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

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

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

**Campus Security Act of 1990**

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

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

**Title IX**

Allegations of sexual misconduct made by a student or employee against a College student or employee should be reported to the College’s Title IX Coordinator. No employee is authorized to investigate or resolve sexual misconduct complaints without the involvement of the College’s Title IX Coordinator. Faculty, staff or students with knowledge about a known or suspected
incident of sexual misconduct must report the incident to the Title IX Coordinator, Anna Gallimore, Director of Administration, 336-721-2852 or anna.gallimore@salem.edu.

Student Records (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 certain government agencies specified in the legislation;
4. to an accrediting agency in carrying out its function;
5. in emergency situations where the health or safety of the student or others is involved;
6. to educational surveys where individual identification is withheld;
7. in response to a properly issued judicial order or subpoena;
8. 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), previous institutions attended, degree and awards. However, it is Salem College’s policy not to release lists of student names and addresses or telephone numbers to outside parties with the exception of state and federal agencies or as required by law.

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 Undergraduate Catalog is published every year by Salem College, 601 South Church Street, Winston-Salem, North Carolina 27101. Phone: (336) 721-2600.
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COLLEGE CALENDAR 2013-2014

2013 Fall Term
August 24 Sunday New Student Orientation begins
August 26 Monday Orientation/Advising
August 27 Tuesday Drop/Add begins; Opening Convocation (7:00 pm)
August 28 Wednesday Classes begin (8:00 am)
September 4 Wednesday Deadline to drop/add courses without grade (5:00 pm)
September 25 Wednesday Fall Fest Day (classes suspended)
October 4 Friday Fall Break begins (5:15 pm)
October 9 Monday Classes resume (8:00 am)
November 27 Wednesday Thanksgiving Recess begins (8:00 am)
December 2 Monday Classes resume (8:00 am)
December 10 Tuesday Last day of classes
December 11 Wednesday Reading Day
December 12 Thursday Examinations begin (8:30 am)
December 16 Monday Examinations end (5:15 pm)

2014 January Term
January 6 Monday January Term begins (8:00 am)
January 20 Monday Martin Luther King, Jr. Day (classes suspended)
January 31 Friday January Term ends (10:00 pm)

2014 Spring Term
February 3 Monday Classes begin (8:00 am)
March 21 Friday Spring Break begins (5:15 pm)
March 31 Monday Classes resume (8:00 am)
April 16 Wednesday Celebration of Academic Excellence (classes suspended)
April 20 Sunday Easter
April 21 Monday Easter Monday (classes suspended)
April 25 Friday Founders Day Convocation (4:15 pm)
May 14 Wednesday Last day of classes; Honors Convocation (4:00 pm)
May 15 Thursday Reading Day
May 16 Friday Examinations begin (8:30 am)
May 20 Tuesday Examinations end (5:15 pm)
May 24 Saturday Commencement

2014 Summer Term I
May 27 Tuesday Classes begin
June 26 Thursday Last day of classes
June 27 Friday Examinations begin
June 28 Saturday Examinations end

2014 Summer Term II
July 7 Monday Classes begin
August 7 Thursday Last day of classes
August 8 Friday Examinations begin
August 9 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

Majors offered: Accounting, art, art history, arts management, biochemistry, biology, business administration, chemistry, clinical laboratory science, communication, creative writing, criminal 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; 3:1 medical technology program at Wake Forest University Baptist Medical Center.

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

Faculty: 104 full and part-time faculty

Student-faculty ratio: 12:1

Average size of classes: 11 students

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

Size of campus: 64 acres

Size of student body: approximately 1100 students representing 28 states and 7 foreign countries

Library facilities: 159,000-volume collection, 57,000 electronic books and 24,000 online full-text periodicals; wireless Internet access; desktop computers for research use; printer and copiers; group study rooms; laptops for checkout.

Number of residence halls: six, each accommodating from 36 to 91 students; also apartment-style accommodations for up to 30 seniors in Fogle Flats, a group of on-campus turn-of-the-century row houses; plus Bahnson House, an on-campus house for 16 juniors and seniors

Geographical distribution of total undergraduate students: 74% in-state, 26% out-of-state

Geographical distribution of traditional-age undergraduates: 57% in-state, 43% 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 19 Inspectors, Principals and Presidents:

- Samuel G. Kramsch 1802-1806
- Abraham S. Steiner 1806-1816
- G. Benjamin Reichel 1816-1834
- John C. Jacobson 1834-1844
- Charles A. Bleck 1844-1848
- Emil A. deSchweinitz 1848-1853
- Robert deSchweinitz 1853-1866
- Maximilian E. Grunert 1866-1877
- Theophilus Zorn 1877-1884
- Edward Rondthaler 1884-1888
- John H. Clewell 1888-1909
- Howard Rondthaler 1909-1949
- Dale H. Gramley 1949-1971
- Merrimon Cuninggim 1976-1979
- Richard Leslie Morrill 1979-1982
- Julianne Still Thrift 1991-2006
- Susan E. Pauly 2006-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 Statement of Values
Rooted in the distinct Moravian commitment to education, our core values are:

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

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

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

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

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

The Honor Tradition is longstanding at Salem College and is highly regarded by students, faculty, staff and the administration. Perpetuating such a tradition is made possible in the community because each individual student is expected to be personally accountable for the impact of her actions on herself and other members of the community.

Every student is responsible for encouraging other students to uphold the Honor Tradition. The Honor Tradition is only as strong as the commitment of the individuals in the community that lives by it.

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

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

III. I will show respect for faculty, staff, my peers, classmates and members of the administration by maintaining civility and refraining from disruptive and abusive language and behavior.

I acknowledge that I will be held accountable for my decisions and behavior, and I will accept the consequences of my actions. In choosing Salem College, I pledge to uphold the principles of the Honor Code and will cherish and guard its traditions.

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

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

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

The 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 Salem Commons, converted from an old gymnasium and opened in 1992, contains a full-service grill and snack bar and a state of the art women’s fitness center. Bryant Hall, a “great hall” that opens onto a beautiful brick courtyard, serves as an ideal location for official Salem meetings as well as student mixers, dances and band parties that attract students from other nearby colleges and universities.

Academic Computing Facilities
Salem College keeps pace with advancing technology and the needs of today’s college students. Three Windows computer labs offer the Microsoft Office Suite of software as well as specialized software serving many academic departments. A Macintosh lab is reserved for film editing, music, art and 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. Most classrooms are equipped with a multimedia workstation for presentations. Residence halls are equipped with WiFi to provide Internet access for each student’s connectivity needs. WiFi is also accessible across the majority of campus including the Refectory and the Grill, the Library, all Residence halls, including Fogle Flats, and the Rondthaler-Gramley House, with hotspots in Main Hall, the Science Building and the Fine Arts Center. Salem works continuously to expand and improve WiFi coverage on campus. Check [www.salem.edu/technology](http://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. 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.

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.

A complete statement of the computer usage policy is provided to all students upon arrival. By acknowledging that policy, students accept and agree to its terms. Those responsible for campus computing facilities not administered by Information Technology, may have additional regulations consistent with this policy to control their use.

**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 field hockey and soccer fields are used for practice.

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

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

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

**Beyond the Campus**

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

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

Recreational offerings in North Carolina include intercollegiate sports events, horseback riding, skiing in the North Carolina mountains and trips to the coastline and the Outer Banks. Davidson College, Duke University, North Carolina State University and the University of North Carolina at Chapel Hill are within easy driving distance and sponsor many activities of interest to Salem students.
The Winston-Salem community provides a wealth of academic opportunities as well. Students have the opportunity to take classes at Wake Forest University and mingle socially with students at Wake Forest University, Winston-Salem State University and the University of North Carolina School of the Arts. Possibilities for volunteer and internship locations are endless; they include the Wake Forest University School of Medicine and Baptist Medical Center, Forsyth Medical Center, the Winston-Salem/Forsyth County public schools and local businesses as diverse as law firms and television stations. Informal courses and study programs in historic preservation are available at Old Salem and its Museum of Early Southern Decorative Arts (MESDA).

**Come Visit!**

Salem welcomes visitors to our beautiful campus. A map and more detailed information about touring the campus are available by calling the Salem College Office of Admissions at 1-800-32-SALEM or sending an e-mail message to admissions@salem.edu. For detailed admissions information, see below.
ADMISSIONS
Salem is interested in students of strong academic ability, motivation and character who can benefit from and contribute to the life of the College. Students from all religious, geographic, racial and ethnic backgrounds are eligible for admission.

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

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

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

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

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

Visiting Students Under Age 23
Female students under age 23 may seek to enroll at Salem as visiting students. Visiting students apply to the Office of Admissions. Applicants who have attended one or more other colleges must submit official transcripts from the most recent institution attended. Applicants without prior college experience must submit high school transcripts. Visiting students under age 23 may enroll in a total of no more than two courses across a regular semester (fall or spring). Those seeking to enroll in more than two total courses may request permission from the vice president for academic and student affairs and dean of the college by submitting a letter of petition. Visiting students may enroll in January or summer courses without limit. Questions about registration and all advising matters for visiting students should be directed to the associate dean for undergraduate studies.

Required High School Program
A candidate is expected to present at least 16 academic units and is encouraged to carry a full academic program in her senior year.
The following minimum units are required:
English ........................................................................................................................................ Four
Modern language ......................................................................................................................... Two (of one language)
History ........................................................................................................................................... Two
Mathematics (Algebra I and II, Geometry) .................................................................................. Three
Science ......................................................................................................................................... Three

Elective units may be submitted from the following: classical or modern languages; mathematics, which may include additional algebra, calculus, geometry or trigonometry; social studies, which may include history, geography, civics, economics, psychology or sociology; fine arts; religion; general science; and additional laboratory sciences.

Applicants who have completed college courses during high school may submit a transcript to the appropriate department at Salem for placement and/or credit evaluation.

**Procedure for Admission**

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

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

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

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

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

4. **Recommendations.** The College requires two letters of recommendation from teachers. The appropriate forms are included with the application and should be given to the individuals.
5. **Personal interview.** A personal interview is not required but strongly recommended and may be arranged by writing, calling or emailing the Office of Admissions.

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

**Martha H. Fleer Center for Adult Education (for Women and Men Age 23 and Older) Admissions**

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

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

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

To be considered for admission to the Fleer Center, applicants must have turned 23 or older by the end of the term of intended enrollment; the end of that term is considered to be the last day of final exams.

Fleer students may earn a B.A., B.M., B.S. or B.S.B.A. degree. All majors are available to students who pursue a degree program during the day. The following majors are currently available to students who pursue a degree program during the evening: accounting, arts management, business administration, communication, criminal studies, design, not-for-profit management, political science, sociology and teaching schools and society.

**Degree Completion Program on the Campus of Randolph Community College**

Salem College offers a degree-completion program on the campus of Randolph Community College (RCC) in Asheboro, NC. Salem currently offers the bachelor of science in business administration (B.S.B.A.); students may major in business administration with concentrations in accounting, finance, marketing, or general business. In order to be considered for admission,
students must have completed at least 2 semesters and at least 12 semester hours of coursework at RCC towards the Associate of Arts, Associate of Science, or Associate in General Education degree, and have a cumulative GPA of at least 2.0; at least one college-level algebra and one college-level English composition course are strongly recommended. Applicants with a completed A.A. or A.S. degree from a NCCCS college may be admitted to Salem’s degree completion program without first being admitted to RCC. Applicants are exempt from the age requirement for Fleer students on the main campus. Major courses and upper-division general education courses are offered by Salem College instructors at the RCC facility. Transferability of course credits is governed by the Transfer Credit Policy published later in this section. The core course requirements for the degree and the major are the same as those for students attending on the main campus. Students admitted to the degree-completion program are fully admitted as students in the Martha H. Fleer Center for Adult Education, and they have full access to the technology, library and support resources on the Main Salem campus, as well as at RCC. For questions regarding Salem’s program at RCC, please contact the Fleer Center at Salem College (336) 721-2669.

Undergraduate Certificate Programs
Salem College offers certificate programs in accounting, historic preservation, injury-preventive keyboard technique and not-for-profit management, typically consisting of between four and six college-level courses. The programs are designed to provide the student with focused professional training and/or to provide the student with additional qualifications in their career trajectory. Students seeking admission to a certificate program must submit their application, the $30 application fee and provide proof of high-school completion or official transcripts of all prior college work. Courses in Salem’s certificate programs are open to degree-seeking and certificate-seeking students alike, and coursework is fully applicable toward a Salem bachelor’s degree; students wishing to convert from certificate-seeking to degree-seeking status will be required to make a separate application. A complete description of each certificate program’s curriculum may be found later in this catalog, in the “Certificate Programs” section.

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

Auditors: Registration as an auditor permits a student to enroll in a course without working for a grade or credit. An auditor is expected to attend class regularly and participate in class discussion or activities as invited by the instructor. Complete information on auditing may be found in the “Academic Regulations” section of this catalog. Prospective students interested in auditing a course should contact the Fleer Center at the address noted above.
Advanced Placement/Credit
An entering first-year student may apply for advanced placement and/or credit if she submits scores of four or five (depending on the exam) on the Advanced Placement tests of the College Board. In addition, an entering student who has completed courses/tests in the International Baccalaureate Program may apply for advanced placement and/or credit in certain academic areas if she submits scores of five or above on higher level exams (depending on the exam). For specific information on these opportunities, see the policies on Advanced Placement and International Baccalaureate in the Academic Regulations portion of this catalog.

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

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

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

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

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

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

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

To be considered for admission to the Fleer Center, the applicant must have turned 23 or older by the end of the term of intended enrollment; the end of that term is considered to be the last day of final exams.

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

Transfer Credit Policy
College-level educational work completed at regionally accredited post-secondary institutions may, where applicable, be credited towards the requirements for a degree at Salem. If a student has taken college-equivalent coursework at a postsecondary institution that holds national accreditation but not regional accreditation, the student may submit an appeal to have the coursework considered for possible transfer credit. Coursework must be comparable to what would be found in a regionally accredited college or university program and must be compatible with a liberal arts education. Coursework for potential credit will be reviewed and approved by the appropriate department or designated bodies such as the Committee on General Education. The student may be required to complete an appeal form that requires substantial additional
information on the coursework in question (textbooks, instructor credentials, contact hours, etc.). If the program of study which the student pursued is one typically offered by various four-year colleges and universities, but is not part of the traditional liberal arts and is not offered at Salem, the student may receive a maximum of six elective credits (examples: theater arts, engineering, etc.).

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

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

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

A student who enters Salem as a senior must complete 10 courses at Salem in order to qualify for graduation. A maximum of 18 Salem course credits may be awarded for work completed at a two-year college. A maximum of 26 Salem course credits may be awarded for work completed at a four-year college. While coursework which exceeds the maximum transferable credit will not be applied to the minimum credits required for graduation, that coursework may, where appropriate, and with the permission of relevant academic departments, be used to waive prerequisites or other program requirements.

Transcripts of prior work will be evaluated and final acceptance or rejection of the transfer credit lies with the College. The candidate will receive a statement of this evaluation with the provision that all transfer credit will be regarded as tentative, pending the finalization of the student’s enrollment at Salem at the end of the drop/add period.

Salem College is a signatory institution of the Independent Comprehensive Agreement between the North Carolina Independent Colleges and Universities (NCICU) and the North Carolina Community College System (NCCCS). This articulation agreement, signed in 2009, expands opportunities for students to transfer to Salem. As part of this agreement, Salem College guarantees that NCCCS students who graduate with the associate in arts (A.A.) or associate in science (A.S.) degree, or who have completed the General Education Core for the A.A. or A.S.,
and who are admitted to and enroll at Salem, shall be considered to have completed the requirements for the lower-division Salem Signature general education core. Such students will still need to meet Salem’s foreign language, women’s studies and physical education requirements, where applicable, as well as SIGN 110 or 111 and all upper-division Salem Signature requirements toward the degree (see section on “Academic Standing”/“Classification”).

Students who graduated with an A.A. or A.S. from a NCCCS college prior to fall 1997 do not fall under the provisions of the Comprehensive Articulation Agreement. Students who graduate from an NCCCS college with a degree other than the A.A. or A.S. are not subject to the articulation agreement; since no general education waiver is granted to such students, the evaluation of their prior coursework for transfer is performed on a course-by-course basis.

Once a student is enrolled at Salem, courses taken at other regionally-accredited colleges are applicable to the degree only if approved in advance by 1) the department chair of the department offering a comparable course, 2) the registrar, and 3) the student’s advisor. Pre-approval ensures course transferability, applicability toward degree, major, or minor requirements, and adherence to Salem residency requirements. Transfer credit pre-approval forms can be obtained at the Office of the Registrar or the Fleer Center for Adult Education. Once coursework is completed, the student must have official transcripts of coursework sent to the Office of the Registrar at Salem. NOTE: Traditional-age students may not enroll concurrently at another college, except to take courses at another institution’s summer-school program, subject to the residency requirements of their degree program. Fleer students are permitted to enroll concurrently in limited courses at another institution, subject to the residency requirements of their degree program. In all cases, transfer credit pre-approval is required. A posting fee for each transfer course brought into Salem after matriculation is applicable.

Transferability of Online Laboratory Coursework in Chemistry and Physics

The Salem College chemistry faculty strongly believes in the importance of laboratory experience. As such, transfer students wishing to have a chemistry or physics course credit containing online or virtual laboratory experience transfer into their degree program at Salem must adhere to the following guidelines.

1. Students may not register for CHEM 201 (Organic Chemistry I) without having completed at least one semester of hands-on lab (i.e., not a virtual lab or online lab) toward the equivalent of CHEM 110 or CHEM 120. A student who completed both the equivalent of CHEM 110 and 120 with only a virtual lab prior to enrollment at Salem would be required to repeat the laboratory portion of CHEM 120 prior to registering for CHEM 201. A student who completed any chemistry course higher than 120 with an online or virtual lab would be required to repeat the laboratory portion of the course to have the transfer credit count toward her major.

2. A student who completed both the equivalent of PHYS 210 and 220 with a virtual lab prior to enrollment at Salem would be required to repeat the laboratory portion of either PHYS 210 or 220 to have the transfer credit count toward her major.

3. Once a student is enrolled at Salem, she may not enroll in any subsequent courses with an online or virtual lab at another institution and have such a transfer course count toward any Salem degree requirements.
International Admissions

International students seeking admission to Salem College should submit the following documents:

1. A formal application for admission as a traditional-age student or a student in the Martha H. Fleer Center for Adult Education, as appropriate
2. Secondary school records with an English translation
3. Exam results if student took GCEs, Ordinary Levels, Advanced Levels or International Baccalaureate exams
4. TOEFL results (score must be at least 550 on the paper-based test, 213 on the computer-based test or 79 on the Internet-based test)
5. Two letters of recommendation, typically from teachers
6. A Certificate of Finance

All of the forms necessary for completing an application to Salem can be found on-line at [www.salem.edu](http://www.salem.edu).

Any student who has university credit from an international college or university must also submit a copy of her postsecondary transcript complete with a course-by-course evaluation of credit from World Education Services Inc. (WES), the American Association of Collegiate Registrars and Admission Officers (AACRAO) or Educational Credential Evaluators (ECE). WES can be reached at [www.wes.org](http://www.wes.org). AACRAO can be reached at [www.aacrao.org/credential/](http://www.aacrao.org/credential/). ECE can be reached at [www.ece.org](http://www.ece.org).

Salem College will not review international transcripts or award credit without an evaluation from WES, AACRAO or ECE. All credits accepted by Salem College as a result of this evaluation will be given grades of P (“Pass”).

Services for Students with Disabilities

In accordance with the Americans with Disabilities Act (ADA), Salem College seeks to provide reasonable accommodations for individuals with documented disabilities. A student with a disability should seek assistance through the Office of the Associate Dean for Undergraduate Studies. This should be done as early as possible, so that accommodations may be in place when the student needs them. When a student presents the appropriate documentation, the Office of the Associate Dean for Undergraduate Studies will work with the student to make reasonable accommodations within the confines of the College’s program. Typical accommodations include, but are not limited to, referral for tutoring and extended time limits on tests.

