leave of absence is available from the Associate Dean for Undergraduate Studies. Salem College will work with students to address concerns about loan repayment terms and conditions. Student financial aid information can be obtained from the Director of Financial Aid, Paul Coscia (336-917-5577).

VIII. TITLE IX INVESTIGATION

Salem College will provide a prompt, thorough, and impartial investigation and resolution into any reports of sexual misconduct. The investigation and any resulting administrative hearing will be conducted by those who receive annual training on issues related to VAWA crimes, how to conduct an investigation, and a hearing process that protects victim safety and promotes accountability.

During an investigation, the Title IX Coordinator or their designee will attempt to 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.

When a case also involves criminal charges, the Title IX Coordinator will cooperate with Winston-Salem Police and the Forsyth County Prosecutor's Office. The Title IX investigation may be carried out prior to, simultaneously with, or following civil or criminal proceedings off campus.

Investigations should generally be completed within 60 days after the complaint is delivered to the Title IX Coordinator. This time period is subject to extension for good cause.

Privacy considerations. The College will attempt to obtain consent from the complainant before beginning an investigation. However, the complainant's concerns about privacy must be balanced against the College's need to investigate and take action in situations where the alleged behavior impacts the interests and safety of the College community (which can include, but is not limited to, the involvement of violence, the use of weapons, or repeat offenders).

If Salem College determines that there is a continuing threat to the safety of members of the Salem community, it may have to issue a timely warning regarding the incident. The complainant's name will never be released as part of the timely warning.

If the complainant chooses not to participate in a Title IX investigation, the College's ability to respond to the complaint may be limited. The Title IX Coordinator will notify the complainant that the College intends to proceed with an investigation, but that the complainant is not required to participate.

Advisor. The complainant and the respondent may each be assisted by one advisor of their choice during the Title IX investigation. The advisor's role is to provide advice to the student throughout the investigation. The advisor is not permitted to question the other parties, witnesses, or Title IX Coordinator during the investigation. The advisor may not be someone who was a witness to the events at issue.

Preponderance of evidence. During the investigation, Salem College uses a preponderance of the evidence standard in determining whether to charge someone with sexual misconduct. This standard means that the offense is more likely than not to have occurred.

Once an investigation has been concluded, the Title IX Coordinator will determine if the information gathered merits charges against the respondent. If information merits charges, both the respondent and the complainant shall be notified and given information about the administrative hearing process.

IX. ADMINISTRATIVE HEARING

If the investigation results in any charge(s), an administrative hearing will commence. Both the complainant and respondent have equal opportunity to share information with the presiding administrative officer(s) before a determination on responsibility and sanctions are made. For traditional undergraduates, the administrative hearing is usually, but not always, conducted by the Dean of Students and the Assistant Dean of Students. For graduate students, the administrative hearing is usually, but not always, conducted by the Director of Graduate Studies. For Fler Center students, the administrative hearing is usually, but not always, conducted by the Dean of the Fler Center.

Advisor. The complainant and the respondent may each be assisted by one advisor of their choice during the administrative hearing process. The advisor is not permitted to present information or question the other parties, witnesses, or administrative officer(s) at any time. The advisor may not be someone who was a witness to the events at issue.

Summary of relevant information. Prior to an administrative hearing, the complainant and respondent will each be given a summary of the relevant information gathered by the Title IX Coordinator and/or the administrators. Witness names may be redacted to protect confidentiality.

General administrative hearing procedure:

1. The complainant, respondent, and their advisors (if any) enter the room, unless the parties have chosen to be shielded from each other. The administrative officer(s) may accommodate any student(s) with concerns for personal safety, well-being, and/or fears of confrontation during the hearing by providing separate facilities and/or by permitting participation by other means such as videoconference or Skype. If separate facilities are requested, the administrative officer(s) will provide separate options to both the complainant and respondent.
2. The administrative officer(s) read the Title IX Coordinator's charges against the respondent.
3. The complainant is given an opportunity to testify. The complainant is not required to participate in the hearing. The complainant may submit a written statement to the administrative officer(s) in advance of the hearing in lieu of, or in addition to, testifying.
4. The respondent is given an opportunity to testify. The respondent is not required to participate in the hearing. The respondent may submit a written statement to the administrative officer(s) in advance of the hearing in lieu of, or in addition to, testifying. If the respondent chooses not to attend the hearing, the administrative officer(s) will hear the evidence presented in his or her absence, and make a decision based on available evidence.
5. The administrative officer(s) have the opportunity question the complainant and respondent.
6. The complainant and respondent will not be permitted to ask questions directly of one another. The complainant and respondent may submit questions to the administrative officer(s) in advance that they would like to ask of the other party. The administrative officer(s) will screen the questions and ask appropriate and relevant questions.
7. Witnesses, if any, will enter the hearing room individually, give statements, and then answer questions from the administrative officer(s). Witnesses may submit signed testimonies if they are unable to be present. Witnesses may be individuals who have seen and/or heard the incident and individuals to whom the complainant and/or respondent may have spoken to about the incident. Because the focus of the hearing is on

facts, character witnesses are not used within this process. It is possible for both the complainant and the respondent to identify the same witnesses.

8. The complainant and respondent may submit questions to the administrative officer(s) in advance to be asked of the expected witnesses. The administrative officer(s) will screen the questions and ask appropriate and relevant questions.
9. The administrative officer(s) end the hearing.

During the administrative proceedings, Salem College uses a preponderance of the evidence standard in determining whether someone is responsible for sexual misconduct. This standard means that the offense is more likely than not to have occurred.

Outcome and Sanctions.

Following the hearing, the administrative officer(s), taking all statements and evidence into consideration, will deliberate and determine responsibility and then determine appropriate sanctions, if deemed necessary. The administrative officer(s) will issue a Notice of Outcome in writing to the complainant and respondent simultaneously, and typically within three business days of the hearing, subject to extension for good cause. The Notice of Outcome explains the evaluation of responsibility and sanctions (if any) to the parties.

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:

- Fines/restitution: Money paid as punishment; reimbursement for damages or misappropriation of property.
- Relocation of residence: The student may be relocated from their current residence hall room to another room on campus or to live off campus with a parent or guardian.
- Permanent no contact order: The student may be required to stay away from the complainant until both parties graduate.
- Class reassignment: The student may be removed from current academic classes to prevent contact with the complainant.
- Loss of social privileges: The student loses all visitation privileges. The purpose of this sanction is to provide the student with time for reflection on the responsibility related to enjoying the privilege of attending social events and having visitors in the future prior to this privilege being restored. For a designated period of time, the student may not attend any College-sponsored social events, such as events sponsored by the Student Government Association or the Campus Activities Board.
- Loss of visitation: The student may not have any guests on Salem College property or at Salem-sponsored off-campus events for a designated period of time.
- Community service: The student is assigned a set number of hours to serve the community.
- Substance abuse assessment: The student may be required to complete a substance abuse assessment by a health professional, either on campus or in the local community.
- Educational sanctions: A student may be required to complete workshops or attend programs on campus or in the local community on topics related to the violation. Students may be required to write a reflection paper, make a presentation, or complete a special project intended to learn from their behavior.
- Written warning: The student is warned, in writing, that continuation or repetition of the prohibited conduct may cause more severe disciplinary action. The student is advised to learn from their experience as they reflects on the importance of their behavior and its impact on the Salem community. The warning is put on the student's judicial record until graduation.
- Probation: Exclusion from participation in privileged or extracurricular activities for a definite period of time. Probation is designed by the administrators and likely includes a combination of the sanctions listed here such as loss of social privileges for the length of probation and/or educational assignments, and a punishment to fit the violation. The sanction of probation remains on a student's judicial record until graduation.
- Suspension-held-in-abeyance: Exclusion from classes and other privileges for a definite period to be enforced should another violation occur. This sanction is given when a student is found responsible for a violation of a very serious nature but who, in the administrator's judgment, should be allowed to continue their coursework

at Salem. A sanction of Suspension-Held-in-Abeyance may entail a loss of social privileges for the length of the sanction, as well as appropriate educational assignments and/or a punishment to fit the violation based on the administrator's decision. If the student is found responsible for any other violation by the administrators while on Suspension-Held-in-Abeyance, this violation may activate a sanction of suspension or expulsion, and the student will be required to leave campus within 24 hours. Suspension-Held-in-Abeyance stays on a student's judicial record until the student graduates.