Appropriate documentation must:

- Include testing results and recommendations from a professional who is licensed/qualified to conduct the respective evaluation and provide the relevant diagnosis (learning disability, medical condition or psychiatric disability). For example, diagnosis of a learning disability and recommendations based on it normally would come from a psychologist trained in educational testing.
- Be typed on letterhead, dated, and signed by the evaluating professional.
- Include the name, title, and credentials of the professional conducting the evaluation.
- Provide a specific diagnosis.
• Include a description of current impact of the disability on academic performance.
• Include functional limitations of the individual if applicable.
• Include specific recommendations for accommodations with a rationale for each.
• Be current—no more than three years old.

Sometimes the need for appropriate documentation can be met by a student’s high school IEP, but if the information specified above is not evident in the IEP, the College may require additional documentation. The student is responsible for all costs associated with educational testing or other diagnostic evaluations.

Because Salem is an historic institution, not all facilities are easily accessible to the mobility impaired. Food service is accessible, and all administrative and library services can be provided. Fully accessible housing options are limited, and many classroom spaces and science labs may only be reached by stairs. Interested applicants are encouraged to discuss their individual needs with the associate dean for undergraduate studies, the College’s designated ADA coordinator.
FINANCIAL INFORMATION

Fees

Resident Students – Traditional Age (under 23 years old)

Resident students are expected to enroll for a full academic year and pay a comprehensive fee of $35,964 which includes the enrollment deposit, tuition, room and board and laboratory and health service fees. The College expects full-year enrollment because it reserves facilities and executes contracts to provide for the needs of the student during the entire academic year. Payments are scheduled as follows:

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment deposit—(non-refundable)</td>
<td>$250.00</td>
</tr>
<tr>
<td>returning students—April 1</td>
<td></td>
</tr>
<tr>
<td>new students—May 1</td>
<td></td>
</tr>
<tr>
<td>First term payment—August 1</td>
<td>$17,857.00</td>
</tr>
<tr>
<td>Second term payment—January 2</td>
<td>$17,857.00</td>
</tr>
<tr>
<td>Total</td>
<td>$35,964.00</td>
</tr>
</tbody>
</table>

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

- Student government fee $216/year
- Technology Fee $150/year

Optional charges:

- Single-room fee $850/term
  (Additional to regular room and board per term; non-refundable)

Resident students who meet requirements for graduation at the end of the first term or new students whose enrollment begins with the second term are charged a comprehensive fee of $17,982 which also entitles the student to participate in January Term. The January Term is designed to provide unique educational experiences, and the student may incur personal costs for travel or educational supplies. Students will not qualify for participation in a January Term trip if they have an overdue balance from a prior term, if their current balance is overdue or if they were on the monthly payment plan and their payments are not current.

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

Non-Resident Students – Traditional Age (under 23 years old)

Non-resident students are full-time degree candidates who commute between their residences and the College. Non-resident students are charged a comprehensive fee of $22,478 for the academic year, which includes tuition, laboratory fees and health service fees. Payments are scheduled as follows:

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment deposit—(non-refundable)</td>
<td>$250.00</td>
</tr>
<tr>
<td>returning students—April 1</td>
<td></td>
</tr>
<tr>
<td>new students—May 1</td>
<td></td>
</tr>
<tr>
<td>First term payment—August 1</td>
<td>$11,975.00</td>
</tr>
<tr>
<td>Second term payment—January 2</td>
<td>$11,975.00</td>
</tr>
<tr>
<td>Total</td>
<td>$24,200.00</td>
</tr>
</tbody>
</table>
In addition, students must pay (subject to revision):

<table>
<thead>
<tr>
<th>Fee</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student government fee</td>
<td>$216/year</td>
</tr>
<tr>
<td>Technology Fee</td>
<td>$150/year</td>
</tr>
</tbody>
</table>

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

Students in the Martha H. Fleer Center for Adult Education are charged $1,394 per course credit and $1,425 per directed study course. (One Salem course is equivalent to four semester hour credits.) Courses offered at locations other than the Winston-Salem campus are billed at a rate of $1,514 per course. Additional fees, such as the technology fee, parking fees, special music performance fee and physical education fees, are described below.

**Music Fees**

Traditional-age music majors, music minors, and arts management majors who concentrate in music receive one hour of private instruction in music each week as part of the comprehensive fee. Additional private instruction is $280 per term for a one-hour lesson each week.

All Fleer Center students and all traditional age students not majoring or minoring in music or arts management, as noted above, are charged $580 per term for private instruction in music for a one-hour lesson each week.

**Special Fees**

<table>
<thead>
<tr>
<th>Fee</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology fee: full-time students</td>
<td>$150.00</td>
</tr>
<tr>
<td>Technology fee: part-time students</td>
<td>$ 75.00</td>
</tr>
<tr>
<td>Enrollment only for January Term</td>
<td>$1,394.00</td>
</tr>
<tr>
<td>Enrollment of Fleer Center students for one-half credit course</td>
<td>$ 697.00</td>
</tr>
<tr>
<td>Auditing a course (reduced one-half for alumnae)</td>
<td>$ 600.00</td>
</tr>
<tr>
<td>Returned check fee</td>
<td>$ 25.00</td>
</tr>
<tr>
<td>Graduation fee (applicable to both Fleer and traditional students)</td>
<td>$ 55.00</td>
</tr>
</tbody>
</table>

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

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

A fee schedule for room damages is presented to each resident student when she begins occupancy of a room in the residence halls. Fees for damages are assessed at the end of each semester.

The student government fee pays for class dues, other student organization dues and some student publications. The Student Government Association issues instructions for payment before fall term registration. NOTE: All adult students are automatically members of the Fleer Leadership Council, for which there are no additional fees.
Students may request copies of their academic transcript from the Office of the Registrar and online at 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 athletic equipment or immunization records) are on the student’s record.

Parking Fees
Students must register automobiles with the business office and obtain permanent parking decals from the Office of Public Safety. If the student withdraws, refunds are made in accordance with the tuition refund policy. Parking fees are $30 per semester or $60 per year.

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

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

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

Transportation costs for the academic year are estimated to range between $950 to $3,040.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Applying For Need-Based Financial Aid
1. Prospective students should submit an application for admission and be accepted to the College.
2. In order to receive priority processing for financial aid, prospective students should file the FAFSA between January 1 and March 1. Returning students should complete a renewal FAFSA after January 1. The FAFSA may be completed at [www.fafsa.gov](http://www.fafsa.gov).
3. Students may be selected for verification and will be required to submit any documents that are requested by the Financial Aid Office.

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

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

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

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

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

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

These standards are applied uniformly to all Salem College financial aid applicants. If a student meets these standards, 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
Undergraduate 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 and appeal. Financial aid will be cancelled immediately for any student who is academically excluded.

**Minimum Course/Credit 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 courses they were registered for at the end of drop/add. Drop/add is usually five days into the semester; please check the course schedule for specific dates. Students must also complete 67% of their cumulative attempted hours. This completion requirement measures both semester and cumulative courses/credits 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 hours student attempted \( \times \) 67% = number of hours student must successfully complete.

**Example:**

*For the semester*, if a student has a total of 3 courses at the end of drop/add, then the student would have to complete at least 2 courses to remain eligible for further financial aid (3 \( \times \) .67 = 2).

*Cumulatively*, if a student has attempted 25 courses, then the student must have cumulatively completed at least 16.75 courses to remain eligible for further financial aid (25 \( \times \) .67 = 16.75).

**Completion of a Degree Within a Maximum Number of Courses/Credit Hours**

Students are eligible to receive financial aid for a maximum of 150% of the courses/credit hours required for the degree. The length of an undergraduate program at Salem College is 36 courses. For undergraduate students, 150% of the required 36 courses is 54 courses. If you have attempted more than 54 courses, you will no longer be eligible for federal financial aid.

You are meeting the Completion Rate Requirement if:

overall attempted courses/credit hours < \( \leq \) 150% of courses/credit hours required for the degree

**Reestablishing Financial Aid Eligibility**

The Financial Aid Office will notify students of their failure to meet the standards of this policy. Each student is responsible for knowing their own status, whether or not they receive this notification. 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 courses/credit 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, students should appeal to the Financial Aid Office no later than 5 p.m. on the last day of drop/add.

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

Appeals may be approved or denied.

- **Approved appeals** – A student whose appeal is *approved* will be eligible to receive federal financial aid for the approved semester.

- **Denied appeals** – A student whose appeal was *denied* may take courses at their own expense until they meet the minimum SAP requirements. If an appeal is denied, the student may submit a second appeal to the financial aid director. Once the appeal has been reviewed by the director, notification will be sent to the student along with any other options available. If an appeal is denied a second time, the student is only eligible for private/alternative loans.

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

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

*Financial Aid for Students in the Martha H. Fleer Center for Adult Education*

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

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

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

Degree-seeking, legal residents of North Carolina who do not have a bachelor’s degree and who are enrolled full-time may be eligible for the North Carolina Need-Based Scholarship.
Bookstore Vouchers
The Financial Aid Office will prepare book vouchers for all eligible Fleer Center students who have a credit balance on their Salem account, to assist with the purchase of books and school supplies. To be eligible to receive a book voucher for fall and/or spring term, students must:
- be registered for at least two full-credit classes and have completed the FAFSA form and all other documents required by the Financial Aid Office
- be eligible for financial aid
- be scheduled for a refund

Note: January term and Summer term are excluded from the bookstore voucher policy.

Book vouchers can be used in the Salem College bookstore seven days prior to the first day of classes through the end of drop/add for each applicable term. A Fleer student who has a Salem account credit balance and is eligible to receive a refund should complete the online request form if interested in receiving a book voucher.

To apply for a voucher, Fleer students must complete the online request form at least 48 hours before planning to purchase books. At the end of the 48 hours and before going to the bookstore to make purchases, students can pick up their approved voucher in the Financial Aid Office. Approved book vouchers will be available in the Financial Aid Office for eligible students beginning seven days prior to the first day of classes for each applicable term and will expire at the end of drop/add for that term. Vouchers will be issued in the amount of the expected refund, but not to exceed $500. Any remaining credit balance will be available by a refund from the Salem College Business Office approximately two weeks after the end of drop/add for that term.

Need-Based Programs
Grants/Scholarships
Federal Pell Grant – A federal program for low-income families. All applicants must apply for Pell by completing the FAFSA. Eligibility is calculated by the federal government and the results are sent directly to the student. Federal Pell Grants are available to full-time, part-time, and less than half-time students.

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

North Carolina Need-Based Scholarship (NBS) – A state program available to North Carolina residents, who demonstrate need that is defined by the North Carolina General Assembly.

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

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

**Federal Perkins Loan** – A federally funded, low-interest loan administered by the College. The current interest rate is 5 percent with repayment and interest commencing nine months after leaving school or dropping to less than half-time study. Students may borrow a maximum of $4,000 annually for undergraduate study. Priority for funding is given to high-need students who have already received Perkins Loan funds.

**Federal Direct Student Loan** – A federally insured loan, administered by the federal government, for students enrolled at least half-time in an approved degree or certificate program. A student may borrow up to $5,500 for first year; $6,500 for sophomore year; and $7,500 annually for each of the last two years of undergraduate study. The loan proceeds are reduced by origination fees at the time of disbursement. The interest rate is fixed annually with a cap of 8.25 percent. For some students who qualify on a need basis, interest is paid (subsidized) by the federal government during in-school and grace periods. Those who do not qualify on a need basis will be required to pay or capitalize their interest during in-school and grace periods (unsubsidized). In addition, independent students and dependent students whose parents are denied a Federal Direct Parent Loan for Undergraduate Students (PLUS) may be eligible for additional unsubsidized loan funds. For information on PLUS, see the section on loans in the “Aid without Regard to Need” portion of the catalog.

**Work Programs**

**Federal Work-Study Program (traditional-age students only)** – A federally-funded program which allows eligible students to work on campus for minimum wage.

**Institutional Work-Study Program** – A Salem-funded program identical to the federally funded program. Many financial aid awards include a work offer involving 7.5 hours per week.

**Aid Without Regard To Need**

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

**Honor Scholarships for Traditional-Age Students**

These are competitive awards offered each year to both traditional-age and Fleer Center students. Information and applications are available from the Office of Admissions or the Martha H. Fleer Center for Adult Education, as appropriate. The application deadline is January 2 for full tuition scholarships; the deadline is January 10 for other awards determined during Scholarship Weekend.

Any student who loses their honor scholarship due to academic standing has a maximum of one year to regain the honor award.

**Merit Scholarships for Traditional-Age Students**

**Elberson Scholarship** - The Robert E. Elberson Scholarship is a high honors, full scholarship that includes a semester of study abroad at Harlaxton College in Grantham, England. Recipients
must be full-time resident students and must maintain a cumulative 3.0 G.P.A. in their academic studies for renewal of the award.

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

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

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

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

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

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

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

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

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

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

Transfer Scholarships – given to incoming transfer students in recognition of academic achievement. Recipients must be full-time traditional students and must maintain satisfactory academic progress for renewal of award. Specific scholarships are offered to graduates of Cotter College and Phi Theta Kappa members.

Merit and Need-Based Scholarships for Students in the Martha H. Fleer Center for Adult Education

Hattie M. Strong Scholarship – Salem was chosen by the Hattie M. Strong Foundation to participate in the Strong Scholars Program. The program offers $5,000 scholarships to college students enrolled in teacher education programs. Salem was awarded $10,000 in scholarship money per year for three years. The Hattie M. Strong Foundation (named for a
longtime friend of the Salem community) began as a successful student loan program in 1928 and has since become a scholarship program aimed at college students enrolled in teacher-training programs. The foundation’s mission is to help alleviate financial stress during the student-teaching semester. Applicants must have a 3.0 G.P.A. Interested students should contact the education department.

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

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

**Robert E. Elberson Scholarship for Female Adult Education** – This scholarship was created by Robert E. Elberson, a former member of the Salem Academy and College Board of Trustees. It is awarded to need- and/or merit-based Salem College female students enrolled in the Fleer Center for Adult Education. Deadlines are August 1 for the Fall Semester and December 15 for the Spring Semester.

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

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

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

**Loans**

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

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

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

_Installment Payment Plans_
For families or individuals who wish to make payments over a longer period of time, there is a short-term payment plan offered by the College and several long-term payment plans offered by private companies. Details of these plans may be obtained from the companies directly or from the Business Office at (336) 721-2613.

_Financial Aid for Study Off Campus_
For the purpose of financial aid, a Salem student who plans to enroll in an off-campus program must contact the school she will attend for financial aid application procedures. Salem will not transfer scholarship funds directly to other schools (except for the Chatham and Elberson Scholarships) unless the student is enrolled in a study-abroad program in which tuition and fees are collected by Salem; however, other schools may be able to process federal financial aid for these students. A student recipient of a Chatham Scholarship award may apply the funds for a single term to tuition charges at any program approved in advance by Salem College. The Ivy
Hixson Study Abroad Scholarship is a need-based scholarship for Salem students to use to study abroad for a term. Applications are available from the associate dean for undergraduate studies.

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

Salem College does not provide institutional aid or housing for students after the fourth year of enrollment (eight regular semesters of full-time enrollment). A traditional student who has not completed her coursework after eight regular semesters at Salem must live off campus, be charged as a Fleer Center student and may apply for financial aid.

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

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

Residence Life
Leslie Rogers, Assistant Dean of Students

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

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

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

Student Professional Development
Monica Boyd, Director of Student Professional Development

The Office of Student Professional Development prepares traditional students for success after Salem by encouraging the transformation of knowledge into action. We take a holistic approach to uncover each student’s unique potential, cultivate leadership, and foster self-sufficiency in preparation for global citizenship and life-long professional development.

Traditional students will:
- be able to develop a professional career plan and image through activities which include but are not limited to internships, Board of Visitors networking events, graduate and professional school sessions, social media education, and professional development workshops.
- understand and articulate personal values and approaches to leadership as women through participation in workshops, conferences, and leadership coursework.

International students will:
- understand their rights and responsibilities with particular focus on maintaining their status, exiting and reentering the U.S. appropriately, and working with proper work authorization.
Individual Counseling
Students who would like assistance in defining their career goals, selecting a major, identifying internship opportunities, applying to graduate school or developing job seeking and interview skills may schedule an appointment.

Testing and Assessment
The Myers-Briggs Type Indicator (MBTI), Life Values Inventory, and a Career Interest Inventory are available to students to assist them in their career planning process. Appointments may be scheduled to complete any of these instruments.

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

Optimal Resumé
Optimal Resumé is career management platform that provides a variety of tools to help students create, present, manage and share professional credentials.

The website can be used to:
- Create high-impact, interactive career materials based on career goals
- Present materials online, with an easy-to-use website builder, and in print, by downloading materials in a number of formats
- Manage an unlimited number of career documents from one central location
- Share credentials with through professional websites and across social networking sites

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

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

International Student Services
The director assists students with visa-related issues and serves as a resource regarding applications for work permits, internship authorizations, post-graduation plans for Optional Practical Training (OPT) and graduate or professional study.
Health and Counseling Services
Beth Graham, RN, Director of Health Services
Dr. Jack LoCicero, Director of Counseling Services
Rachel Scott, CNA, Nursing Assistant, Administrative Assistant

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

Salem College requires that all traditional-age students have health insurance. Students may enroll in the insurance plan offered through Salem College or show evidence of coverage through an outside plan. Fleer and Graduate students are also eligible to enroll in the student health insurance plan. Please refer to Salem’s web page for the current information on the insurance plan that is available through the College.

Every traditional-age student is required to have a physical examination prior to enrolling at Salem. Special needs or medical problems should be noted on the health form and brought to the attention of the director of health services. Any student participating in intercollegiate sports is required to obtain clearance from her physician prior to her arrival on campus.

In adherence with North Carolina state law, all students are required to submit, as part of the application process, documentation of having met the immunization requirements applicable to the student’s age and degree program. All traditional-age students must submit a current immunization record. Any Fleer Center or Graduate student who was admitted after September 5, 2007 must submit a current immunization record.

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

The Health and Counseling Center is located in the lower level of Clewell Residence Hall. Staff is available to accept immunization records and to answer questions Monday through Friday from 8:30 a.m. to 12:00 noon and from 1:00 pm to 4:00 p.m. Records may also be faxed to (336) 917-5763. The phone number is (336) 721-2713.

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

Note: Fleer Center and Graduate students do not pay a health fee and are not eligible for services through the Health Center.
Counseling Services
The Salem College Counseling Center provides assistance to students by offering professional and confidential counseling and support for a variety of emotional and personal issues, such as grief and loss, body image and eating concerns, stress management, coping with depression and other student concerns as needed and requested.

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

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

Student Activities and Organizations
Emily Long, Director of Student Activities
The Student Government Association (SGA) is the governing body for traditional age undergraduate students. Interested Fleer students are welcome to participate as nonvoting members. The SGA strives to foster both the individual and community interests of students by maintaining expectations for a high standard of conduct, by creating a spirit of unity and by developing a sense of individual responsibility and adherence to the Honor Tradition at Salem College. All Fleer Center students are automatically a part of the Fleer Leadership Council. The Fleer Leadership Council Executive Board works on behalf of the interests of the non-traditional age student population, planning programs and activities for adult students.

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

Religious Life
Rev. Dr. Amy Rio-Anderson, Chaplain
As an institution related to the Moravian Church, Salem College places emphasis on religious values and on the maintenance of an atmosphere in which ethical questions and answers may develop on both institutional and personal levels. The institution believes that the examination of religious values should be encouraged in the college years and that instructional guidance should reflect ethical maturity in the faculty. In keeping with the traditions of a church-related college, the academic study of religion is offered as an integral part of the curriculum.
The churches of Winston-Salem and the denominational ministers assigned to the colleges in the community encourage the students to participate in local church life and denominational programs. In addition, these campus ministers contribute to the counseling services available through the Office of the Dean of Students.