- **Suspension:** Exclusion from classes and other privileges for a definite period of time. The student must leave campus within 24 hours. Once the sanction has been served, the student is free to return to Salem. If a student chooses to take classes while serving this sanction, no credits will be transferable back to Salem. Suspension remains on the student's judicial record for two years after graduation.
- **Expulsion:** Termination of student status indefinitely. The student must leave campus within 24 hours. A student who is expelled following a Title IX administrative hearing may not return to Salem's campus for any reason, including alumnae events. The sanction remains on the student's judicial record permanently.

The administrators will inform appropriate offices and/or faculty members of any sanctions on a need-to-know basis. Failure of a student to fulfill their sanctions by the date specified will result in an automatic reappearance before the administrative officer(s).

In cases where a criminal investigation is also pending, the College's 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.

Disclosure of outcome. The Family Educational Rights and Privacy Act of 1974 (FERPA) permits the College to disclose the outcome of the administrative hearing 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.

X. APPEALS

The complainant and respondent each have one opportunity to appeal a decision and/or any sanction(s) issued by the administrative officer(s). 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 from the administrative officer(s). 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 complainant and respondent simultaneously.

Any sanctions imposed by the administrative officer(s) will remain in effect pending the outcome of an appeal.

XI. NO RETALIATION

No official, employee, student or agent of Salem will 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 to the Title IX Coordinator for investigation.

XII. RECORDS

Records kept by Salem College are confidential, and identifying information about the victim is kept confidential to the extent permissible by law. Neither the publically available crime log nor timely warnings option include victim's names.

XIII. EFFECTIVE DATE

This policy is effective as of August 9, 2016.

This policy applies to all reports of sexual misconduct occurring on or after the effective date of this policy. Where the date of the alleged sexual misconduct precedes the effective date of this policy, the definitions of misconduct in existence at the time of the alleged incident(s) will be used. The procedures under this policy, however, will be used to investigate and resolve all reports made on or after the effective date of this policy, regardless of when the incident(s) allegedly occurred.

This policy may be updated at any time. To view a current version, please visit Salem College's Title IX webpage.

STUDENT GRIEVANCES AND APPEALS

Salem College's School of Music 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 Graduate Music Program. 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 Director of Graduate Music Program. 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 Director of Graduate Music Program, 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 Music Program. 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

GRADUATE REGISTRATION AND DROP/ADD POLICY

The registration period each term begins and ends on the dates designated on the college academic 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.

To add or drop a course, the student must acquire the approval of the Director of the Graduate Music Program.

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 the School of Music 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. 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 conducting the research project. 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.*

Depending on the particular course, students will be required to use either the *Manual for Writers of Research Papers, Theses, and Dissertations*, 8th edition, by Kate L. Turabian; or, the APA style manual, 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 School of Music Office 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 (PowerCampus Self Service). 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 (PowerCampus Self Service) serves as an important resource for graduate students. Along with indicating students' schedules, this 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 School of Music Office 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. 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 Registrar 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 School of Music so that adequate preparations can be made to facilitate program participation.

Child Care

Although Salem College 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 Fleeer 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

MASTER OF MUSIC DEGREE IN ORGAN OR PIANO PERFORMANCE AND PEDAGOGY WITH AN EMPHASIS IN INJURY-PREVENTIVE KEYBOARD TECHNIQUE

Salem Distinguished Professor Lister-Sink, Director of the School of Music; Associate Professor Olsen, Associate Director of the School of Music; Assistant Professors Rothrock and Zigler

Program Description

The purpose of the Master of Music in Performance and Pedagogy with an Emphasis in Injury-Preventive Technique (organ and piano) is to build on an historic collaboration between the organ and piano departments at Salem College and to offer organists and pianists seeking a Master of Music degree a unique opportunity for enhancing breadth of competence and career preparation as follows:

1. to help maximize the artistic potential, well-being, and professional opportunities for its organ and piano students through a uniquely designed, collaborative combination of intensive study in performance, pedagogy, and injury-prevention
2. to offer both organists and pianists, with the degree emphasis on injury-preventive technique, the opportunity to gain in-depth knowledge about injury-preventive technique, general wellness, risk factors for playing-related injury, diagnoses and treatment options, and the field of performing arts medicine
3. to train organists and pianists to teach injury-preventive technique, as well as compelling musicality, thus helping to reduce potential playing-related injury and promoting a more healthful life of music-making for their future students
4. to offer organists and pianists who are experiencing a debilitating playing-related disorder a supportive environment in which to recover while concurrently working on a master's degree in performance and pedagogy

Degree Requirements

Required Courses for both piano and organ:

MUSI 421. Secondary Applied Lessons—piano (2 semesters, 1 hr ea.)

or

MUSI 424. Secondary Applied Lessons—organ (2 semesters, 1 hr ea.)

MUSI 423. Applied Piano Lessons (4 semesters, 2 hrs ea.)

or

MUSI 426. Applied Organ Lessons (4 semesters, 2 hrs ea.)

MUSI 504. Injury-Preventive, Well-Coordinated Keyboard Technique (4 hrs)

MUSI 508. Applying Injury-Preventive Keyboard Technique to Advance Musical Repertory and Artistry (2 semesters, 1 hr ea.)

MUSI 516. Pedagogy of Injury-Preventive, Well-Coordinated Keyboard Technique I (3 hrs)

MUSI 517. Pedagogy of Injury-Preventive Keyboard Technique II (3 hrs)

MUSI 523. Alexander Technique (2 semesters, 1 hr ea.)

MUSI 547. Intermediate Keyboard Harmony and Improvisation (1 hr)

MUSI 548. Advanced Keyboard Harmony & Improvisation (1 hr)

MUSI 599. Music Research and Writing Seminar (2 hrs)

MUSI 644. Applied Collaborative Piano I (1 hr)

MUSI 665. Seminar in Music History (3 hrs)

or

MUSI 675. Seminar in Music Theory (3 hrs)

MUSI 685. Graduate Recital (0 hr)

Additional required courses for organists

MUSI 535. Organ Literature I (2 hrs)

MUSI 536. Organ Literature II (2 hrs)

MUSI 545. Sacred Music Skills I (1 hr)

MUSI 546. Sacred Music Skills II (1 hr)

Additional required courses for pianists

MUSI 531. Piano Literature (2 hrs)

MUSI 555. Chamber Music Ensemble (1 hr)

MUSI 544. Art of Accompanying (1 hr)

Music Courses (MUSI)

MUSI 421. Secondary Applied Lessons—piano (1 hr) Weekly applied piano lessons for organists in technique and repertory, including participation in weekly studio piano class.

MUSI 423. Applied Piano Lessons (2 hrs) Weekly applied piano lessons on the graduate level of technique and repertory, including participation in weekly piano studio class.

MUSI 424. Secondary Applied Lessons—organ (1 hr) Weekly applied organ lessons for pianists in technique and repertory, including participation in weekly organ studio class.

MUSI 426. Applied Organ Lessons (2 hrs) Weekly applied organ lessons on the graduate level of technique and repertory, including participation in weekly organ studio class.

MUSI 504. Injury-Preventive, Well-Coordinated Keyboard Technique (4 hrs) This course is designed to give the graduate keyboard major practical and theoretical knowledge of the fundamentals of a holistic, healthful technique. It addresses biomechanics, keyboard mechanics, wellness and instruction in the fundamentals of healthful sound production through the Lister-Sink Method. Students apply principles of injury-preventive technique to basic keyboard exercises, studies, and graduated repertoire. Instruction includes a beginning week of intensive daily workshops, followed by a weekly group and private lesson, as well as guest lectures. It is required that this course be taken concurrently with MUSI 523 (Alexander Technique). MUSI 504 is designed for graduate students and is offered concurrently with MUSI 304. Students enrolled in MUSI 504 will do additional research and presentations on a level suitable for graduate level course.

MUSI 508. Applying Injury-Preventive Keyboard Technique to Advanced Musical Repertory and Artistry (1 hr) Students will learn how to apply injury-preventive keyboard technique to graduated levels of advanced piano and organ musical repertory. The course will also emphasize the relationship between injury-preventive keyboard technique and musical artistry. Taught concurrently with MUSI 308, MUSI 508 will focus on graduate level repertory.

MUSI 516. Pedagogy of Injury-Preventive, Well-Coordinated Keyboard Technique (3 hrs) This course examines the components of sound pedagogy while emphasizing the most effective means of teaching injury-preventive on the elementary and intermediate levels through the Lister-Sink Method. Instruction includes lectures on methodology, educational psychology, learning styles, lesson planning, studio set-up and video analysis.