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

**Athletics**

*Melissa Barrett, Athletic Director*

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

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

To be eligible to compete in varsity athletics the student must adhere to the following regulations:

1. Each student-athlete can participate in four seasons of any given sport. The student-athlete has 10 full-time semesters of attendance in which to complete her four seasons. A full-time semester is utilized when the student-athlete is enrolled in a full time load and attends the first day of classes.
   a. Full time in fall or spring term equals at least three full-credit Salem courses, which converts to an equivalent of 12 semester hours.
   b. A student must withdraw prior to the first day of classes in order to not have the semester count towards eligibility.
2. Carry and pass a minimum of three full Salem course credits in the fall and spring terms. Anytime a student-athlete drops below three course credits, she becomes ineligible immediately.
   a. Repeating a class that was previously passed does not count towards the three credits.
b. Passed summer credits or credits taken between terms will be added to the total of the two previous full-time terms.

3. Minimum term G.P.A. requirements based on fall and spring term performance include:
   a. 1.5 at the end of the first semester
   b. 1.8 at the end of the second semester
   c. 1.9 at the end of the third semester
   d. 2.0 at the end of the fourth and subsequent semesters

   Courses taken at Salem College for academic credit during Jan Term may contribute to the previous term G.P.A.

4. Anytime a student is placed on academic probation by the College, she is immediately ineligible to compete in intercollegiate athletics (including travel with the team); however, the student may be eligible to practice if approval is given by the coach.

5. Transfer Credits
   a. Credits transferred in from another institution will not influence the G.P.A. at Salem College.
   b. A grade of “C” or better must be obtained in order to transfer in.

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

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

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

Visiting speakers include authors Lee Smith and Ayana Mathis; award-winning songwriter and author Marshall Chapman educator and author Erin Gruwell of the Freedom Writers Foundation; performances by legendary pianist Frank Glazer, flute phenomenon Leone Buyse; and exhibits by “Bill” Magnum and Four Emerging Ukrainian Photographers. Performances by Laurie Anderson and the Bill T. Jones/Arnie Zane Dance company, and an appearance by author Isabel Allende have also been featured in recent years.
The Alumnae Association
Founded in June 1886, the Salem College Alumnae Association has clubs and local groups throughout the country.

The purposes of the Alumnae Association are to foster among the alumnae a spirit of continuing fellowship and service; to interpret Salem College to the communities in which they live; to promote among alumnae an active interest in the progress and welfare of Salem College; and to enable the College to maintain relationships with its alumnae. The Alumnae House, a college-owned building which was restored by the alumnae in 1948, serves as the Alumnae Relations Office. The Alumnae Association supports the following: President’s Prizes for academic excellence; Rondthaler Awards for creative expression; and the Siewers Room, the alumnae historical room in Gramley Library.
ACADEMIC PROGRAM

The academic program at Salem College has its foundation and purpose in the traditional liberal arts and sciences. Salem believes that every student should have a substantive engagement with liberal learning to ensure that she has a reasonable command of the intellectual skills and cultural resources she needs to be a productive woman in a changing and increasingly complex world. Beyond that, the College expects each student to demonstrate competence in a major area of interest, as well as breadth of knowledge in subject matter central to the arts and sciences, sufficient to enable her to prepare for graduate or professional school, a career or other opportunities requiring a liberal education.

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

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

Salem Signature – Salem College’s General Education Program

Daniel Prosterman, Director of the Salem Signature

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

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

Salem Signature Competencies

After having completed their education, graduates of Salem College will possess and demonstrate a range of competencies, detailed below. These competencies should not be confused with specific course requirements, which are listed in the section on “Degrees and Requirements.” Competencies to be demonstrated by the time of graduation are as follows:

Critical Thinking – Students will think critically and solve problems.

Students will possess the ability:
• to evaluate, interpret and explain evidence, issues and arguments
• to draw reasonable conclusions
• to apply critical thinking in solving problems.

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

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

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

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

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

First-year students may enroll in either on-campus courses or in Salem faculty-sponsored travel programs during the January Term. Salem-sponsored programs are also open to students from other colleges.
The January Term is an ideal time for the student to investigate new areas of study, refine her independent learning skills, integrate her theoretical knowledge with practical experience, explore career options and pursue her research interests.

Recent on-campus courses have been offered in art, film, literature, meditation, music technology and self-defense. Recent travel courses have included “Conservation and Ecotourism in Costa Rica,” “Exploring Art and Culture in Spain,” and “Milan, Turin, and Venice: the Economics and Marketing of High Italian Fashion.”

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

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

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

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

Academic Advising

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

General Requirements Governing Undergraduate Degrees

Salem College confers four undergraduate degrees: the bachelor of arts, the bachelor of science, the bachelor of music and the bachelor of science in business administration. The academic program for each degree is organized into a 4-1-4 calendar, which includes a fall term of 15 weeks, a January term of four weeks, and a spring term of 15 weeks. A degree program normally requires four years with four courses each term and one January course each academic year.

The unit of instruction at Salem College is the course, which is equivalent, for credit purposes, to four semester hours. Conversion procedures, based on three or four semester hours, are described in the Transfer Credit Policy earlier in this catalog. The Salem College standard is that a Salem College student can expect to spend on average 10-14 hours a week in and out of class per course.

Candidates for each degree must complete at least 36 courses for graduation. Students of traditional college age (under 23 years old) are required to complete four January term courses (which are counted towards the 36 course requirement), two terms of physical education and a course in wellness. Students in the Martha H. Fleer Center for Adult Education are exempt from the physical education, wellness and January Term requirements, but may register and receive elective credit for these courses. All degree candidates must complete the Salem Signature requirements for their degree, a major and electives.

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

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

Once a student is enrolled at Salem, courses taken at other regionally-accredited colleges (e.g., during summer school) are applicable to the degree only if approved in advance by 1) the department chair of the department offering a comparable course, 2) the registrar, and 3) the student’s advisor. Pre-approval ensures course transferability, applicability toward degree, major, or minor requirements, and adherence to Salem residency requirements. Transfer credit pre-approval forms can be obtained at the Office of the Registrar or the Fleer Center for Adult Education. Once coursework is completed, the student must have official transcripts of coursework sent to the Office of the Registrar at Salem. NOTE: Traditional-age students may not enroll concurrently at another college, except to take courses at another institution’s summer-school program, subject to the residency requirements of their degree program. Fleer students are permitted to enroll concurrently in limited courses at another institution, subject to the residency requirements of their degree program. In all cases, transfer credit pre-approval is required. A posting fee for transfer courses brought into Salem after matriculation is applicable.
The catalog (or catalog supplement, if applicable) issued during the year in which a student enters Salem College is the catalog that governs the general degree requirements, provided that coursework is completed within eight years of entrance and that the student’s enrollment has not been interrupted for one calendar year or more. A student may petition the Subcommittee on Academic Appeals with a request to follow the general degree requirements listed in a subsequent catalog in force during her period of enrollment. For major and minor requirements, the governing catalog is the one in effect when the student declares the major or minor, except as noted below. Exceptions may be necessary in order to conform to standards of external accrediting bodies. Any student who is approved for readmission to the College after an absence of one calendar year or more will be bound by all requirements (including both general degree requirements and major requirements) of the catalog in force in the student’s semester of re-enrollment after readmission. Prior-year catalogs are available at www.salem.edu/catalog or may be reviewed at the Office of the Registrar.

Requirements for a Second Baccalaureate Degree

Salem Graduates Seeking a Second Salem Bachelor’s Degree

Students who have graduated from Salem College may return for additional post-baccalaureate studies. A student seeking an additional major or minor in the previously earned degree may only be admitted as a special student. A student seeking a major under a separate degree from the degree previously earned may be admitted as a degree-seeking post-baccalaureate student and will need to follow the guidelines for a second degree below.

Each undergraduate degree (B.A., B.S., B.S.B.A. and B.M.) offered at Salem College requires the completion of at least 36 courses. A student who wishes to earn a second Salem bachelor’s degree must complete at least eight additional courses beyond the 36 required for the first degree. She must also satisfy any general education, major and elective requirements for the second degree. Her major must be in a different area of study from the one completed for the first degree, and the second degree must be a different baccalaureate degree. Note: Students seeking a second major within the same degree they have already earned (for example, a second major in history, after completing a B.A. in English) do not pursue a second degree; a Salem degree is only granted once, regardless of the number of majors. Requirements for a second baccalaureate degree are applicable only when a second major falls under a separate degree from the first major. See the list of majors and degrees below.

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

Graduates of Other Colleges Seeking a Second Bachelor’s Degree

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

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

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

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

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

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

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

**Bachelor of Arts (B.A.)**
The bachelor of arts degree offers the student the opportunity to major in one or more of the following fields: art (studio), art history, arts management, biology, business administration, chemistry, communication, creative writing, criminal 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, and women’s studies. Education licensure programs or concentrations are available for art, biology, chemistry, economics, English, French, history, mathematics, psychology, sociology and Spanish majors.

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

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

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

**Bachelor of Science in Business Administration (B.S.B.A.)**
The bachelor of science in business administration degree, which is available only to students in the Martha H. Fleer Center for Adult Education, offers the student the opportunity to major in business administration (with concentrations in accounting, business entrepreneurship, economics, finance, health care management, international trade, marketing, sport management; or general business, available in Randolph Community College degree completion program only).

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

No more than three courses may be counted toward both a student’s major and a minor.
General Requirements for the Bachelor of Arts (B.A.), Bachelor of Science (B.S.) or Bachelor of Music (B.M.)

At least 36 courses, including a major and the Salem Signature general education program, are required for bachelor of arts (B.A.), bachelor of science (B.S.) or bachelor of music (B.M.) degrees. Students must complete four January Term courses (which are counted toward the 36 required courses and as electives, if applicable) except in the case of 1) students in the Martha H. Fleer Center for Adult Education or 2) traditional-age students who have met all other degree requirements and intend to graduate at the end of the fall term of their senior year.

A traditional-age student who enters Salem with college-level credit from an early-college/dual-enrollment high school program, whereby the student typically completes high school and works toward an associate’s degree at the same time, and who has not subsequently attended another college subsequent to her high school graduation, shall be considered a first-time first-year student during her first semester at Salem, including for purposes of determining the student’s class cohort. Such a student will be required to enroll in SIGN 110 and will be considered a first-time first-year student for advising, housing, parking and other purposes dependent upon student classification. She must complete her first January term course in residence at Salem.

The Salem Signature requires students to demonstrate competencies in critical thinking, communication, quantitative reasoning, global awareness and gender inquiry. Course requirements are grouped into: liberal arts interdisciplinary dimensions; liberal arts disciplinary dimensions; and liberal arts experiential dimensions (traditional-age students only). Specific courses which satisfy the various dimensions are listed following the requirements.

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

Salem Signature Requirements

**Liberal Arts Interdisciplinary Dimensions**

*Traditional-Age Students are required to take:*

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

*Martha H. Fleer Center Students are required to take:*

- SIGN 112. Academic Writing Seminar (may be waived through writing assessment or previous college-level coursework)
- SIGN 130. Transitions: A Changing Culture
- SIGN 350. Senior Interdisciplinary Seminar

*All Students are required to take:*

Women’s Studies: One course from the *Interdisciplinary Dimensions-Women’s Studies* list.
Quantitative Interpretation/Evidence-Based Thinking: One course from the Interdisciplinary Dimensions-Quantitative Interpretation/Evidence-Based Thinking list.

Liberal Arts Disciplinary Dimensions

All Students are required to take:
Science: One course with lab from the Disciplinary Dimensions-Science with Lab list.
Social Science: One course from the Disciplinary Dimensions-Social Science list.
Arts: One course from the Disciplinary Dimensions-Arts list.
Humanities: One course from the Disciplinary Dimensions-Humanities list.
Mathematics: MATH 060, 070 or 100. Students may satisfy proficiency in MATH 060, 070 or 100 through a proficiency examination administered by the Salem College Department of Mathematics. The mathematics requirement is waived for students who place into MATH 101 or higher.
Language: Coursework or demonstrated proficiency in the language of another living culture at the intermediate level or higher.

Liberal Arts Experiential Dimensions

Traditional-Age Students only (not required for Martha H. Fleer Center Students)
SIGN 210. Service Learning Seminar or other approved service learning course, including ARMN 110 and COMM 321. See notations on course schedule for other courses that satisfy this requirement.
SIGN 270. Internship/Professional Development Experience or JANX 270. Experimental Internship or Departmental internship/professional development experience
PHED 050. Wellness for Life

Two physical education activity courses. Please note:
- A student shall be permitted to enroll in a maximum of four for-credit (0.25 credits) physical education activity courses, for the equivalent of one course. If the student wishes to enroll in a physical education activity course beyond one total course credit, she would be required to register as an auditor.
- A student shall not be permitted to repeat for credit an activity course which the student has already passed. If the student chooses to repeat a PHED activity course she would need to register as an auditor.
- A student may substitute one semester of a team sport (PHED 012, 013, 017, 018, 019, 020, 041 or 045) or one dance technique course (DANC 023, 034, 035, 036, 037, 038 or 039) for either of the two required PHED activities. Team sports do not receive course credit, though one semester of team registration could satisfy one activity requirement. A student could, for example, enroll in one team sport and one dance activity course to satisfy the physical education requirement. However, a student may not substitute two team sports or two dance technique courses for both activity requirements. (Note also that satisfaction of the physical activity requirement is calculated on the basis of courses, not credits. Therefore, enrolling in one 0.5 credit DANC course would satisfy only one-half of the physical activity requirement.) SIGN 350 and SIGN 270 (or equivalent internship course) are considered upper-division general education requirements.
Courses which satisfy Salem Signature Requirements

**Interdisciplinary Dimensions – Women’s Studies**
- ARTH 180. Women and Art
- BIOL 070. Issues in Biology for Women
- COMM 223. Gender and Communication
- DANC 104. History of Dance
- ENGL 208. Early Modern Female Dramatists: Sinners, Saints and Sapphos
- ENGL 288. Rooms of Their Own: Women Writers 1900-present
- ENGL 293. The Culture of African American Literature
- ENGL 310. Toni Morrison: Restructuring American Identity
- ENGL 320. Pilgrims, Questers and Warriors: American Fiction after 1945
- ENGL 325. Modern Writings from Women of the Non-Western World: Global Literature
- ENGL 347. ‘Odd’ Literary Couples: American Novel, 1900-1945
- ENGL 348. The Rise of the Female Novelist. 1684-1900
- EXER 245. Women in Sport
- HIST 221. American Women’s History
- HIST 250. Special Topics in History (if topic appropriate; approval required)
- HIST 265. American Constitutional Law and Legal History
- HIST 269. America in Our Time: 1945 to present
- HIST 286. Modern Japan
- MUSI 105. Women in Music
- MUSI 305. Women in Music
- PSYC 110. Psychology of Women
- PSYC 160. Human Sexuality
- RELI 255. Women in Ancient Judaism and Hebrew Scriptures
- RELI 256. Women in the New Testament and Early Christianity
- SOCI 222. Women and Reproduction
- SOCI 230. Sociology of Gender
- SOCI 232. Marriage and the Family
- WMST 204. Introduction to Women’s Studies
- WMST 210. Feminist Theory: Lenses and Methodologies
- WMST 220. Special Topics in Women’s Studies

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

Disciplinary Dimensions – Science with Lab  
BIOL 010. Principles of Biology  
BIOL 100. Cell and Molecular Biology  
CHEM 050. Modern Chemistry and Society  
CHEM 110. General Chemistry  
ENVS 120. Earth Sciences  
PHYS 210. General Physics  
SCIE 030. Special Topics in Science (with laboratory or field experience)

Disciplinary Dimensions – Social Science  
ANTH 110. Introduction to Cultural Anthropology  
COMM 120. Oral Communication  
COMM 170. Intercultural Communication  
COMM 180. Visual Communication  
CRST 100. Introduction to Criminology  
ECON 100. Principles of Economics  
ECON 110. Introduction to Macroeconomics  
ECON 120. Introduction to Microeconomics  
EDUC 112. Historical and Social Foundations of Education  
POLI 110. Introduction to International Relations  
POLI 105. Introduction to Public Policy  
POLI 120. American Politics and Public Policy  
POLI 140. Comparing Governments  
SOCI 100. Introduction to Sociology

Disciplinary Dimensions – Arts  
ARTH 121. Survey of Western Art I  
ARTH 122. Survey of Western Art II  
ARTH 140. Survey of the Art of Japan  
ARTH 150. Survey of the Art of China  
ARTH 160. The Art of Japanese Manga and Anime: Origins and Evolution  
ARTH 180. Women and Art  
ARTH 263. American Art  
ARTI 248. History of Design
DANC 104. History of Dance
DANC 201. Choreography
MUSI 103. The Musical in America
MUSI 303. The Musical in America
MUSI 105. Women in Music
MUSI 305. Women in Music
MUSI 107. Introduction to Music of the World
MUSI 307. Introduction to Music of the World
MUSI 117. Making Sense of Music – Listening with 21st Century Ears
MUSI 118. Music History I

Disciplinary Dimensions – Humanities
BUAD 124. Business Ethics
CRWR 212. Introduction to Creative Writing
ENGL 208. Early Modern Female Dramatists: Sinners, Saints and Sapphos
ENGL 221. Special Topics in English
ENGL 223. Taboos, Experiments and the Other: Modern Drama
ENGL 231. Writing of and by Women: Survey of English Literature 1370-1789
ENGL 232. The Romantic to the Post-Modern: Survey of English Literature 1789-Present
ENGL 249. Gender, Race and Ethnicity in Shakespeare
ENGL 288. Rooms of Their Own: Women Writers 1900-Present
ENGL 292. First Contact through the Civil War: Survey of American Literature before 1870
ENGL 293. The Culture of African American Literature
ENGL 294. Frontier, City, Soul: American Literature after 1870
ENGL 295. Dream and Reality: Literature of the American South
ENGL 298. “Imaginary Gardens with Real Toads”: Engaging Modern American Poetry
ENGL 310. Toni Morrison: Restructuring American Identity
ENGL 315. Major British and American Writers
ENGL 325. Modern Writings from Women of the Non-Western World: Global Literature
HIST 103. World History I
HIST 104. World History II
HIST 105. United States History to 1877
HIST 106. United States History Since 1877
HIST 221. American Women’s History
PHIL 101. Introduction to Philosophy
PHIL 122. Ethics
PHIL 124. Business Ethics
PHIL 202. Problems of Philosophy
PHIL 210. Individual Philosophers
PHIL 220. Topics in Philosophy
PHIL 248. Modes of Knowing
RELI 106. The Religious Dimension
RELI 110. Introduction to Hebrew Scriptures
RELI 111. Introduction to the New Testament
RELI 120. Western Religious Traditions
RELI 130. Eastern Religious Traditions
RELI 160. The Moravian Experience
General Requirements for the Bachelor of Science in Business Administration (B.S.B.A.)
The bachelor of science in business administration (B.S.B.A.) is a degree available only to students in the Martha H. Fleer Center for Adult Education. At least 36 courses, including a major and the Salem Signature, are required.

For the B.S.B.A., it is possible to major in business administration with specialties in accounting, business entrepreneurship, economics, finance, health care management, international trade, marketing, or sport management; or general business (available only in the Randolph Community College degree completion program). Major requirements are found in the “Courses of Instruction” section under “Business Administration.”

Salem Signature Requirements: B.S.B.A. Students in the Martha H. Fleer Center for Adult Education
Liberal Arts Interdisciplinary Dimensions
SIGN 112. Academic Writing Seminar (may be waived through writing assessment or previous college-level coursework)
SIGN 130. Transitions: A Changing Culture
SIGN 350. Senior Interdisciplinary Seminar
Women’s Studies: One Interdisciplinary Dimensions- Women’s Studies course listed above.

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

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

Undergraduate Certificate Programs

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

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

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

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

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

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

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

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

Certificate Program in Accounting

Professors Mike Cummings and Ron Cardwell, coordinators

Students in the Martha H. Fleer Center for Adult Education who successfully complete a six-course curriculum in accounting may earn a Certificate in Accounting. The earned certificate provides an academic credential for those wishing to begin or transition to careers in accounting.