MUSI 517. Pedagogy of Injury-Preventive Keyboard Technique II (3 hrs) Continuation of MUSI 516. Students complete 10 weeks of student teaching during this course.

MUSI 523. Alexander Technique (1 hr) This course will emphasize identification and prevention of patterns of unnecessary tension in pianists and organists during practice and performance.

MUSI 526. Keyboardists' Injuries: Causes and Cures (3 hrs) The objectives of this course are to identify and study in depth the injuries that afflict keyboardists; to study history and present state of the field of music medicine; to study current mainstream medical and complementary approaches to healing; and to develop a common language to bridge the music and medical worlds. This course will equip more fully the future teacher

not only to teach injury-preventive technique but also to be able to help guide the injured keyboardist to the appropriate health-care professionals, and then to be a partner in the rehabilitation and retraining process.

MUSI 531. Piano Literature (2 hrs) A survey of piano literature, and its forerunners, from the Baroque period to the present. Includes the development of the piano and analyses of significant keyboard works. A significant research project, papers and presentations will be required.

MUSI 535. Organ Literature I (2 hrs) Principles of organ design and construction, and the history of the development of the organ. A survey of organ literature from the Robertsbridge Codex (1325) through the Baroque era; includes research and performance projects focusing on the performance practices of each period.

MUSI 536. Organ Literature II (2 hrs) Continuation of MUSI 536. A survey of organ literature from Bach to present day.

MUSI 544. Art of Accompanying (1 hr) Advanced study and application of the principles of vocal and instrumental accompanying. Vocal accompanying will emphasize French, German and Italian pronunciation as well as coaching techniques. Instrumental accompanying will explore advanced repertory in strings and winds.

MUSI 545. Sacred Music Skills I (1 hr) Emphasis on skills necessary to become a successful church musician. Improvisation will be an integral part of the course each semester. Topics covered include hymnology, liturgy and worship styles, creative hymn-playing, accompanying, sight-reading, transposition, conducting from the console, rehearsal techniques and church music administration.

MUSI 546. Sacred Music Skills II (1hr) Continuation of MUSI 545.

MUSI 547. Intermediate Keyboard Harmony and Improvisation (1 hr) A thorough exploration of keyboard skills, including simple harmonic progressions and figured bass, harmonization, modulation, transposition, an introduction to reading open scores and C clefs, as well as the development of rudimentary skills in improvisation.

MUSI 548. Advanced Keyboard Harmony & Improvisation (1 hr) Continuation of MUSI 547. A thorough exploration of keyboard skills, including more advanced chromatic harmonic progressions and figured bass, harmonization, modulation, transposition, open score reading and C clefs, as well as the development of more refined skills in improvisation.

MUSI 555. Chamber Music Ensemble (1 hr) Advanced performance of chamber music from the standard repertory.

MUSI 599. Music Research and Writing Seminar (2 hrs) Exploration of methods and tools used for research in music, including an introduction to print and electronic sources, copyright issues, types of research, publication style guides, and how to write and present research.

MUSI 665. Seminar in Music History (3 hrs) This course explores the development of musical styles and performance practices within their social and cultural contexts, from the Renaissance to the present day.

MUSI 675. Seminar in Music Theory (3 hrs) A graduate level analysis and research course that explores different styles and means of musical analysis.

MUSI 644. Applied Collaborative Piano (1 hr) The practical application of collaborative piano through guided collaboration with current undergraduate music majors. Prerequisite: MUSI 544 or permission of instructor.

MUSI 685. Graduate Recital (*0 hr*) A full recital (50-60 minutes of music) representing the school's highest standard of music repertoire and performance.

ORGANIZATION OF THE COLLEGE

Board of Trustees 2016-2017

Sallie Craig Tuton Huber C'68, Chair
Sydnor Cozart Presnell A'71, Vice Chair
Laura Sides Watson A'94, C'99, Secretary
D. Joeff Williams, Treasurer

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Rockville, MD

Julia Cardwell Archer A'84 (2017)

Winston-Salem, NC

Elizabeth Copeland Becher A'58 (2017)

Winston-Salem, NC

D. Wayne Burkette (2018)

Pfafftown, NC

Robiaun L. Charles (2017)

Decatur, GA

L. Duane Davis (2019)

Winston-Salem, NC

Mary Maples Dunn (Counselor to the Board)

Cambridge, MA

Ellen Todd Drew C'81 (2020)

Los Altos, CA

McDara P. Folan III (2019)

Winston-Salem, NC

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Landenberg, PA

Ginger Renick Griffin C'70 (2017)

Greensboro, NC

Sallie Craig Tuton Huber C'68 (2017)

Newton, MA

Stratford Newitt Kiger C'90 (2019)

Charlotte, NC

Camille Disher McDowell A'81 (2018)

Winston-Salem, NC

Chi-Chi Ziglar Messick C'89 (2018)

Winston-Salem, NC

William R. Phillips (2017)

Winston-Salem, NC

S. Margaret Pike C'94 (2017)

Winston-Salem, NC

Sydnor Cozart Presnell A'71 (2018)

Raleigh, NC

M. Elizabeth Rader (2017)

Cincinnati, OH

Rebecca Hewit Rauenhorst C'74 (2020)

Tampa, FL

Mary White Rights C'87 (2018)

Winston-Salem, NC

Lucy Rose C'76 (2018)

Roseland, VA

G. Dee Smith (2018)

Winston-Salem, NC

Susan Lundeen Smith C'72 (2019)

Atlanta, GA

Mary Louise Ford Stott C'69 (2018)

Winston-Salem, NC

Nancy Taylor Sumner C'69 (2017)

Raleigh, NC

Ramon Velez (2020)

Pfafftown, NC

Laura Sides Watson A'94, C'99 (2017)

Winston-Salem, NC

D. Joeff Williams (2017)

Mocksville, NC

Danielle Thompson Williams A'88 (2019)

Winston-Salem, NC

Board of Visitors 2016-2017

Liz Denton Baird C'83, Chair

B. J. Buckland C'90, Vice Chair

Liz Denton Baird C'83 (2017)

Holly Springs, NC

Winifred Currie Ballenger C'74 (2019)

Roanoke, VA

Lisa Herron Bankoff C'73 (2018)

Atlanta, GA

Sallie Smalley Beason A'85 (2017)

Charlotte, NC

Elena Boeva C'00 (2019)

New York, NY

B. J. Buckland C'90 (2019)

Winston-Salem, NC

Marion Deerhake C'77 (2019)

Raleigh, NC

William D. Demarest (2017)

Mocksville, NC

James Dickerson (2017)

Winston-Salem, NC

Sara Engram C'71 (2018)

Baltimore, MD

Beth Mabe Gianopoulos C'97 (2018)

Kernersville, NC

John A. Hauser (2018)

Winston-Salem, NC

Sandy High C'06 (2019)

Winston-Salem, NC

Melanie Kirk Holton (2018)

Winston-Salem, NC

Jessica Faulkenberry Hughes C'01 (2019)

Winston-Salem, NC

Page Kizer Hull A'86 (2017)

Charlotte, NC

Cheryl Lindsay (2019)

Winston-Salem, NC

Martha Riggs Lowry A'79, C'91 (2017)

Winston-Salem, NC

Elizabeth Madden (2019)

Winston-Salem, NC

Martha Johnston Manning A'73 (2017)

Winston-Salem, NC

Allison Towne McCall C'73 (2019)

Raleigh, NC

Haynes Brawley Paschall A'89 (2017)

Charlotte, NC

William H. Petree, Jr. (2017)

Winston-Salem, NC

Katherine Elizabeth Mims Schroeder C'76 (2017)

Winston-Salem, NC

Richard L. Sides (2018)

Winston-Salem, NC

Sabrina Slade (2019)

Winston-Salem, NC

Anna McCoy Smith C'98 (2017)

Winston-Salem, NC

Steve Strawsburg (2019)

Winston-Salem, NC

Gwynne Stephens Taylor C'72 (2018)

Winston-Salem, NC

Michael Trawick (2017)

Winston-Salem, NC

Eleanor Cross Young A'97 (2017)

Davidson, 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 Vice President for Academic Affairs, Dean of 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; 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 Elbersen 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)

Associate 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

Merredith M. Cho (2016)

Head Lacrosse Coach

BS, MAT, University of North Carolina at Chapel Hill

Scott Long (2010)

Softball Coach

BA, Winston-Salem State University

Britni Mohny (2014)

Basketball and Cross Country Coach

BA, Allegheny College; MBA, Utica College

Edward Steele (2016)