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

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

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

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

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

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

Gainful Employment Disclosure
The Certificate in Accounting program was approved by Salem College in Spring 2010, and has admitted and served students since Fall 2010. The federally-classified occupations that this program prepares completers to enter are accountants (SOC Code 13.2011.01) and auditors (SOC Code 13.2011.02). The certificate consists of six courses, which are typically completed over three semesters. The total tuition rate charged to complete the program are approximately $8,364 (other fees may apply). This calculation is based on current tuition rates and the typical time it takes to complete this program, assuming a student who enrolled in two courses each in Fall 2013, Spring 2014, and Fall 2014.) The typical costs for books and supplies are approximately $300.00 for a student enrolled in two courses in a given semester.
Certificate Program in Historic Preservation  
Heather Fearnbach, coordinator

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

Requirements (5 courses)

- PRSV 230. Historic Preservation (cross-listed with ARTI 206) One course
- ARTI 248. History of Design One course
- PRSV 250. Public History (cross-listed with HIST 211) One course
- PRSV 240. Preservation-Sensitive Practices and Techniques One course
- PRSV 270. Internship in Historic Preservation One course

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

Certificate Program in Injury-Preventive Keyboard Technique  
Professor Barbara Lister-Sink, coordinator

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

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

Requirements (4.75 courses)

- MUSI 116. Injury-Preventive, Well-Coordinated Keyboard Technique or MUSI 304. Injury-Preventive, Well-Coordinated Keyboard Technique One course
- MUSI 216. Pedagogy of Injury-Prev., Well-Coordinated Keyboard Technique One course
- MUSI 223. Alexander Technique One-quarter course
- MUSI 226. Keyboardists’ Injuries: Causes and Cures One course
- MUSI 023. Applied Piano for Majors (Intensive) One and one-half courses

Additional optional coursework in Alexander Technique (MUSI 223) or piano (MUSI 023), as detailed in suggested course offering schedules below.
By permission of the director, students may request to transfer the equivalent of MUSI 116 and/or one semester of MUSI 223. No course substitutions are permitted.

**Suggested Course Schedules**

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

**OPTION 1 (2 semesters)**

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

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

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

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

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

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

**Gainful Employment Disclosure**

The Certificate in Injury-Preventive Keyboard Technique program was approved by Salem College in Spring 2009, and has admitted and served students since Fall 2009. The occupations that this program prepares completers to enter are piano/keyboard performing musicians (SOC code 27-2042.02). The certificate consists of 4.75 courses, which are typically completed over two semesters. The total tuition rate charged to complete the program are approximately $6,622 (not including applicable additional fees). This calculation is based on current tuition rates and the typical time it takes to complete this program, assuming a student who enrolled in two courses in Fall 2013 and 2.75 courses in Spring 2014.) The typical costs for books and supplies are approximately $300.00 for a student enrolled in two courses in a given semester.
Certificate Program in Not-for-Profit Management
Assistant Professor Darlene Rodriguez, coordinator
The Certificate in Not-for-Profit Management is designed for the student wishing to enter or
advance in a career in not-for-profit management. It is open to those who have an undergraduate
degree and to those who choose not to seek one. Salem’s Certificate in Not-for-Profit
Management is rigorous, consisting of the core management courses required for Salem’s B.A.
in Not-for-Profit Management. Salem’s not-for-profit management courses emphasize practical
application of concepts learned. As a result, participants develop valuable contacts with the
region’s not-for-profit community.

Requirements (5 courses)
Not-for-Profit Management Core Courses
NFPM 100. The Not-for-Profit Corporation
NFPM 250. Not-for-Profit Fundraising
NFPM 301. Organizational Planning & Evaluation
NFPM 310. Not-for-Profit Management and Governance

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

No course substitutions are permitted. A student must obtain a minimum GPA of 2.0 in the
certificate program in order to receive the certificate. Degree-seeking students should pursue the
minor in not-for-profit management, not the certificate.

Gainful Employment Disclosure
The Certificate in Not-for-Profit Management program was approved by Salem College in
Spring 2009, and has admitted and served students since Fall 2009. The federally-classified
occupations that this program prepares completers to enter are "social and community service
managers" (SOC code: 11-9151.00). The certificate consists of five courses, which are typically
completed over three semesters. The total tuition rate charged to complete the program are
approximately $6,970 (additional fees may apply). This calculation is based on current tuition
and the typical time it takes to complete this program, assuming a student enrolled in two courses
in Fall 2013 and Spring 2014, plus one course in Fall 2014.) The typical costs for books and
supplies are approximately $300.00 per semester for a student enrolled in two courses in a given
semester.
SPECIAL ACADEMIC OPPORTUNITIES

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

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

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

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

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

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

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

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

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

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

A social science internship in a law office; a local, state or national government office; or a social service agency is also recommended. Salem offers students interested in law an advising program to help them prepare for law school. Students interested in pre-law should see the pre-law advisor during their first term at Salem to ensure that they take advantage of the services which the College provides. Salem’s January Term program offers pre-law students the opportunity to obtain practical experience in areas related to the legal profession through law office and government internships, court internships, research and independent study.
Clinical Laboratory Science Program/Major
Kathy Duckett, staff coordinator; Associate Professor Traci Porter, advisor
Salem offers a cooperative (three years/one year) program in clinical laboratory science through a continuing affiliation with the Program in Medical Technology of the Wake Forest University Baptist Medical Center or by temporary contractual affiliations with other approved schools of clinical laboratory science. The student applies to enroll in the approved clinical laboratory science program in the fall of the junior year. Required admission tests should also be taken during this fall term. Students are advised that admission to the fourth-year program is not automatic. Admissions are based upon competitive application. Approved programs in clinical laboratory science must be recognized by the National Accrediting Agency for Clinical Laboratory Sciences. The student must complete the three-year prescribed program at Salem College, followed immediately by 12 months in the clinical laboratory science program. Salem College confers the bachelor of science degree when the 12-month program is completed. The graduate is eligible to take a national certifying examination, such as that given by the American Society of Clinical Pathologists. Courses taken at Wake Forest University Baptist Medical Center do not fall under the cross-registration agreement with Wake Forest University’s main campus; separate tuition and fees will apply.

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

International Business
Associate Professor Yoon, language and culture advisor
Assistant Professor Silbert, business and economics advisor
This interdisciplinary major is designed to provide Salem students with a working knowledge of international business, proficiency in a modern language and an understanding of the culture and history of countries where that language is spoken. The major is excellent preparation for careers in international business and economics. Students are strongly advised to spend at least a term studying in a foreign country and are required to complete an international business internship. Internships are available in the international departments of various businesses and public institutions. January travel programs with an international focus are also available to increase students’ language proficiency, cultural awareness and business knowledge.

Model United Nations Program
Associate Professor David Foley, advisor
Salem College has a long, well-established tradition of participation in the annual Collegiate National Model United Nations (NMUN) program that meets in New York City each spring. This program provides an opportunity for Salem students to experience a simulation of the delegate activities of selected country delegations to the United Nations. Students from all over the world gather to assume the role of one of many diplomatic representatives to a country assigned to each school’s delegation by the NMUN. All delegation participants are required to learn and understand the issues of importance to the representative nation, develop position papers that facilitate the development of working papers and the submission of resolutions for approval by a NMUN General Assembly.
Off-Campus Programs

Study Abroad
Salem College offers students numerous opportunities to study abroad in any term. Interested students should contact the associate dean for undergraduate studies early in their academic careers. Unless explicitly offered as a course taught with the participation of Salem College faculty, all study abroad credit is considered non-residential transfer credit.

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

January Term in Mexico
Associate Professor Ho Sang Yoon, program director
Salem College offers this intensive three-week Spanish program at one of several universities in Mexico. It is a total immersion program where students live with Mexican families and attend classes six hours every day. As part of the cultural experience, students participate in excursions to archeological and historic sites. The course can be taken for credit (as SPAN 300) and is open to all students who choose Spanish as their language requirement. It can substitute for SPAN 010, 020 or 030, depending upon the student’s placement exam.

Off-Campus Summer Study
Associate Dean for Undergraduate Studies, Richard Vinson
Salem College offers two summer programs of study at St. Peter’s College, Oxford University.

The Summer School at St. Peter’s College
Students may enroll at the Summer School at St. Peter’s College and take courses in medieval studies or in the environmental, urban and regional studies program. Students work with Oxford University faculty in the tutorial tradition. This program is open to rising seniors with a minimum Salem G.P.A. of 3.20.

Salem College’s Business Program at St. Peter’s College, Oxford University
Salem College and St. Peter’s College, Oxford University conduct a three-week International Business program at St. Peter’s College. Distinguished lecturers teach the program and consist of faculty and business professionals from Salem College. St Peter’s College, other British universities and multinational corporations. The program includes modules in Globalization and the World Economy, Development of Global Companies and Business Culture, Ethics and Gender Issues. Interested students should contact the Department of Business and Economics.

Academic Semester or Year Abroad
Salem College offers students opportunities to study across the globe. Costs associated with study abroad are the responsibility of the student unless otherwise noted.

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

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

**Harlaxton College in England**
Salem offers students the opportunity to study for a semester at Harlaxton College, located in a historic 100-room manor house on a Victorian estate about 110 miles north of London. Students must be sophomores or above, have a strong academic record, and must be approved by the associate dean for undergraduate studies. The curriculum includes a British studies course, enriched with regular field trips to historic English sites, and an array of liberal arts classes. A four-day school week facilitates additional travel beyond Britain. Harlaxton College is owned and operated by the University of Evansville. For more information, contact the associate dean for undergraduate studies.

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

Students who wish to study abroad through a different program of studies should contact the associate dean for undergraduate studies. All study abroad programs must be approved in advance by the associate dean for undergraduate studies. Students who wish to study abroad must be in good academic standing. Students may not study abroad in countries where the State Department has issued current travel warnings.

**Washington Semester Program**
*Associate Dean for Undergraduate Studies, Richard Vinson, advisor*
In cooperation with American University, Salem College provides an opportunity for a student interested in public affairs to spend a semester in Washington, D.C.

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

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

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

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

**Other Special Opportunities**

*College Honors Program*

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

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

Current Salem College students who have a 3.50 or higher cumulative G.P.A. are also eligible for admission to the College Honors Program.

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

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

Students who maintain a 3.50 cumulative G.P.A. may elect to enroll in honors courses without completing all the components of the College Honors Program. Students with at least a 3.50 average in the subject area are eligible to enroll in a disciplinary course in that subject. Only students who complete the entire program will be eligible for graduation with College Honors.

**Departmental Honors**

To graduate with Departmental Honors (honors in a major), a student must complete two Honors Independent Study courses in that major, be recommended by her department and maintain a cumulative G.P.A. of 3.50 or above in the discipline.

**Lehman Scholars Program**

Named for Emma Lehman, a beloved Salem College professor of English, an amateur botanist, and astronomy enthusiast, the Lehman Scholars Program provides students majoring in Biology, Chemistry, Psychology or Mathematics with an intensive two to three year scientific and research experience. Students work closely with faculty through scholarly discussion and investigation, in honor and in tribute of the legacy of Professor Lehman.

Each spring, rising sophomores and juniors, who have completed at least two courses towards a major in one of the above disciplines, who have earned a cumulative G.P.A. of 3.00, who show great promise as a future scientist, and who are recommended by the faculty in their department are invited to enroll in the program. Continuation as a Lehman Scholar requires a minimum 3.00 G.P.A. and continued pursuit of one of the four majors listed above, as well as active participation in co-curricular activities, including regular discussion groups and other Women in Science and Mathematics Program activities that focus on scholarly scientific research and ideas.

To graduate as a Lehman Scholar, a student must complete the following 5 courses (3 course credits total) and meet all continuation requirements:

- SCIE 100. Introduction to Science Seminar (0.25 course). Taken in the fall of the first year in the program.
- BIOL, CHEM, MATH, PSYC or SCIE 200. Independent Study (0.25 course). Taken in the spring of the first year in the program; this requirement is waived if the student enters the program as a junior.
- SCIE 040. Spreadsheets for Science and Mathematics (0.5 course).
- BIOL, CHEM, MATH, PSYC or SCIE 200. Independent Study, or
  BIOL, CHEM, MATH, PSYC or HONR 290. Honors Independent Study (1 course).
  Taken in junior or senior year.
- SCIE 300. Philosophy of Science (1 course). Taken in fall of senior year.

**Integrative Studies Major**

**Associate Dean for Undergraduate Studies, Richard Vinson, Coordinator**

The Integrative Studies major provides students the opportunity to pursue an interdisciplinary program of study that is not typically offered as part of the College curriculum. In this major, a student designs a coherent program that combines existing resources in the curriculum to create an interdisciplinary study of a specific area of interest. The major is designed in collaboration with an academic advisor and the director of the Integrative Studies Program. After establishing learning outcomes, the advisor, the director, and the student select appropriate courses, internships, and learning experiences designed to help the student develop and demonstrate a body of knowledge in a specific area. The major requires a minimum of ten courses, including advanced courses in at least two disciplines, a senior capstone course or independent study project, and no more than two additional independent studies. A student in good academic standing may design and submit her proposal in collaboration with a faculty member and the director of the program in her sophomore year or in the first term of her junior year.

**Interdisciplinary Majors**

Besides the integrative studies major option, Salem offers a variety of existing programs for interdisciplinary study. Interdisciplinary majors, which combine advanced-level study from two or more fields, are offered in areas including arts management, exercise science, international business, not-for-profit management, race and ethnicity studies and women’s studies. Each of these majors offers students a variety of options: formal courses, independent study, internships and research projects.

**Internships**

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

A few examples of internships that Salem students have completed in recent years are:

- **Art History:** Reynolda House Museum of American Art
- **Accounting:** NC State Treasury Department; Digitek International Ltd;
- **Biology:** clinical and/or research internships, the Wake Forest University School of Medicine and Baptist Medical Center; Tengion; Forsyth Medical Center; Winston-Salem Forsyth County Public Health Department
- **Business administration:** Merrill Lynch Global Wealth Management; Edward D. Jones; Winston Salem Department of Human Relations
Students interested in planning and participating in internships should discuss their ideas with their academic adviser or the chairperson of the department of their major. The Office of Student Professional Development is also a resource in providing orientation sessions and resources. The maximum number of internship course credits allowed for graduation is four.

**Army Reserve Officer Training Corps (Army ROTC)**  
**Associate Dean for Undergraduate Studies, Richard Vinson, Coordinator**  
Students at Salem College may participate in the U.S. Army Reserve Officer Training Corps, which prepares participants to become officers in the United States Army while completing their degree. Students complete a curriculum in military science, conducted on the campus of Wake Forest University. Student participation in the coursework at Wake Forest is subject to the Wake Forest University-Salem College Cross-Registration guidelines published in this catalog. Scholarship assistance is available. Students with an interest in Army ROTC should contact the associate dean for undergraduate studies for more information.

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

Enrollment Policies

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

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

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

Students who have successfully completed one full term at Salem may, with the approval of the faculty advisor, petition the subcommittee on academic appeals for permission to overload above five (for both traditional age students and Fleer students) or underload below 3.5 courses (for traditional age students only). Students requesting overloads will be expected to demonstrate sound academic standing, as evidenced by their Salem G.P.A., in order for their petition to be considered. Sophomores, juniors and seniors who wish to petition for an overload of more than five courses should have at least a 3.00 Salem G.P.A. A petition for an overload of over 5.75 courses will be considered only in the most extraordinary circumstances.

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

Drop/Add Policy
To add or drop a course, the student must submit a change of registration card signed by the student’s academic advisor to the Office of the Registrar (traditional-age) or to the Fleer Center (Fleer students). Without a signed card, the Office of the Registrar cannot adjust a student’s schedule in any manner.
A student may drop a course with the following conditions:
1. Without a grade – during the first complete week of classes.
2. With the grade of W (Withdrawal) – after the first week and through the ninth week of the term. A completed drop card must be submitted to the Office of the Registrar.
3. After the ninth week (or the published date of the last date to withdraw from a full term course), students may only withdraw from the College under the conditions described below, under “Withdrawal.”

A student may add courses during the first complete week of classes. After this time, only courses which last half the semester, and which begin in the second half of the term.

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

Withdrawal
Students who wish to withdraw from the college are required to meet with the appropriate dean (traditional students meet with the associate dean for undergraduate studies; Fleer Center students meet with the dean of the Fleer center) and complete a written form. If the student withdraws from the College, her grades in those courses are governed by the deadlines referenced in the Add/Drop Policy above. Fleer Center students who do not wish to withdraw from the College, but who choose not to register for a given term after completing one or more regular terms are considered “step out” students, and are not required to re-apply for admission.

Medical Withdrawal
Students who are granted medical withdrawal must withdraw from all classes. The student will receive a grade of W in all classes. Grades of W do not affect the student’s grade point average.

Students who must withdraw from the College for health or family medical emergencies may request a medical withdrawal from the College at any point during the term, including the exam period. In order for a request for medical withdrawal to be considered, the student must:
- submit the request in writing to the associate dean for undergraduate studies during the semester in which the health or family medical emergency occurred;
- submit medical documentation sufficient to support the need to withdraw the student from all classes;
- if the student is receiving financial aid, she must consult with the financial aid office, and then acknowledge and agree to the impact of the withdrawal on the student’s satisfactory academic progress, financial aid eligibility, and financial obligations to the College.

Once the letter and documentation have been received and the student has acknowledged receipt of the financial aid office’s review of her situation, the associate dean will provide an answer in no less than 5 business days.

In order to be readmitted, a student who has been medically withdrawn must submit a doctor’s statement that she is cleared to return to classes.
Unofficial Withdrawal
A student who leaves the College or stops attending courses without officially withdrawing will be administratively withdrawn and will receive a grade of WF (or NC, for courses graded P/NC) for those courses. The student will be financially responsible for the payment of all tuition and fees, and will be responsible for the repayment of federal financial aid, if applicable. The student who stops attending and who receives all WF’s for a regular semester has 14 days from the last date of the term to apply for a medical withdrawal and provide supporting documentation. After 14 days, the grades of WF will stand, even if the student presents documentation of a medical issue that caused the unofficial withdrawal. Grades of WF are considered as F’s where satisfactory Academic progress is concerned and will calculate in the student’s GPA as such.

Readmission after withdrawal
A student who withdraws during the term for other than documented health or family emergency reasons will be required to apply for readmission if she wishes to re-enroll for a subsequent term. If the withdrawal was for health reasons, a doctor’s statement may be required in order to support the student’s request to be readmitted at that time.

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

The College reserves the right to discipline, suspend or expel a student for conduct not in accord with the spirit of Salem College.

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

Class Attendance
Students are expected to attend classes regularly and promptly. The individual faculty member has the right to establish attendance regulations for his or her classes and the responsibility to inform students of these regulations at the beginning of each term. Students assume responsibility for class attendance by meeting the standards set by their instructors and are also responsible for discussing with the faculty member any extenuating circumstances that affect their attendance. If the student is absent from class, it is her responsibility to meet with her faculty members who will determine whether or not the absence was excused and how missing work will be handled. Authority for granting excused absences or extensions for missed class time or assignments rests with each individual faculty member. Faculty may request that the students provide written verification of health or counseling appointments, but this information serves as notification/verification only.
In the event of a family emergency or an extended illness that results in absence from more than two class sessions, students should contact the associate dean for undergraduate studies, who will provide information regarding the absences to the appropriate faculty. The Office of the Associate Dean for Undergraduate Studies does not excuse absences. In the same way, the Student Health Center does not write excuses for missing class due to illness.

In cases where college-sponsored activities (sports, choir trips, etc.) will take students away from classes,

- The student is responsible for conferring with her faculty members to determine whether the absence(s) will be excused and how missing work will be handled.
- The college-designated official sponsoring the event is responsible for providing written notification to faculty members of which class periods students may be absent because of the activity. This should normally be done at the beginning of each semester, so that instructors, affected students, and activity sponsors have sufficient time to make the necessary choices and adjustments. This should normally be done by the Director of Athletics (for athletic events), the faculty member or department chair (for faculty-sponsored events), the Dean of Students (for student life events), or other appropriate College officials.
- Should a student choose to attend her regularly scheduled class or lab in lieu of participating in a college-sponsored activity that carries course credit, she should not be penalized academically in the course for missing the activity.