Head Tennis Coach

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)

Vice President for Enrollment, Financial Aid, and Communications

BA, Salem College; MALS, Wake Forest University

Katherine A. Brewer (2016)

Assistant Vice President for Enrollment

BA, Wake Forest University

Whitney Campbell (2015)

Admissions Counselor

BA, Salem College

Jennifer Chapman (2014)

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

Sidney Noel Davidson (2016)

Admissions Counselor

BS, Salem College

Audrey Lillian Gauss (2016)

Admissions Counselor

BA, University of North Carolina-Chapel Hill; M.Ed., Bank Street College of Education

Julie Trabue Hanes (2016)

Director of Admissions

BA, Salem College

Kathy S. McAdams (1997)

Office Systems Manager

AA, Davidson County Community College

Yanadira Mendez-Magana (2015)

Admissions Counselor

BA, Salem College

Stacy Rapp Rosser (2015)

Office Manager

BA, UNC-Greensboro; MA, UNC-Greensboro

Jessica Cecil Rogers (2013)

Assistant Director of Admissions

BA, Salem College

Camille-Macie Brown Rumph (2016)

Admissions Counselor

BS, UNC-Greensboro

Holly Michelle Vogler (2015)

Campus Visit Coordinator

BS/BSBA, Western Carolina University

Business Office

Jeremy Shreve (2016)

Vice President for Finance, Chief Financial Officer

BS, Pennsylvania State University

Nikki B. Brock (1971)

Accounts Receivable Manager

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

Jenni Lynch (2015)

Vice President for Institutional Advancement

BA, Randolph-Macon Women's College; JD, Wake Forest University

Kathy Marakas Barnes (2016)

Director of Major Giving

BA, Salem College

Kris Bowman (2016)

Assistant Vice President for Institutional Advancement

BA, Salem College

Felicia Carey (2015)

Senior Director of Annual Giving

BA, Smith College; MA, Durham University, UK; MA, University College London, UK

Kelly Dentler (2005)

Director of Advancement Services

BA, Salem College

Judy Eustice (2000)

Director of Development Operations

BA, MBA, East Carolina University

Judy R. Line (1993)

Director of Special Events

Rosanna Mallon (1992)

Assistant Director of Alumnae Affairs

Jennifer Morgan (2011)

Director of Corporate and Foundation Relations

BA, Salem College; MPA, West Virginia University

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

Ed Jones (2015)

Director of Communications and Public Relations

BA, Davidson College

Jessica Sedo (2015)

Communications and Public Relations Project Manager

BA, Salem College

Johnny Johnson (2016)

Communications and Social Media Manager

BAAS, Stephen F. Austin State University

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

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

Caroline Beam

Clinical Coordinator in Teacher Education

BS, MSA, EdD, Appalachian State University

Melissa W. Beeson (2013)

Assistant Professor of Education

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

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; EdD., 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

Michael M. Cummings, CPA (1992)

Associate Professor of Accounting

BS, George Mason University; MBA, East Carolina University

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)

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
- T. Shree Fowler (2016)**
Assistant Professor of Not-for-Profit Management
 BS, Salem College; MA and PhD, University of North Carolina at Greensboro
- Alyson Francisco (2010)**
Mary Ardrey Stough Kimbrough Chair in Business and Economics
 BS, North Carolina State University; MBA, Duke University
- Penny Griffin (1975)**
Associate Professor of Art History
 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)**
Assistant Professor of Spanish and Director of Diversity and Inclusiveness
 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)**
Professor of Art History
 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 Greensboro

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)

Associate 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; Director, Graduate Music Program; 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)

Associate 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, Associate Director of the School of Music

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

Rosa D. Otero (2007)

Associate 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)

Associate Professor of History

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

Betsy Pryor (2003)

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

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

Eve Rapp (2009)

Professor of Business Administration

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

Sydney Davis Richardson (2007)

Dean of the Martha H. Flier 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

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

Holly K. Sopko

Assistant Professor of Counselor Education, Coordinator of School Counseling Program

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

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)

Associate Vice President for Academic Affairs, Dean of Undergraduate Studies and Professor of Religion

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 and Physics

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

Amy Zigler

Graduate Admissions Coordinator in Music, Assistant Professor of Music

BM, University of Alabama; MM, Belmont University; PhD, University of Florida

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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