Credit and Placement Options

**Proficiency Examinations**

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

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

<table>
<thead>
<tr>
<th>AP Exam For:</th>
<th>Score of 3 Yields:</th>
<th>Score of 4 Yields:</th>
<th>Score of 5 Yields:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History</td>
<td>—</td>
<td>Credit for ARTH 121 or 122, dependent upon departmental interview</td>
<td>Credit for ARTH 121 or 122, dependent upon departmental interview</td>
</tr>
<tr>
<td>Biology</td>
<td>—</td>
<td>Credit for BIOL 010</td>
<td>Credit for BIOL 100</td>
</tr>
<tr>
<td>Calculus AB</td>
<td>—</td>
<td>Credit for MATH 100</td>
<td>Credit for MATH 100</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>See note (1) below</td>
<td>Credit for MATH 100 and 101</td>
<td>Credit for MATH 100 and 101</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Placement out of CHEM 110</td>
<td>Credit for CHEM 110 and 120</td>
<td>Credit for CHEM 110 and 120</td>
</tr>
<tr>
<td>Computer Science A</td>
<td>—</td>
<td>Credit for CPSC 140</td>
<td>Credit for CPSC 140</td>
</tr>
<tr>
<td>Computer Science AB</td>
<td>—</td>
<td>Credit for CPSC 140 and 141</td>
<td>Credit for CPSC 140 and 141</td>
</tr>
<tr>
<td>English Language</td>
<td>—</td>
<td>Credit for ENGL 000 (English elective)</td>
<td>Credit for ENGL 000 (English elective)</td>
</tr>
<tr>
<td>English Literature</td>
<td>—</td>
<td>Credit for ENGL 000 (English elective)</td>
<td>Credit for ENGL 000 (English elective)</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>—</td>
<td>Credit for ENVS 100</td>
<td>Credit for ENVS 100</td>
</tr>
<tr>
<td>European History</td>
<td>—</td>
<td>Credit for HIST 103 and 104</td>
<td>Credit for HIST 103 and 104</td>
</tr>
<tr>
<td>French Language</td>
<td>Placement out of FREN 030</td>
<td>Credit for FREN 105</td>
<td>Credit for FREN 105</td>
</tr>
<tr>
<td>French Literature</td>
<td>Placement out of FREN 030</td>
<td>Credit for FREN 100</td>
<td>Credit for FREN 100</td>
</tr>
<tr>
<td>German Language</td>
<td>Placement out of language reqmt.</td>
<td>Credit for MDFL 000 (lang. credit/waiver)</td>
<td>Credit for MDFL 000 (lang. credit/waiver)</td>
</tr>
<tr>
<td>Government &amp; Politics (Compar.)</td>
<td>—</td>
<td>Credit for POLI 140</td>
<td>Credit for POLI 140</td>
</tr>
<tr>
<td>Government &amp; Politics (U.S.)</td>
<td>—</td>
<td>Credit for POLI 120</td>
<td>Credit for POLI 120</td>
</tr>
<tr>
<td>Human Geography</td>
<td>—</td>
<td>Credit for SOSC 000 (social sci elective)</td>
<td>Credit for SOSC 000 (social sci elective)</td>
</tr>
<tr>
<td>Macroeconomics</td>
<td>—</td>
<td>Credit for ECON 110</td>
<td>Credit for ECON 110</td>
</tr>
<tr>
<td>Microeconomics</td>
<td>—</td>
<td>Credit for ECON 120</td>
<td>Credit for ECON 120</td>
</tr>
<tr>
<td>Music Theory</td>
<td>—</td>
<td>Credit for MUSI 111</td>
<td>Credit for MUSI 111</td>
</tr>
<tr>
<td>Physics B</td>
<td>Placement out of PHYS 210</td>
<td>Credit for PHYS 210 and 220</td>
<td>Credit for PHYS 210 and 220</td>
</tr>
<tr>
<td>Psychology</td>
<td>—</td>
<td>Credit for PSYC 010</td>
<td>Credit for PSYC 010</td>
</tr>
<tr>
<td>Spanish Language – see note (2)</td>
<td>Placement out of SPAN 030</td>
<td>Credit for SPAN 105 and 206</td>
<td>Credit for SPAN 105 and 206</td>
</tr>
<tr>
<td>Spanish Literature – see note (2)</td>
<td>Placement out of SPAN 030</td>
<td>Credit for SPAN 206 and 209</td>
<td>Credit for SPAN 206 and 209</td>
</tr>
<tr>
<td>Statistics</td>
<td>—</td>
<td>Credit for PSYC 101</td>
<td>Credit for PSYC 101</td>
</tr>
<tr>
<td>Studio Art</td>
<td>—</td>
<td>Credit for ARTS 020 or 111, pending departmental review of portfolio</td>
<td>Credit for ARTS 020 or 111, pending departmental review of portfolio</td>
</tr>
<tr>
<td>United States History</td>
<td>—</td>
<td>Credit for HIST 103 and 106</td>
<td>Credit for HIST 103 and 106</td>
</tr>
<tr>
<td>World History</td>
<td>—</td>
<td>Credit for HIST 103 and 104</td>
<td>Credit for HIST 103 and 104</td>
</tr>
</tbody>
</table>

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

1) For students who earn a score below 4 on the Calculus BC exam, credit for MATH 100 will be granted if the reported Calculus AB subscore is a 4 or 5.
2) For students who earn a score of 4 or 5 on both the Spanish Language and Spanish Literature exams, credit will be granted for SPAN 105, 206, and 209.
**College Level Examination Program (CLEP) Exams**

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

<table>
<thead>
<tr>
<th>CLEP Exam</th>
<th>Minimum Score</th>
<th>Students in the Martha H. Fleer Center are awarded Credit for:</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Government</td>
<td>50</td>
<td>POLI 120</td>
</tr>
<tr>
<td>Biology</td>
<td>50*</td>
<td>BIOL 010</td>
</tr>
<tr>
<td>Calculus</td>
<td>50**</td>
<td>MATH 070 or 100</td>
</tr>
<tr>
<td>Chemistry</td>
<td>50*</td>
<td>CHEM 110 and 120</td>
</tr>
<tr>
<td>College Algebra</td>
<td>50**</td>
<td>MATH 020</td>
</tr>
<tr>
<td>French Language (Level II)</td>
<td>62</td>
<td>FREN 030</td>
</tr>
<tr>
<td>German Language (Level II)</td>
<td>63</td>
<td>MDFL 000</td>
</tr>
<tr>
<td>History of the United States I: Early Colonization to 1877</td>
<td>50</td>
<td>HIST 105</td>
</tr>
<tr>
<td>History of the United States II: 1865 to the Present</td>
<td>50</td>
<td>HIST 106</td>
</tr>
<tr>
<td>Human Growth and Development</td>
<td>50</td>
<td>PSYC 100</td>
</tr>
<tr>
<td>Information Systems and Computer Applications</td>
<td>50</td>
<td>BUAD 111</td>
</tr>
<tr>
<td>Introduction to Educational Psychology</td>
<td>50</td>
<td>EDUC 000</td>
</tr>
<tr>
<td>Introductory Business Law</td>
<td>50</td>
<td>BUAD 220</td>
</tr>
<tr>
<td>Introductory Psychology</td>
<td>50</td>
<td>PSYC 010</td>
</tr>
<tr>
<td>Introductory Sociology</td>
<td>50</td>
<td>SOCI 100</td>
</tr>
<tr>
<td>Principles of Macroeconomics</td>
<td>50</td>
<td>ECON 110</td>
</tr>
<tr>
<td>Principles of Management</td>
<td>50</td>
<td>BUAD 201</td>
</tr>
<tr>
<td>Principles of Marketing</td>
<td>50</td>
<td>MKTG 230</td>
</tr>
<tr>
<td>Principles of Microeconomics</td>
<td>50</td>
<td>ECON 120</td>
</tr>
<tr>
<td>Spanish Language (Level II)</td>
<td>63</td>
<td>SPAN 030</td>
</tr>
<tr>
<td>Western Civilization I: Ancient Near East to 1648</td>
<td>50</td>
<td>HIST 103</td>
</tr>
<tr>
<td>Western Civilization II: 1648 to the Present</td>
<td>50</td>
<td>HIST 104</td>
</tr>
</tbody>
</table>

* The Departments of Biology and Chemistry reserve the right to require the student receiving CLEP credit in biology or chemistry, respectively, to repeat the laboratory portion of the course in their department. Students wishing to have the laboratory requirement waived will be required to show evidence of college level laboratory experience.

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

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credit Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>Score of 5 or 6 yields course credit for BIOL 010; score of 7 yields course credit for BIOL 100</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Score of 6 or 7 yields course credit for CHEM 110 and 120</td>
</tr>
<tr>
<td>Economics</td>
<td>Score of 6 or 7 yields credit for ECON 110 and 120</td>
</tr>
<tr>
<td>English</td>
<td>Score of 6 yields one ENGL elective course credit; score of 7 yields two ENGL elective course credits</td>
</tr>
<tr>
<td>History</td>
<td>Score of 6 or 7 yields course credit for either HIST 103 and 104 or 105 and 106, pending review by the department of history</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Score of 6 or 7 yields course credit for MATH 100</td>
</tr>
<tr>
<td>Psychology</td>
<td>Score of 5, 6 or 7 yields course credit for PSYC 010</td>
</tr>
</tbody>
</table>

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

**Credit for Prior Learning**

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

Credits earned through CPL are considered non-residential and are not counted toward the 10 courses that must be completed at Salem College. Applications for CPL are accepted after a student is admitted to Salem but only before the student has attained senior class status. Applications must be submitted before the end of the drop/add period in a given semester. Before submitting application for CPL credit, students should consult with both Fleer Center advisor and a faculty member in the academic department in which the student seeks credit to discuss their intended proposal.

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

Grading System

Salem College uses the following system of grading:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>Excellent</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>Good</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>Good</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>Average</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>Average</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>Passing</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>Passing</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>Passing</td>
<td>0.67</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Other valid grades are:

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

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 C (2.00).

Grade of “NR” (not reported) may be entered temporarily, pending receipt of official grades. A student may not graduate with an “I” or “NR” on their record.

Prior to fall 2000, plus and minus grades were used for qualitative evaluation only. The G.P.A. is calculated by dividing the total number of quality points earned by the total number of courses attempted. Grades of I, P, NC, NR, W or AUD do not affect the student’s G.P.A.

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

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

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

Repeating Courses

Certain courses at Salem may be repeated for additional credit. These include music ensembles, music performance and selected individual courses which indicate in their course descriptions that they may be repeated.

Students who earn a grade of D+, D or D- in a course have the option of retaking that course one time at Salem to improve their proficiency in the subject matter. However, credit will be awarded only once for the same course. Both grades will be included in the calculation of the student’s G.P.A. and will be reflected on the student’s academic transcript. Students receiving financial aid should consult with the Office of Financial Aid before electing to pursue this option.
**Grade Appeal Policy**
Student appeals of grades earned in a course are welcomed on a professional basis by the faculty. Students must explain to the instructor involved their specific disagreement with the grading outcome. If the matter is not resolved at this level, the student may then take the matter to the chair of the department in which the course was offered (or to the vice-president of academic and student affairs and dean of the college if the department chair is the instructor involved in the appeal). If the matter is not resolved at the chair’s level, the student may then refer the matter to the vice-president of academic and student affairs and dean of the college for a final decision. The student must begin the grade appeal process no later than one calendar year after the grade in question was due for submission.

**Grade Change Policy**
Faculty who wish to change a grade already recorded by the registrar must complete a grade change form in the registrar’s office. This should be done as soon as possible. A faculty member who wishes to change a grade a calendar year or more after the grade was first submitted must present the grade change request in writing to the vice-president of academic and student affairs and dean of the college, explaining the reason for the change and the reason for the delay.

**Incomplete (Grade I)**
A grade of I is a temporary indication on the student’s record that the requirements of the course have not been completed for justifiable reasons. A grade of I may only be granted by a faculty member to a student who cannot complete her course work due to illness, accident or death in her family. Students requesting an Incomplete for reasons other than these conditions must submit an appeal to the subcommittee on academic appeals. Such requests must be made by the student, 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 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. (Note: Incomplete grades for directed studies are subject to a different schedule. See the section on directed studies for details.) A student may not graduate with an “I” on their record.

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

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

Auditors may not register for a research course, a seminar, a practicum, a studio, a laboratory or DQRWKHUFRXUVHZKHUHLQWKHLQVWUXFWRU¶VRSLQLRQDXGLWLQJZRXOGEHLQDSSURSULDWH7KHILQDOGHFLVLRQ for admittance to the class as an auditor rests with the instructor. Students registering for credit have priority over students who wish to audit only.

Pass/No Credit Courses
By vote of the faculty, certain courses are always evaluated as pass/no credit (P/NC) for all students enrolled. These include MUSI 223, JANX courses and COLL 200. A student must receive a grade of pass (P) in order to earn credit for the course. If a pass/no credit course is required for a major or any other degree requirements, the grade of pass (P) in such a course indicates that the college requirement in that area has been met. Neither the pass (P) nor the no credit (NC) grade will be counted in computing the G.P.A. 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 C (2.00).

Pass/No Credit Option
During her junior or senior years, a student may, with the permission of her advisor and the instructor, enroll in up to four elective courses, but no more than one course per term, to be taken on a pass/no credit basis. Under this option, a student will receive full academic credit for the course if she receives a grade of pass (P). Neither the pass (P) nor the no credit (NC) grade will be counted in computing the G.P.A. Courses selected for pass/no credit grading must be electives – they cannot satisfy general education requirements or requirements for the major or minor. A student may elect to take a course pass/no credit at any time during the first four weeks of class in the fall or spring term by filing the appropriate signed form with the registrar. After the four-week period, she may not change it to a letter-grade basis, nor may she change a graded course to a pass/no credit option. To elect pass/no credit in a departmental course during January or summer school, a student must file the appropriate form by the end of the first week of classes. To earn a grade of “P” (pass) for a course that the students elects to have graded pass/no credit, the student must earn at least the equivalent of a C (2.0).

Grade Reports and Transcripts
Grade reports are available to students shortly after the end of each term through the Salem Information System (SIS), the secure section of the MySalem website. Grade reports are not printed and mailed. Grades and student academic performance may only be discussed with parents, guardians or spouses of students if the student has signed a FERPA release form or has indicated dependency status.
A fee applies for each copy of the transcript and must be paid in advance of the release of each transcript. NOTE: transcripts cannot be released if students are indebted to the College or if any other holds (including, but not limited to, library fines, unreturned athletic equipment or immunization records) are on the student’s record. Requests for transcripts may be made online at www.salem.edu/transcripts. Detailed information can be found at www.salem.edu/transcripts.

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 certain government agencies specified in the legislation;
4. to an accrediting agency in carrying out its function;
5. in emergency situations where the health or safety of the student or others is involved;
6. to educational surveys where individual identification is withheld;
7. in response to a properly issued judicial order or subpoena;
8. 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), previous institutions attended, degree and awards. However, it is Salem College’s policy not to release lists of student names and addresses or telephone numbers to outside parties with the exception of state and federal agencies or as required by law.

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.
**Fresh Start Policy**

Salem offers a Fresh Start policy as a re-entry option for former Salem students re-enrolling as degree candidates. Under this provision, five or more years after the last enrollment, the student may opt to have only those Salem courses with a grade of “C-” or better considered for credit. While all “D” and “F” work will remain a part of the student’s permanent record, the quality points for these grades will not be used in computing the new average, nor will the courses be applied toward meeting degree requirements. Once initiated, a Fresh Start is irrevocable. The student may only opt to invoke the Fresh Start policy once. A student who has been academically excluded twice may apply for Fresh Start; if it is granted, and if the student subsequently excludes herself, that third exclusion is permanent.

**Academic Standing**

*Classification*

Classification is determined at the beginning of each term and is based on the total number of earned course credits. (One Salem course credit is equivalent to four semester credit hours.)

<table>
<thead>
<tr>
<th>Total Salem Course Credits Earned</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 7</td>
<td>First-year student</td>
</tr>
<tr>
<td>At least 7, but under 17</td>
<td>Sophomore</td>
</tr>
<tr>
<td>At least 17, but under 26</td>
<td>Junior</td>
</tr>
<tr>
<td>At least 26</td>
<td>Senior</td>
</tr>
</tbody>
</table>

Some traditional-age students enter Salem with college-level credit from an early-college/dual-enrollment high school program, whereby the student typically completes high school and works toward an associate’s degree at the same time. If such a student has not attended another college subsequent to her high school graduation, the student shall be considered a first-time first-year student during her first semester at Salem, including for purposes of determining the student’s class cohort. Such a student will be required to enroll in SIGN 110 and will be considered a first-time first-year student for advising, housing, parking and other purposes dependent upon student classification. She must complete her first January term course in residence at Salem. Following the student’s successful completion of her first semester at Salem, her classification will be updated to reflect the total sum of credits earned (both transfer credits and Salem credits).

**Academic Probation**

Conditions of probation are based on the student’s cumulative GPA. Students place themselves on academic probation if, at the end of a fall, spring or summer term, they do not earn at least the cumulative GPA listed below:

- First-year students in their first-semester: 1.500
- Continuing first-year students: 1.800
- Sophomores: 1.900
- Juniors and seniors: 2.000

These cutoffs apply to traditional-age and Fleer students equally.

Students on probation will adhere to the following requirements:
When a student places herself on probation for the second consecutive term, she must meet with the Director of Academic Support to develop a learning plan for the following term. The plan must be submitted to the associate dean for undergraduate studies within the first two weeks of the term; failure to do so will put the student in jeopardy of losing her financial aid and of being academically excluded. Once she is placed on academic probation for the second consecutive semester, her term GPA must improve her cumulative GPA, or she excludes herself. Any exception to this policy must be approved by the associate dean for undergraduate studies.

- Students may not overload while on probation. Any student wanting to take more than 4.5 credits must apply for an exception to the Subcommittee on Academic Appeals.
- Students may not add a major or a minor beyond the College’s requirement of one major while on probation. However, students may change their major or minor.
- Students on probation may not hold leadership positions on campus unless approved by the associate dean for undergraduate studies.

Please note that measures of satisfactory academic progress for purposes of financial aid eligibility rely on the above academic probation policy as well as a calculation of the student’s pace of completion toward degree, measured by hours earned. See the Financial Aid section of this catalog for details.

**Exclusion**

Any student, other than a student in her first term, may be excluded if her term GPA in a fall or spring term is 0.500 or less, regardless of her overall GPA.

Additionally, any student will exclude herself if after her first two consecutive terms (fall, Jan term, or spring term) she does not earn the minimum cumulative GPA listed below:

- 2 to 6 attempted courses at Salem: 1.200 G.P.A.
- 7 to 13 attempted courses at Salem: 1.500 G.P.A.
- 14 to 20 attempted courses at Salem: 1.700 G.P.A.
- 21 or more courses attempted at Salem: 1.800 G.P.A.

The associate dean for undergraduate studies monitors academic progress and will notify students whose academic performance causes them to exclude themselves from continuing as Salem Students. An excluded student may not return for the following term, unless she successfully petitions for and is granted a special exception from the vice president of academic and student affairs and dean of the college.

**Readmission after Exclusion**

Students who have excluded themselves for academic reasons will be notified of this fact in a letter from the dean of the College. This letter will also include instructions regarding the steps that should be followed if the student wishes to apply for re-admission following the period of exclusion. Any application for re-admission will be reviewed by the vice president of academic and student affairs and dean of the college, who will then determine whether or not the student may be re-admitted. Any student who excludes herself more than once is ineligible for re-admission to Salem College, with the exception of students who reapply and are readmitted under the Fresh Start policy.

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

**Academic Honors**

**Latin Honors**

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

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

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

**Dean’s List**

All full-time undergraduate degree students who have achieved a 3.5 average in a given fall or spring term for a study program, including at least three course credits in which grades were given, qualify for the Dean’s List (NOTE: Fleer students must take three courses in the spring term, to be eligible for Dean’s List; January courses are not combined with Spring for purposes of Dean’s List qualification). In order to be eligible for Dean’s List consideration, students with Incompletes or who are enrolled in directed studies must have their work completed and final grades submitted to the registrar by February 1 for the fall Dean’s List and by August 1 for the spring Dean’s List.

**Independent Study**

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

**Directed Study (Fleer only)**

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

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

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

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

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

- Fall term contract grades are due March 1 (due December 10 for December graduation)
- January term contract grades are due March 1
- Spring term contract grades are due August 1 (due May 15 for May graduation)
- Summer term contract grades are due September 1 (due August 5 for August graduation)

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

In order to be eligible for Dean’s List consideration, students who are enrolled in directed studies must have their work completed and final grades submitted to the registrar by February 1 for the fall Dean’s List and by August 1 for the spring Dean’s List and all other Dean’s List qualifications must be met (see above).

**Internships**

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

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

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

In order to meet the educational goals of an internship, students wishing to intern at their current place of employment must submit (along with the application for the internship) for approval a written proposal that makes a clear distinction between the work to be performed for internship credit and the work performed as part of their regular job. For Fleer students, the work approved for an internship must also be distinguished from work accepted for any credit for prior learning.

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

**Summer Study**

*Salem College Summer School*

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

*Summer School at Other Institutions*

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

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

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

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

Other Academic Policies

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

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

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

 Student Grievance Policies
Salem College publishes policies regarding grade appeals, sexual harassment, the appeal for financial aid awards and for the appeal of campus parking/traffic citations in the Salem College Undergraduate Catalog. The College publishes policies regarding judicial review of Honor Council rulings in the Salem College Student Handbook.

Salem College students who have concerns in areas not covered by these policies may seek resolution through the following policy:

Students are encouraged to resolve concerns themselves first by talking directly with the College personnel involved. If resolution is not reached, students may file a written grievance with the dean of students (for co-curricular issues) or with the associate dean for undergraduate studies (for academic issues). This process should be initiated as soon as possible, preferably within 30 days of the occurrence. The student should complete the Student Grievance Form, which is available in the Office of the Dean of Students and in the Office of the Dean of the College, and submit it to the dean.
of students or the associate dean for undergraduate studies, respectively. The dean will review the written grievance and respond to the student within 15 business days while the College is in session. Depending upon the nature of the grievance, the dean may request that all parties involved meet to mediate the situation and find a reasonable solution.

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

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

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

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

A departmental senior seminar is required of all students who major in art, arts management, biology, business administration, chemistry, communication, economics, history, design, music, philosophy or religion. The seminar enables the student to integrate the advanced level work in her major with study in an area of particular interest to her. It also provides an opportunity for seniors and the faculty to explore current research in the major field in a setting which stimulates the development of the student’s intellectual independence as a scholar. For students pursuing teacher licensure, student teaching, along with its required electronic evidences, serves as the senior capstone project in the major.
COURSES OF INSTRUCTION

Salem College does not offer any developmental or remedial courses. Courses numbered from 001 to 199 are generally intended for first-year students and sophomores; courses numbered from 200-399 are generally for juniors and seniors. Courses numbered 400 or higher are graduate-level and are listed separately in the graduate catalog.

Accounting

Associate Professor Rapp, chair of department of business and economics; Professor Francisco, Mary Ardrey Stough Kimbrough Chair in Business and Economics; Associate Professors Cummings; Assistant Professors Cardwell, Delise, Johe and Silbert.

Accounting Major (B.S.)

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

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

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

The bachelor of science in accounting requires the following 19 courses in addition to the Salem Signature general education requirements:

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

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

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

   One course
   One course
   One course
   One course
   One course
   One-half course
   One course
   One course
   One course
   One-half course
   One course
### B. Elective Accounting Course – One course credit from the following

- ACCT 165. Forensic Accounting
- ACCT 170. Financial Management for Not-for-Profit Organizations
- ACCT 200. Independent Study in Accounting
- ACCT 201. International Accounting
- ACCT 220. Special Topics in Accounting
- ACCT 270. Internship in Accounting
- ACCT 290. Honors Independent Study in Accounting
- ACCT 340. Case Study in Accounting
- ACCT 350. Accounting for Not-for-Profit Organizations

### C. Additional Required Courses – Eight course credits

- BUAD 111. Management Information Systems
- BUAD 201. Principles of Management
- BUAD 220. Business Law
- BUAD 240. Business Statistics
- ECON 260. International Trade and Business
- FINC 302. Corporate Finance
- MKTG 230. Principles of Marketing
- MATH 070. Essential Calculus or MATH 100. Calculus I

**Accounting Minor**

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

#### A. The following four courses are required:

- ACCT 120. Principles of Accounting
- ACCT 140. Intermediate Accounting I
- ACCT 150. Intermediate Accounting II
- ACCT 160. Cost Accounting

#### B. Two elective accounting course credits from the following:

- ACCT 155. Intermediate Accounting III
- ACCT 165. Forensic Accounting
- ACCT 170. Financial Management for Not-for-Profit Organizations
- ACCT 180. Accounting Information Systems
- ACCT 201. International Accounting
- ACCT 301. Auditing
- ACCT 304. Income Taxation II
- ACCT 303. Income Taxation I
- ACCT 305. Legal Environment and Professional Ethics
- ACCT 350. Accounting for Not-for-Profit Organizations

For a description of the Certificate Program in Accounting, see the section on certificate programs earlier in this catalog.
Accounting Courses (ACCT)

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

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

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

ACCT 150. Intermediate Accounting II
One course
A continuation of Intermediate Accounting I with emphasis on dilutive securities and earnings per share, investments, issues related to income measurement, pension costs, leases and current value accounting. Prerequisite: ACCT140 and MATH070 or MATH100.

ACCT 155. Intermediate Accounting III
One course
This course is continuation of Intermediate Accounting II with emphasis on dilutive securities and earnings per share, investments, issues related to pension costs, leases and current value accounting, statement of cash flows, accounting for income taxes, and Securities and Exchange Commission required financial reporting for publicly held companies, including relevant International Financial Reporting Standards. Prerequisite: ACCT 150 and MATH070 or MATH100.

ACCT 160. Cost Accounting
One course
This course will cover various methods of accumulating accounting data for decision-making in a production environment. Emphasis is on the development and use of different types of standard cost systems, analysis of costs and gross profit, budgeting, responsibility accounting, income effects of costing alternatives and return on investment concepts. This course will include topics covered on the Certified Management Accounting professional exam. Prerequisite: ACCT 120.

ACCT 165. Principles of Fraud Examination
One course
This course will include coverage of the nature of occupational fraud and abuse and a review of the techniques used to commit financial fraud. Students will study the underlying indicators of fraud and the investigative process when fraud is detected. This course will include topics covered in the Certified Fraud Examiner and Certificate in Financial Fraud professional exams. Prerequisite: ACCT 120 or permission of the department chair.
ACCT 170. Financial Management for Not-for-Profit Organizations
One course
This course will introduce students to accounting, financial and related administrative issues that are unique to not-for-profit organizations. The course will examine the rules of accounting that are specific to not-for-profit organizations, including fund accounting, and introduce students to the fundamentals of endowment and investment management. The financial tools for successful management of a not-for-profit organization will be discussed, including cash flow planning, budgeting and the design and evaluation of internal controls. Prerequisites: ACCT 140 and NFPM 100 or permission of instructor. Cross-listed as NFPM 170.

ACCT 180. Accounting Information Systems
One-half course
This course presents the conceptual foundations of accounting information systems, including transaction reporting and processing in a systems environment, the roles and responsibilities within the Information Technology function and the financial statement and business implications of electronic commerce. A case study involving basic computerized accounting systems will also be presented. Prerequisites: ACCT 140 and BUAD 111.

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

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

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

ACCT 270. Internship in Accounting
One-half to one course
An opportunity to use the knowledge and skills the student has learned in coursework to solve problems in a real work setting; the apprenticeship aspect of the internship implies that the student has some base of knowledge and that the student’s knowledge and skills will be increased by direct contact with an experienced, knowledgeable mentor. Open to sophomores, juniors and seniors with a 2.0 cumulative average; maximum credit per term is one course; admission by application only. Prerequisite: ACCT 140.
ACCT 290. Honors Independent Study in Accounting  One-half to one course
Advanced independent study under the guidance of a faculty advisor. Open to juniors and seniors with a 3.5 average in accounting, subject to approval of the department chair. Honors work may be taken for a maximum of two courses.

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

ACCT 303. Income Taxation  One course
A study of the basics of federal income taxation, with emphasis on individuals and small business owners, the tax legislative process, and basic tax research and the IRS audit and appeals process. Prerequisite: ACCT 120.

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

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

ACCT 340. Case Studies in Accounting  One course
A course of study utilizing cases drawn from actual business situations to acquaint the student with the uses of accounting data in setting plans and objectives, controlling operations and financial decision-making. Emphasis will be on the student as decision-maker and, thus, will require research to reach an appropriate and defensible position. Prerequisite: ACCT 150.

ACCT 350. Accounting for Not-for-Profit Organizations  One course
This course introduces accounting concepts, principles and procedures used in reporting for governmental, health care and other not-for-profit organizations and teaches students how to prepare specialized financial reports and manage financial activities. Prerequisite: ACCT 140.

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

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

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

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

Studio foundation core – required of all majors:

- ARTS 020. Introduction to Two-Dimensional Design
- ARTS 025. Advanced Two-Dimensional Design
- ARTS 030. Three-Dimensional Design
- ARTS 111. Drawing
- ARTS 112. Figure Drawing
- ARTH 121. Survey of Western Art I
- ARTH 122. Survey of Western Art II
- ARTH 243. Early Modern Art or ARTH 244. Late Modern Art.

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

Required courses (and recommended sequence) for a painting concentration:

- ARTS 113. Introduction to Painting
- ARTS 114. Advanced Painting
- ARTS 310. Senior Studio
- ARTS 214. Senior Tutorial
- ARTS 390. Senior Seminar
- ARTS Elective. Any course in studio art outside painting

One course
One course
One course
One course
One course
One course
One-half course
One-half course
One course
Required courses (and recommended sequence) for a printmaking concentration:

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

Required courses for the licensure concentration:

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

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

Studio Art Minor

A minor in studio art requires the completion of six courses:

- ARTS 020. Introduction to Two-Dimensional Design One course
- ARTS 025. Advanced Two-Dimensional Design One course
- ARTS 111. Drawing One course
- ARTS 113. Introduction to Painting One course
- ARTS 135. Introduction to Printmaking One course
- ARTS 200. Independent Study in Studio Art or
  - ARTS 290. Honors Independent Study in Studio Art One course

Four of the six courses must be taken at Salem.

Visual Arts Entrepreneurship Minor

The minor in Visual Arts Entrepreneurship is intended for students pursuing a B.A. in art history or studio art. See the Arts Management section of the catalog for details. A student may not minor in both Arts Entrepreneurship and Arts Management nor may she major in Arts Management and minor in Visual Arts Entrepreneurship.

Art Courses (ARTS)

ARTS 020. Introduction to Two-Dimensional Design One course
In-depth exploration of basic elements of two-dimensional design through multiple approaches to a wide variety of black and white media. Consideration of the influence of art and design within the context of the dominant culture as well as other cultures and periods. Six-hour studio plus outside assignments. No prerequisite. Fall and Spring.

ARTS 025. Advanced Two-Dimensional Design One course
Building on experience in ARTS 020 and ARTS 111, students will explore conceptually sophisticated design problems. Introduction to and exploration of color theory. Six-hour studio plus outside assignments. Prerequisite: ARTS 020 and ARTS 111. Fall and Spring.
ARTS 030. Three-Dimensional Design
Exploration of a variety of issues dealing with three-dimensional form: What is the third dimension? Why do structures stand up? What can be created with limited materials? Prerequisite: ARTS 020 or ARTS 111. Fall.

ARTS 110. Photography I
A basic course in photography, including a history of photography, camera mechanics, camera techniques, composition, film processing, proofing techniques, enlarging procedures and methods of matting and mounting. No prerequisite. Offered as needed.

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

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

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

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

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

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

ARTS 211. Sculpture I
Introduction to relief sculpture, skeletal structure, carving, kinetic motion, modeling and casting. Six-hour lab. Spring, alternate years.

ARTS 212. Sculpture II
Continued introduction to relief sculpture, skeletal structure, carving, kinetic motion, modeling and casting. Six-hour lab. Prerequisite: ARTS 211. Spring, alternate years.
ARTS 214. Senior Tutorial
The class, comprised of all senior students in the studio program, participates in a seminar meeting once a week discussing readings of contemporary criticism and professional practices in their chosen area of concentration. Students begin to define issues and methods of working with an eye toward their Senior Thesis Exhibition. Spring.

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

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

ARTS 233. Ceramics
Introductory instruction in clay technology, clay body preparation, wheel throwing, coiling, slab building, loading and firing kilns. Discussions also include design instruction and exposure to historical and contemporary pottery and ceramics. Offered as needed.

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

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

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

ARTS 310. Senior Studio
During the fall semester of the senior year, the class, comprised of all seniors in the studio art program, will work with a variety of media and technique based on their individual style. Students will begin to define issues important to them and establish a personal point of view. Students will learn to position their art in relation to current trends and methods of working with a theme to allow them to develop a consistent body of work to be exhibited in the spring of their graduating year. Six-hour studio/seminar plus outside work. Prerequisite: Two levels of courses in the student’s concentration and senior status. Fall.

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

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

*Art History Major (B.A.)*

Art history majors are required to complete:

** ARTH 121. Survey of Western Art I  One course
** ARTH 122. Survey of Western Art II (*to be taken first year if possible*)  One course
** ARTH 244. Late Modern Art  One course
** ARTH 245. Renaissance Painting 1300-1500  One course
** ARTH 270. Internship in Art History  One course
** ARTH 300. Methods of Art History  One-half course
** ARTH 390. Senior Seminar in Art History  One-half course
** ARTS 020. Introduction to Two-Dimensional Design or ARTS 111. Drawing  One course
** ARMN 100. Introduction to Arts Management or ARMN 210. Museums and Galleries  One course

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

**Group 1**

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

**Group 2**

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

**Group 3**

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

**Group 4**

ARTH 140. Survey of the Art of Japan
ARTH 150. Survey of the Art of China
ARTH 160. The Art of Japanese Manga and Anime: Origins and Evolution

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

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

- ARTH 121. Survey of Western Art I  One course
- ARTH 122. Survey of Western Art II  One course
- ARTH 240. Northern Renaissance or ARTH 245. Renaissance Painting 1300-1500  One course
- ARTH 243. Early Modern Art or ARTH 244. Late Modern Art  One course
- ARTH electives  Two courses

Four of the six courses must be taken at Salem.

Visual Arts Entrepreneurship Minor

The minor in Visual Arts Entrepreneurship is intended for students pursuing a B.A. in art history or studio art. See the Arts Management section of the catalog for details. A student may not minor in both Arts Entrepreneurship and Arts Management nor may she major in Arts Management and minor in Visual Arts Entrepreneurship.

Art History Courses (ARTH)

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

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

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

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

ARTH 160. The Art of Japanese Manga and Anime: Origins and Evolution  One course
In this course, we will explore Japan’s “coolest” export: global manga and anime. Students will read, view, and analyze classic and contemporary manga and anime while developing a critical historical consciousness of Japanese visual culture.

ARTH 180. Women and Art  One course
This course explores ways in which women have been portrayed in art, and also provides an introduction to women artists from the ancient world to modern times. Feminist art history/feminist discourse is introduced as a way of analyzing representations of women in art, with focus on Renaissance and Baroque art, and their underlying – too often negative – assumptions. Models for this work will be provided by such classic feminist art historians as Nochlin, Munro, Garrard, Broude and Russell. The second half of the course will focus on women as producers of art and offers an empowering alternative to the too frequent neglect of women artists in modern art history.
ARTH 200. Independent Study in Art History
One-quarter to one course
Independent study under the guidance of a faculty advisor. Open to students with a 3.0 cumulative average and permission of the chair of the department. Independent study may take the form of readings, research, conference, project and/or field experience. Independent study may be taken for a total of two courses, the maximum in any one term being one course credit. Offered on demand.

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

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

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

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

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

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

ARTH 244. Late Modern Art
One course
Art movements from the 1930s to the present, including: abstract expressionism, minimal art, pop, post-painterly, photo realism and post modernism. Prerequisite: ARTH 121 or 122. Spring.
ARTH 245. Renaissance Painting 1300-1500
The development of form and content in painting from the rebirth of humanism to the Reformation. Accent on Giotto, Ghiberti, Donatello, Masaccio, Piero della Francesca, Michelangelo, Leonardo da Vinci, Raphael and Titian. Prerequisite: ARTH 121 or 122.

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

ARTH 247. European Painting and Sculpture 1750-1850
One course
Art in Europe with analysis of various movements: neoclassicism, romanticism and realism, including works by David, Ingres, Turner and Delacroix. Prerequisite: ARTH 121 or 122. Fall, alternate years.

ARTH 263. American Art
One course
The history and interpretation of architecture, sculpture and painting in the United States from colonial times to the present. Prerequisite: ARTH 121 or 122. Spring, alternate years.

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

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

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

ARTH 390. Senior Seminar in Art History
One-half course
Senior thesis work in area of concentration. Required of all art history majors along with an additional course, ARTH 300. Methods, for one-half credit.
Arts Management
Assistant Professor Rodriguez, coordinator
The arts management program offers a major and minor in arts management.

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

Required courses for the major:
Management Courses (All ten and one-half courses are required.)
  ACCT 130. Principles of Managerial Accounting or
  NFPM 170. Financial Management for Not-for-Profit Organizations One course
  ARMN 100. Introduction to Arts Management.
  ARMN 110. The Arts in the Community One course
  ARMN 120. The Artist as Entrepreneur One course
  ARMN 270. Arts Management Internship One course
  ARMN 390. Senior Seminar One-half course
  ARMN 395. Senior Project One-half course
  NFPM 100. The Not-for-Profit Corporation One course
  NFPM 150. Web-Based Marketing and Fundraising Techniques or
  COMM 322. Communication Campaigns One course
  NFPM 250. Not-for-Profit Fundraising One course
  NFPM 301. Organizational Planning and Evaluation One course
  NFPM 310. Not-for-Profit Management and Governance One course

Students must also complete one four-course concentration for the major.

Visual Arts Concentration
  ARMN 210. Museums and Galleries
  ARTH 122. Survey of Western Art II

In addition to the two required courses above, choose two courses from the list below:
  ARTS 020. Two-Dimensional Design
  ARTS 025. Advanced Two-Dimensional Design
  ARTS 030. Three-Dimensional Design
  ARTH 121. Survey of Western Art I
  ARTH 243. Early Modern Art
  ARTH 244. Late Modern Art
  ARTH 263. American Art
Performing Arts Concentration

ARMN 215. Performing Arts Management
Choose any three additional courses from the list below. Some courses are worth less than one full course credit; the sum total of course credit in this concentration must be at least four courses:

- DANC 023, 034, 035, 036, 037, 038, 039. (dance performance – two courses)
- DANC 104. History of Dance
- DANC 201. Choreography
- ENGL 208. Early-Modern Female Dramatists: Sinners, Saints, and Sappho
- ENGL 223. Taboos, Experiments and the Other: Modern Drama
- MUSI 103. The Musical in America
- MUSI 105. Women in Music
- MUSI 107. Introduction to Music of the World
- MUSI 117. Making Sense of Music – Listening with 21st Century Ears
- MUSI 118. Music History I
- MUSI 217. Music History II
- MUSI 218. Music History III
- MUSI 120. Musical Theater
- MUSI 151. Acting
- MUSI 021 through 046. (music performance)
- MUSI 050, 051, 052, 053, 054, 055, 056. (performing ensembles)

The minors in creative writing, dance, music, and musical theatre, plus ARMN 215, (though not the entrepreneurship or dance management minors) may be used toward this requirement, subject to the limitations on double-counting of courses between a major and a minor in the Degrees and Requirements section of the catalog.

Recommended Electives:

- COMM 120. Oral Communication
- ECON 100. Principles of Economics
- MKTG 230. Principles of Marketing
- BUAD 240. Business Statistics or
- SOCI 215. Social Statistics

In addition, students are strongly encouraged to take elective courses in art and/or music history.

Arts Management Minor

The minor in arts management requires the completion of six courses:

- ARMN 100. Introduction to Arts Management
- ARMN 110. Arts in the Community
- ARMN 120. The Artist as Entrepreneur
- ARMN 210. Museums and Galleries or
- ARMN 215. Performing Arts Management
- NFPM 100. The Not-for-Profit Corporation
- NFPM 301. Organizational Planning

The minor in arts management should be combined with a major in the arts.
Music Entrepreneurship Minor
The minor in Music Entrepreneurship is intended for students pursuing a B.A. or B.M. in music. A student may not minor in both Music Entrepreneurship and Arts Management nor may she major in Arts Management and minor in Music Entrepreneurship.

ARMN 100. Introduction to Arts Management
ARMN 110. The Arts in the Community
ARMN 120. The Artist as Entrepreneur
ARMN 215. Performing Arts Management

Visual Arts Entrepreneurship Minor
The minor in Visual Arts Entrepreneurship is intended for students pursuing a B.A. in art history or studio art. A student may not minor in both Arts Entrepreneurship and Arts Management nor may she major in Arts Management and minor in Visual Arts Entrepreneurship.

The minor in visual arts entrepreneurship consists of four courses:

ARMN 100. Introduction to Arts Management
ARMN 110. The Arts in the Community
ARMN 120. The Artist as Entrepreneur
ARMN 210. Museums and Galleries

Arts Management Courses (ARMN)

ARMN 100. Introduction to Arts Management
An introduction to “arts delivery systems” with emphasis on not-for-profit arts organizations in the U.S. The student will be introduced to basic concepts and skills in the discipline and will be shown the array of professional opportunities requiring those skills. Management principles and practices in the performing and visual arts will be presented. (Students with experience in arts management may be allowed, with consent of the director, to substitute ARMN 200 for this requirement.)

ARMN 110. Arts in the Community
A study of roles the arts can play in improving communities and the importance of those roles to the long-term viability of the arts industry. The student will learn principles and practices supporting effective community engagement and community arts projects. May be used to fulfill the service learning requirement of the Salem Signature.

ARMN 120. The Artist as Entrepreneur
A study of entrepreneurial opportunities and options for individual artists. Students will be introduced to principles and practices of effective entrepreneurship, examples of creative approaches to career-building, and structural options through which arts enterprise can be organized.

ARMN 200. Independent Study in Arts Management
Independent study under the guidance of a faculty advisor. Open to students with a 2.0 cumulative G.P.A. Independent study may take the form of readings, research, conference, project and/or field experience. Independent study may be taken for a total of four courses, no more than two in any term. Prerequisite: Permission of the Director.
ARMN 210. Museums and Galleries  
A study of the operation of arts museums and galleries. Students will be introduced to topics such as museology and artist-gallery relationships (including contracts) as well as principles and practices of effective management of museums and galleries. Pre-requisite: ARMN 100 or ARMN 110 and sophomore standing as a studio art or art history major, or permission of the Arts Management Program Director.

ARMN 215. Performing Arts Management  
An examination of the performing arts industry and individual artists’ roles within it. The course will introduce the student to artist-management relationships, booking and contracts, performing arts unions, royalty and rights licensing practices, tour management, and box office management. Students will examine artist portfolios as a means of understanding the relationships among artists, managers, and presenters. Pre-requisite: ARMN 100 or ARMN 110 and sophomore standing as a music major or dance minor, or permission of the Arts Management Program Director.

ARMN 270. Arts Management Internship  
The arts management internship provides the arts management major with on-site experience in national, state and local arts organizations and the opportunity to perform a number of functions at various levels of the organization. Open to sophomores, juniors and seniors; maximum credit per term is one course; admission by application only.

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

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

ARMN 390. Senior Seminar  
Students will complete a portfolio documenting experience and/or competence in topics and skills essential to successful management of the arts organizations. This course will include preparation for and successful completion of a comprehensive exam. Students will participate in discussions of contemporary issues in the field and plan their senior projects.

ARMN 395. Senior Project  
Students will complete a significant project demonstrating preparedness for professional work in the discipline. The project may be production of an event, a practical plan or evaluation for an organization (e.g., a funding plan, a program evaluation, or an organizational assessment), or a major research paper on an aspect of not-for-profit management. Some elements of ARMN 390 may be continued in ARMN 395.
Biochemistry

Associate Professor McKnight; Assistant Professors Linebarrier and Ye

The biochemistry major introduces the student to the application of chemical principles to biological systems. The major incorporates those courses from biology and chemistry which provide the student with the background necessary to master the material and experimental techniques covered in the biochemistry courses required for the major. Students with a major in biochemistry will be prepared to pursue further study in biochemistry, medicine, medical research, molecular research, molecular biology, pharmacy, pharmacology, biophysics as well as other related areas.

Biochemistry Major (B.S.)

The student who seeks the bachelor of science degree with a major in biochemistry must complete seventeen and one-half courses:

- CHEM 110. General Chemistry
- CHEM 120. General Chemistry with Qualitative and Quantitative Analysis
- CHEM 201. Organic Chemistry I
- CHEM 202. Organic Chemistry II
- BIOL 100. Cell and Molecular Biology
- BIOL 101. Biodiversity
- BIOL 310. Advanced Genetics
- CHEM 207. Solutions or BIOL 205. Biometry
- BCHM 305. Biochemistry I
- BCHM 306. Biochemistry II
- BCHM 307. Biochemistry Lab
- BCHM 390. Senior Seminar
- MATH 100. Calculus I
- MATH 101. Calculus II
- PHYS 210. General Physics I
- PHYS 220. General Physics II
- BIOL or CHEM electives

At least half of the courses in chemistry, half of the courses in biology and three of the four courses in biochemistry must be taken at Salem.

Biochemistry Courses (BCHM)

**BCHM 305. Biochemistry I**

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

**BCHM 306. Biochemistry II**

This course is the continuation of CHEM 305 with the goal of using physics, chemistry and biology to gain a better understanding of the life sciences at molecular levels. Topics to be covered are bioenergetics and intermediary metabolism, DNA, RNA, protein synthesis. Three lectures. Prerequisites: CHEM 305. Spring.
BCHM 307. Biochemistry Lab
One-half course
This course covers the most common experimental techniques used in biochemistry. It includes protein extraction, purification, enzyme kinetics and DNA analysis. The tools and techniques introduced in the lab include centrifugation, various liquid chromatography, and electrophoresis, and UV spectroscopy. Prerequisite: BCHM305.

BCHM 390. Senior Seminar
One course
Discussion of special topics in biochemistry with special emphasis on current research culminating in a research paper and oral presentation. Cross-listed with CHEM 390.
Biology

Associate Professor Porter, chair; Associate Professor Dunn; Assistant Professors Kuppinger and Watts; Laboratory Coordinator Duckett

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

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

- BIOL 100. Cell and Molecular Biology
- BIOL 101. Biodiversity
- BIOL 205. Biometry
- BIOL 210. Ecology
- BIOL 310. Advanced Genetics
- BIOL 311. Evolution
- BIOL 390. Senior Seminar
- BIOL elective
- MATH 070. Essential Calculus or higher
- CHEM 110. General Chemistry
- CHEM 120. General Chemistry with Qualitative and Quantitative Analysis

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

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

- BIOL 100. Cell and Molecular Biology
- BIOL 101. Biodiversity
- BIOL 205. Biometry
- BIOL 210. Ecology
- BIOL 310. Advanced Genetics
- BIOL 311. Evolution
- BIOL 390. Senior Seminar
- BIOL electives
- CHEM 110. General Chemistry
- CHEM 120. General Chemistry with Qualitative and Quantitative Analysis
- CHEM 201. Organic Chemistry I
- CHEM 202. Organic Chemistry II
- PHYS 210. General Physics I
- PHYS 220. General Physics II
- MATH 100. Calculus I or higher

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

All students planning a major in biology are expected to finish their mathematics requirements by the end of their first year. Entering students who are confident in their quantitative skills are advised to take general chemistry (CHEM 110) and BIOL 100 & 101 in their first year. Students who have not had pre-calculus may consider taking CHEM 110 in their second year. BIOL 205 (or an equivalent course in statistics), 210 and 310 should be completed by the end of their junior year. The electives BIOL 235 and 218/219 are recommended for the junior or senior year. Most other electives are appropriate for students in their sophomore through senior years. BIOL 311 and 390 are capstone courses required in the senior year.

**Biology Minor**
The minor in biology requires the completion of five courses:
- BIOL 100. Cell and Molecular Biology
- BIOL 101. Biodiversity
- BIOL 210. Ecology
- BIOL 310. Advanced Genetics
- BIOL elective

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

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

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

**BIOL 010. Principles of Biology**
An introductory course in biological science for non-majors. Emphasis is on general principles, including the scientific method, biochemistry, cytology, metabolism, cellular respiration, photosynthesis, cell division, classical and molecular genetics, evolution and ecology. This course will not substitute for any biology course for majors in biology or clinical laboratory science. Three lectures, one two-hour laboratory. Fall and Spring.

**BIOL 070. Issues in Biology for Women**
The major emphasis of this course will be placed on the scientific principles behind many issues directly related to women’s lives. Designed for non-majors, this course will use a feminist critical analysis of basic biological issues in genetics, molecular biology and health, and interactions between biology and society. This course will not count toward a major or minor in biology or clinical laboratory science. Fulfills the Women’s Studies and Quantitative Interpretation requirements for the Salem Signature Liberal Arts Interdisciplinary Dimensions. Spring, alternate years.
BIOL 100. Cell and Molecular Biology  
One course
The structure and function of cells. An examination of the cell’s microscopic and ultrastructural features, physiological capabilities, and biochemical properties, including such topics as membrane and organelle formation, DNA replication, transcription, translation, cellular metabolism, cell division, cell differentiation and cell communication. This is the required introductory course for majors in biology, clinical laboratory science and exercise science and is a prerequisite for all other majors-level biology courses. Three lectures, one three-hour laboratory. Prerequisite: Placement above MATH 020. Fall.

BIOL 101. Biodiversity  
One course
Introduction to the evolution and diversity of the forms and functions of organisms including bacteria, archaea, and eukaryotes, with a special emphasis on plants and animals. Laboratory techniques include microscopy and dissection. Three lectures, one three-hour laboratory. Prerequisite: BIOL 100 or both BIOL 010 and ENVS 100, or permission of instructor. Spring.

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

BIOL 180. Animal Behavior  
One course
Exploration of the mechanisms, development, evolution, and adaptive functions of naturally-occurring behavior in animals, with an emphasis on vertebrates in the wild. Topics include learning, feeding, avoiding predators, reproduction, and social organization. Lectures and one three-hour laboratory. Cross-listed as PSYC 180. Prerequisites: Either BIOL 010, BIOL 100 or PSYC 010. Offered as needed.

BIOL 200. Independent Study in Biology  
One-quarter to two courses
Independent study under the guidance of a faculty advisor. Open to students with a 2.0 cumulative average and permission of the chair of department. Independent study may take the form of readings, research, conference, project, and/or field experience. Independent study may be taken for a maximum of two courses, the maximum in any one term being two course credits. Prerequisite: BIOL 100 and 101; MATH 025, 070 or higher; or permission of the instructor.

BIOL 205. Biometry  
One course
Introduction to the theory and application of descriptive and inferential statistical methods used in the life sciences. Includes training in computer assisted analysis. Three lectures and one two-hour laboratory/discussion session per week. Prerequisites: BIOL 100 or both BIOL 010 and ENVS 100; MATH 025, 070 or higher; or permission of the instructor. Fall

BIOL 210. Ecology  
One course
The principles underlying the interrelations of organisms with their environments, including the population, community, ecosystem and biosphere levels of organization. The laboratory is closely integrated with the lecture and includes studies of the different levels of integration. Two lectures, one three-hour laboratory. Prerequisites: BIOL 010 or 100 and 101 or permission of instructor. Spring.
BIOL 212. Plant Taxonomy
The morphology, classification, nomenclature and systematics of the seed plants with emphasis upon orders and families. The laboratory stresses the collection and identification of specimens from the local spring flora. Field trips are taken to the different vegetative provinces of the Carolinas, including the seashore and mountains. Three lectures, one three-hour laboratory. Prerequisite: BIOL 101 or permission of instructor. Offered as needed.

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

BIOL 218. Anatomy and Physiology I
The first of a two-course sequence in basic human anatomy and physiology. Beginning with a review of biochemistry, cytology and cellular metabolism, this first course then emphasizes the structure and function at the gross, histologic and ultrastructural levels of the integumentary, skeletal, articular, muscular and nervous systems. Anatomy by dissection and experimental concepts of physiology are studied in the laboratory. Three lectures, one three-hour laboratory. Prerequisite: BIOL 100 and 101 or permission of the instructor. Fall.

BIOL 219. Anatomy and Physiology II
The continuation of a two-course sequence in basic human anatomy and physiology. Emphasis on the structure and function of the cardiovascular, immune, respiratory, digestive, urinary, endocrine and reproductive systems. Anatomy by dissection and experimental concepts of physiology are studied in the laboratory. Three lectures, one three-hour laboratory. Prerequisite: BIOL 218. Spring.

BIOL 220. Special Topics in Biology
An investigation of a topic of importance in contemporary biology. The specific course content and methods of study will vary in response to recent developments in the life sciences and current needs of students majoring in biology; the topic will be announced prior to registration for the course. Three lecture/discussions, one three-hour laboratory or field experience. Prerequisites: BIOL 100 or permission of the instructor.

BIOL 235. Microbiology
A systematic study of the more important groups of microorganisms: the bacteria, yeasts, molds, cyanobacteria, rickettsiae, viruses and protozoa. Emphasis is given to morphology, taxonomy and activities of selected members of each group, including topics on control of microorganisms, disease relationships and applied microbiology. Three lectures, two two-hour laboratories. Prerequisites: BIOL 100 and 210; CHEM 201 and 202; or permission of instructor. Fall.

BIOL 240. Research Methods
This course is designed to teach students how to properly carry out the scientific method in terms of designing, executing, and evaluating a plan of action in scientific research. Methodologies utilized in
the course will come from a broad range of disciplines within the biological and environmental sciences. Students will also learn to properly analyze, critique, and present the data they generate. Communication intensive. These topics will be covered in weekly lectures and a three hour lab. Prerequisite: BIOL 100 and 101; or permission of the instructor. Offered as needed.

BIOL 260. Conservation Biology  One course
This course will examine human impacts on biological diversity, explore how conservation science can be used to ameliorate these impacts and inform land management decisions, and investigate the interaction between conservation science and public policy and assess the effectiveness of different approaches in reaching conservation goals. Prerequisite: BIOL 101 or permission of instructor. Spring

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

BIOL 280. Immunology  One course
This course will provide a comprehensive overview of the human immune system. Emphasis will be placed on topics such as the development and anatomy of the immune system, characterization of white blood cells, recognition and defense against infection, and disorders of the immune system, including autoimmune diseases, immunodeficiencies, and cancer. These topics will be addressed in weekly lectures. Prerequisites: BIOL 100 and BIOL 101, or permission of instructor.

BIOL 290. Honors Independent Study in Biology  One to two courses
Advanced independent study under the guidance of a faculty advisor. Normally open to junior and senior biology majors with a 3.5 or greater average in biology, subject to the approval of the department chair. Prerequisite: BIOL 100 and 101; MATH 070 or higher. Honors work may be taken for a maximum of two courses per term.

BIOL 310. Advanced Genetics  One course
Advanced problem solving in transmission genetics, molecular genetics and biotechnology. The laboratory uses current methodologies and consists of experiments in classical genetics, molecular biology and bioinformatics. Three lectures, one three-hour laboratory. Prerequisites: BIOL 100 and BIOL 101; MATH 100 or C- or better in MATH 070; junior standing as a science or mathematics major or permission of the instructor. Course in statistics strongly recommended. Spring.

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

BIOL 390. Senior Seminar  One course
Fundamental problems in the biological sciences with emphasis on current research. Open only to seniors for credit, but sophomores and juniors are encouraged to attend the seminars. Spring.
Business Administration
Associate Professor Rapp, chair of department of business and economics; Assistant Professor Francisco, Mary Ardrey Stough Kimbrough Chair in Business and Economics; Associate Professor Cummings; Assistant Professors Cardwell, Delise, Johe and Silbert.

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

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

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

Required Core Courses for the Business Administration Major:

ECON 100. Principles of Economics or
ECON 110. Introduction to Macroeconomics and
ECON 120. Introduction to Microeconomics

BUAD 111. Management Information Systems
BUAD 201. Principles of Management

One or two courses
One course
One course

One course
BUAD 220. Business Law
BUAD 240. Business Statistics
BUAD 350. Senior Seminar in Strategic Management
MATH 070. Essential Calculus or MATH 100. Calculus I
ACCT 120. Principles of Financial Accounting
ACCT 130. Principles of Managerial Accounting
FINC 302. Corporate Finance
ECON 260. International Trade and Business
MKTG 230. Principles of Marketing

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

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

**Business Entrepreneurship:**
ENTR 120. Foundations of Entrepreneurship
ENTR 310. Entrepreneurship: Managing Technology and Innovation
ENTR 320. Entrepreneurship and Business Plans

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

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

**Health Care Management:**
BUAD 205. Health Care Organization and Management
BUAD 305. Health Care Economics and Finance
BUAD 306. Health Care Policy and Strategy

**International Trade:**
MKTG 234. International Marketing
FINC 310. International Finance
One of the following:
ACCT 201. International Accounting
POLI 110. International Relations
ECON 210. Intermediate Macroeconomics
A minimum of three courses must be taken at Salem.

four years.

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

Business Administration Minor

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

- ECON 100. Principles of Economics or
- ECON 110. Introduction to Macroeconomics or
- ECON 120. Introduction to Microeconomics
- ACCT 120. Principles of Financial Accounting
- BUAD 111. Management Information Systems
- BUAD 201. Principles of Management
- MKTG 230. Principles of Marketing
- FINC 302. Corporate Finance

A minimum of three courses must be taken at Salem.

Business Entrepreneurship Minor

For a minor in business entrepreneurship the following courses are required:

- ENTR 120. Foundations of Entrepreneurship
- BUAD 201. Principles of Management
- MKTG 230. Principles of Marketing
- ECON 100. Principles of Economics or
- ACCT 120. Principles of Financial Accounting
- ENTR 310. Entrepreneurship: Managing Technology and Innovation
- ENTR 320. Entrepreneurship and Business Plans

A minimum of three courses must be taken at Salem.
Marketing Minor
For a minor in marketing, the following six courses are required:

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

One of the following:

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

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

Sport Management Minor
For a minor in sport management, the following six courses are required:

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

One of the following:

- BUAD 220. Business Law

At least three of the six courses must be taken at Salem College. BUAD 270 must be taken under the supervision of a Salem College faculty member and focused on sport management. The minor is not available to those students taking a sport management concentration in the business administration major.

Business Administration Courses (BUAD)
All business administration courses require a minimum of first-year standing or permission of the instructor in addition to any other prerequisites noted.

BUAD 111. Management Information Systems

This course provides an introduction to the fundamentals of Information Systems (IS) in organizations. The course examines the role of computers, databases, networking and application software in managing the business organization and examines their integration with other functions such as accounting, production, marketing and finance. The fundamentals of business-process modeling are explored using process flow diagrams. Basic spreadsheet and database management tools are presented to understand methods for organization, manipulation and retrieval of data. The ethical, strategic and global aspects of Information Systems are explored. Spring.

BUAD 124. Business Ethics

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

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

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

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

BUAD 205. Health Care Organization and Management One course
An introduction to the U.S. health care system, both the public and private sector. Examines the basic determinants and measurement of health, wellness and disease; the structure of the health system; current topics in health care reform, the policy process, and advocacy for public health. Examines the principles of organization, management and marketing as applied to the production and delivery of health care services. Prerequisite: BUAD 201.

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

BUAD 240. Business Statistics One course
Emphasis on sampling and probability distributions, measures of central tendency and dispersion, hypothesis testing, linear and multiple regression analysis and analysis of variance. Students will use a software program for statistical analyses. Prerequisite: a college-level math course or permission from the instructor.

BUAD 260. Special Topics in Management One course
An intense examination of a specialized topic in contemporary management. A research paper and oral presentation will be required. Possible topics for this course include, but are not limited to, small
business management, personnel management, production and operations management, retail management and leadership.

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

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

**BUAD 305. Health Care Economics and Finance**  
One course  
Applies micro- and macroeconomic concepts to health care processes and markets. Topics of discussion include the costs of health care, the markets for health care and economic tools to improve systemic health care outcomes. Introduces the fundamental principles guiding financial decision making as they apply to the management of health care organizations. Prerequisite: ECON 100.

**BUAD 306. Health Care Policy and Strategy**  
One course  
Examines the formulation and implementation of health policy in the U.S. and other countries. Emphasis is on the application of analytical contributions from health economics, health services research, and other policy-related disciplines to current issues in health care delivery, organization and financing in a global setting. Explores the implications for strategies of health care organizations. Prerequisites: BUAD 205 and 305.

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

**BUAD 350. Senior Seminar in Strategic Management**  
One course  
A capstone course, with a heavy emphasis on case studies in strategy formulation and implementation. Students will utilize conceptual tools learned in principles of management, corporate finance, marketing, economics and accounting. Part of the course will include a semester-long analysis of publicly traded corporations. Prerequisites: permission of the instructor, graduating senior status, BUAD 201 and 240, FINC 302, MKTG 230 and ACCT 120.
Marketing
Courses in marketing are offered as part of the business administration program. Although there is no major in marketing, it may be chosen as either a minor or a concentration area within the business administration major.

Marketing Courses (MKTG)

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

MKTG 231. Marketing Research Methods
An in-depth study of the marketing research process. Attention is given to the scope of marketing research, the research process, research designs, measurement concepts, sampling including basic statistical concepts, data analysis and interpretation and the use of marketing research. Students will do a marketing research problem, using SPSS for statistical analysis. Prerequisites: MKTG 230 and BUAD 240 (may be co-requisite); or permission from the instructor.

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

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

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

MKTG 270. Internship in Marketing
An opportunity to use knowledge and skills the student has learned in coursework to assess and solve problems in the real work setting. The apprenticeship aspect of the internship implies that the student has some base of marketing knowledge and will increase her knowledge of skills by direct contact with an experienced supervisor in a marketing environment. This course is open to Juniors and Seniors with a 2.0 cumulative G.P.A. Faculty sponsor must be a full-time Salem faculty member who is currently teaching marketing courses. Admission is by application only. Maximum credit per term is one course.
Finance
Courses in finance are offered as part of the business administration program. Although there is no major or minor in finance, finance may be chosen as a concentration area within the business administration major.

Finance Courses (FINC)

FINC 101. Personal Finance  
This course is designed to bring students who have little knowledge of personal finance to the point at which they are knowledgeable consumers in the areas of money management, credit management, tax planning, investment management, housing, insurance planning, retirement and estate planning.

FINC 302. Corporate Finance  
A course of study concerned primarily with the management of capital sources and uses and factors influencing the financial structure, capital budgeting administration and analysis methods. Prerequisites: MATH 070 or MATH 100; ACCT 120.

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

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

Business Entrepreneurship
Courses in business entrepreneurship are offered as part of the business administration program. Although there is no major in business entrepreneurship, it may be chosen as either a minor or a concentration area within the business administration major.

Business Entrepreneurship Courses (ENTR)

ENTR 120. Foundations of Entrepreneurship  
This course introduces students to entrepreneurship concepts, topics and terminology. Specifically, the course addresses the core concepts of entrepreneurship, its role in our economy and its potential impact on career opportunities. Students will develop an understanding of the entrepreneurial thought process and skills of entrepreneurs as they learn about opportunity recognition; industry, competitor and management styles, market analysis; financial issues; and planning and structuring an entrepreneurial venture.
ENTR 310. Entrepreneurship: Managing Technology and Innovation  
One course
Examines the role of new technology and innovation in changing the performance capabilities of businesses, not-for-profit and government organizations. Topics include the processes of innovation; research and development and imitation strategies; patents and intellectual property; the role of technology in competitive strategy; evaluation and implementation of new technology; regulation, public policy and ethical issues; international technology transfer; new technology business ventures. Explores case studies in a variety of industry, technical and global contexts. Prerequisites: ECON 100 or ACCT 120.

ENTR 320. Entrepreneurship and Business Plans  
One course
An in-depth study of the elements that serve as a catalyst to being a successful entrepreneur. These include a knowledge of the preparation and analysis of financial statements, sources of venture ideas, conducting market research, addressing the human side of being an entrepreneur and finally the development of a realistic business plan that could be submitted to a venture capitalist or for bank financing. Prerequisites: ENTR 120 and 310; ECON 100 or 120; ACCT 120 or departmental assessment of proficiency in foundations of accounting; MKTG 230; and BUAD 201; or permission of the instructor.
Chemistry
_Associate Professor McKnight, chair; Assistant Professors Linebarrier and Ye_

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

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

The major requires the completion of eight and one-half courses:

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

At least three of the eight and one-half course credits must be taken at Salem.

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

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

At least four of the thirteen and one-half required chemistry course credits must be taken at Salem.

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

Chemistry Minor
The minor in chemistry requires completion of five courses and must include:

- CHEM 110. General Chemistry  
- CHEM 120. General Chemistry with Qualitative and Quantitative Analysis  
- CHEM 201. Organic Chemistry I  
- CHEM 202. Organic Chemistry II  
- CHEM elective

Students must take two of the five courses at Salem.

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

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

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

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

- CHEM 200. Independent Study in Chemistry  
  One-quarter to one course  
  Independent study under the guidance of a faculty advisor with permission from the department chair. Open to students with a 2.0 cumulative average. Independent study may take the form of readings, research, a conference, project and/or field experience. Independent study may be taken for a total of four courses, no more than two in any term. Prerequisite: previous study in chemistry or permission of the department. Fall and Spring.

- CHEM 201. Organic Chemistry I  
  One course  
  The chemistry of carbon compounds with an emphasis on structural theory, reactions and energetics. The laboratory stresses synthesis, separation and identification techniques typical for organic compounds, including chromatography, spectrometry and molecular modeling. Four hours of lecture, one laboratory. Prerequisite: CHEM 120. Fall.
CHEM 202. Organic Chemistry II  
One course
The continuation of CHEM 201 with emphasis on the reactions and reaction mechanisms characteristic of various functional groups. The laboratory stresses synthesis, separation and identification techniques (chromatography and spectrometric) and kinetic measurements. Four hours of lecture, one laboratory. Prerequisite: CHEM 201. Spring.

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

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

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

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

CHEM 308. Spectroscopy  
One course
Basic principles of infrared, nuclear magnetic resonance and mass spectroscopy and their use in the identification of organic compounds. Three lectures. Prerequisite: CHEM 202. Spring 2012 and alternate years.

CHEM 309. Physical Methods Laboratory I  
One-half course
Methods of chemical analysis based on spectroscopy and laboratory computers. Prerequisite: CHEM 202 and PHYS 220. Fall.

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

CHEM 311. Physical Chemistry I  
One course
Thermodynamics, gas laws and colligative properties. Three lectures. Prerequisite: four chemistry courses, PHYS 220, and MATH 102 or permission of the instructor. Fall 2012 and alternate years.
CHEM 312. Physical Chemistry II
Kinetics, quantum mechanics and spectroscopy. Three lectures. Prerequisite: CHEM 311. Spring 2011 and alternate years.

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

CHEM 314. Environmental Chemistry
An introduction to the chemistry of the environment with special emphasis on the chemical mechanisms of reactions occurring in the atmosphere. Topics to be covered include: the ozone layer and its maintenance; ground-level air pollutants and their effects on the environment; the enhanced greenhouse effect and the molecules that support it; global warming and its relationship to the use of fossil fuels; and alternative sources of energy sources. Four lectures. Prerequisite: CHEM 201 or equivalent. Spring 2011 and alternate years.

CHEM 390. Senior Seminar
Discussion of special topics in chemistry with emphasis on current research culminating in a research paper and oral presentation. Cross-listed with BCHM 390.
Clinical Laboratory Science

Laboratory Coordinator Duckett, staff coordinator; Associate Professor Porter, advisor; Associate Professor Dunn; Assistant Professors Kupinger and Watts

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

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

- BIOL 100. Cell and Molecular Biology
- BIOL 101. Biodiversity
- BIOL 218. Anatomy and Physiology I
- BIOL 235. Microbiology
- CHEM 110. General Chemistry
- CHEM 120. General Chemistry with Qualitative and Quantitative Analysis
- CHEM 201. Organic Chemistry I
- CHEM 202. Organic Chemistry II
- SCIE 210. Clinical Laboratory Science
- PHYS 210. General Physics I
- PHYS 220. General Physics II
- MATH 100. Calculus I or higher
- BIOL 205. Biometry or an equivalent course in statistics
- BIOL 310. Advanced Genetics or
- CHEM 305. Biochemistry

Additionally, the student must complete one course from the following:

- BIOL 200. Independent Study in Biology or
- BIOL 290. Honors Independent Study in Biology (upon approval)
- BIOL 219. Anatomy and Physiology II
- BIOL 220. Special Topics in Biology (upon approval)
- BIOL 240. Research Methods
- BIOL 280. Immunology
- BIOL 310. Advanced Genetics
CHEM 200. Independent Study in Chemistry or
CHEM 290. Honors Independent Study in Chemistry (upon approval)
CHEM 207. Solutions
CHEM 220. Special Topics in Chemistry (upon approval)
CHEM 305. Biochemistry
Both CHEM 309. Physical Methods Laboratory I (one-half course) and
CHEM 310. Physical Methods Laboratory II (one-half course)

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

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

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

Associate Dean for Undergraduate Studies Vinson, director

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

*College Courses (COLL)*

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

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

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

*College Honors Courses (HONR)*

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

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

**HONR 290. Honors Independent Study**  One course  
This course is open only to students in the College Honors Program with a cumulative GPA of 3.50. To graduate with College Honors through successful completion of HONR 290 (among other requirements for College Honors) the student must complete successfully two HONR 290 courses, which may be taken only at the end of the junior year or during the senior year. A student must study under the guidance of a faculty member from her major. Approval of the faculty sponsor of the independent study project and the director of the College Honors Program required. The two HONR 290 courses must be linked in intention and output: the first semester of HONR 290 should begin a year-long thesis project in the area of the student’s major. Typically, the first semester shall involve the research for the thesis project. The second semester should be devoted to completing that project, which the student will present to the Salem community at the Celebration of Academic Excellence. Note that successful completion of two semesters of HONR 290 cannot be counted toward the satisfaction of departmental honors requirements; students wishing to be considered for both departmental honors and College Honors should register for the departmental honors independent study, if eligible.
Communication

Associate Professor Dykers, chair

The communication program is an undergraduate course of study that develops students’ understanding of and reflectivity about the practice of oral, written and visual communication. Our disciplinary assumption is that through our ability to symbolize, people coordinate social and cultural activity, influence change and define our identity as human beings.

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

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

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

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

Communication Foundations—Required core courses
COMM 120. Oral Communication
COMM 170. Intercultural Communication or
   COMM. 100 Introduction to Communication Studies
COMM 323. Communication Research Methods
COMM 390. Senior Seminar

Communication Analysis & Interpretation—Select two courses.
COMM 223. Gender and Communication
COMM 224. Old Media/New Media Criticism
COMM 225. Persuasion, Culture and Sustainability
Communication Intervention & Service Learning—Select one course
COMM 321. Community Communication
COMM 322. Campaign Communication

Communication Practice—Select one course.
COMM 105. Multimedia Writing
COMM 180. Visual Communication
COMM 205. Advanced Media Writing and Editing
COMM 206. Strategic Communication Writing
COMM 250. Internship
COMM 262. Photojournalism

Communication Electives—Select two courses from list below. NOTE: If a course has been used to satisfy a major area listed above, that course cannot be double-counted as an elective.
COMM 100. Introduction to Communication Studies
COMM 105. Multimedia Writing
COMM 180. Visual Communication
COMM 200. Independent Study in Communication
COMM 205. Advanced Media Writing and Editing
COMM 206. Strategic Communication Writing
COMM 212. Introduction to Creative Writing
COMM 220. Special Topics in Communication
COMM 223. Gender and Communication
COMM 224. Old Media/New Media Criticism
COMM 225. Persuasion, Culture and Sustainability
COMM 250. Internship in Communication
COMM 262. Photojournalism
COMM 290. Honors Independent Study
COMM 321. Community Communication
COMM 322. Campaign Communication
BUAD202. Sport Management
ENTR120. Foundations of Entrepreneurship
ENTR310. Managing Technology & Innovation
ENTR320. Entrepreneurship & Business Plans
MKTG 230. Marketing
MKTG 231. Marketing Research Methods
MKTG236. Sport Marketing
MUSI 151. Acting
NFPM 100. The Not-for-Profit Corporation
NFPM 150. Web-Based Marketing and Fundraising Tools
NFPM 250. Not-for-Profit Fundraising
PHIL 121. Logic
SOCI 208. Sociology of the Mass Media
SOCI 215. Social Statistics
**Communication Minor**

The minor consists of five courses in communication:

- COMM 120. Oral Communication **One course**
- COMM 100. Introduction to Communication Studies **or**
  - COMM 170. Intercultural Communication **One course**
- COMM electives **Two courses**
- COMM 223. Gender and Communication **or**
  - COMM 224. Old Media / New Media Criticism **One course**

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

**Communication Courses (COMM)**

**COMM 100. Introduction to Communication Studies** **One course**

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

**COMM 105. Multimedia Writing** **One course**

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

**COMM 120. Oral Communication** **One course**

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

**COMM 170. Intercultural Communication** **One course**

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

**COMM 180. Visual Communication** **One course**

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

**COMM 200. Independent Study in Communication** **One-quarter to one course**

Independent study, under guidance of a faculty advisor, is available to students with a 2.5 cumulative average and permission of communication department chair. Independent study may be readings, research, conference, project and/or field experience. No more than one course per term. Prerequisites: COMM 223 or 224, or permission of instructor.

**COMM 205. Advanced Media Writing and Editing** **One course**

Discussion and practice in multimedia reporting and editing, including producing Web content. Includes copy-editing of student-written articles. Group final project and editing portfolio required. Prerequisite: COMM 105 or permission of instructor. Spring.
COMM 206. Strategic Communication Writing
Discussion and practice in strategic writing for organizations. Includes developing media materials such as news releases, newsletters, brochures and PSAs for campus or community organizations. Group final project and digital portfolio required. Prerequisites: COMM 105. Fall.

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

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

COMM 223. Gender and Communication
Critical exploration of the creation and performance of gender through communication in contexts such as interpersonal, family, organizational, and social media. Requires a critical essay and portfolio. Prerequisites: COMM 100 or 120 or 170; or for non-majors, NFPM 100 or MKTG 230; or permission of instructor. Spring.

COMM 224. Old Media / New Media Criticism
Introduction to media effects, theory and research on violence, attitude cultivation in news and entertainment, and stereotype promotion, including gender, race and class. Focus on analyzing “old” media privileging elite “gatekeepers” to regulate citizens’ role in civic life versus new media technology providing citizens multiple options to create content, relationships and movements. Requires portfolio and group project using social media to enact and measure professional outcomes.

COMM 225. Persuasion, Culture and Sustainability
Introduction to persuasive communication theory and practice, including how persuasion influences thoughts, behaviors, decisions, and relationships in cultural contexts such as race, gender, and class. A special focus on cultural, environmental, and sustainability issues. Requires a research project and portfolio.

COMM 250. Internship in Communication
On-site communication experience in profit or not-for-profit settings approved by internship coordinator. Requires weekly blogs, posting digital paper and digital portfolio. Students may count up to three internships in different positions/organizations as COMM major electives. Prerequisites: Four communication courses: COMM 100 or 120 or 170; COMM 105 or 206; and COMM 223 or 224 or 225; Minimum 2.5 G.P.A. and permission of the internship coordinator.

COMM 262. Photojournalism
Critical analysis and practice of photo storytelling, with emphasis on composition, lighting and the law and ethics of photojournalism. Student must have access to a digital camera. Requires group project, digital portfolio and presentation. Prerequisites: COMM 180 or permission of instructor.
COMM 290. Honors Independent Study in Communication One course
An advanced independent study under the guidance of a faculty advisor. Open to junior and seniors with a 3.5 G.P.A. in communication, subject to department chair approval. Honors work may be taken for a maximum of two courses. Requires research or creative project. Prerequisite: COMM 223, 224 or 323, or permission of instructor.

COMM 321. Community Communication One course
Introduction to collaborating with a local community or not-for-profit on current social and cultural projects through effectively integrating communication theories and research. Class research project, individual portfolio and oral presentation required. Prerequisites: COMM 223, 224, or 225; or for non-majors, MKTG 230 or NFPM 100; or permission of instructor. Fall.

COMM 322. Campaign Communication Service Learning One course
Introduction to integrating theory and research to develop a strategic communication campaign for a not-for-profit, political, or advocacy organization. Class research project, individual portfolio and oral presentation required. Prerequisites: COMM 223, 224, or 225; or for non-majors, MKTG 230 or NFPM 100; or permission of instructor. Fall.

COMM 323. Communication Research Methods One course
Introduction to communication research methodology. Research project, individual portfolio and oral presentation required. Prerequisites: COMM 223, 224 or 225; or MKTG 230; or NFPM 100; or permission of instructor. Fall.

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

Associate Professor Young, Assistant Professor Mattox

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

Computer Science Courses (CPSC)

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

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

Computer Information Systems Courses (CINS)

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

Assistant Professor Sáma, director; Associate Professor Zehr, chair of the English and Creative Writing Department; Associate Professors Dulan and Oczkowicz

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

Creative Writing Major (B.A.)
The creative writing major requires 12 courses. Five of the 12 courses must be in literature or literary studies as follows:

- One course of British Literature from Category I: choose from ENGL 208, 231, 249, 348, 352
- One course of American Literature from Category II: choose from ENGL 292 or 293
- One course of literature from Category III: choose from ENGL 223, 232, 288, 293, 294, 295, 298, 320, 325, 347, 349, 399
- Two literature or literary studies electives

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

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

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

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

Five of the seven creative writing courses (including 212 and 395) must be taken at Salem.

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


Creative Writing Courses (CRWR)

CRWR 200. Independent Study in Creative Writing  
One course
Independent study under the guidance of a faculty advisor. Open to students with a 2.0 cumulative average and permission of the chair of the department. Independent study may take the form of readings and/or research, and will include a substantial written project. Independent study may be taken for a total of four courses, no more than two in any term. Prerequisite: Previous study in creative writing and permission of the department.

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

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

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

CRWR 220. Special Topics in Creative Writing  
One course
Intensive investigation of a genre, topic or craft issue. The subject matter of the course will be announced prior to the beginning of the course. Prerequisite: CRWR 212.

CRWR 270. Internship in Creative Writing  
One course
The opportunity to use the knowledge and skills that the creative writing major/minor has learned through coursework in a professional setting. The apprenticeship aspect of the internship implies that the student will increase her knowledge and skills by direct contact with an experienced mentor. Open to sophomores, juniors and seniors with at least a 2.0 cumulative average; no more than one internship can count toward major; admission only by application.

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

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

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

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

CRWR 370. Special Topics in Creative Writing
One course
This advanced workshop course will put emphasis on a sustained creative writing project. Students will focus on manuscript preparation and should anticipate individual conferences with the professor. Topic will vary each semester and could include advanced poetry, fiction or creative non-fiction. Additional possible topics might include novel writing, screenwriting or writing for children. Students may take the course for credit more than once if the genre/topic differs or with approval from the professor. Prerequisites: CRWR 212 and one 300-level creative writing course taken at Salem in the genre of the special topic, or permission of instructor.

CRWR 390. Editing National Literary Awards
One course
Students will work with the National Literary Awards given annually in fiction, poetry and creative non-fiction through the Center for Women Writers. Students will be responsible for using editorial criteria to read, evaluate and discuss entries. They will also help with promotion of the awards and assist in the announcement of winners. Each student will consult with the professor to identify a specific writing project. In workshops, original writing will be edited, polished and evaluated, and culminate in a final portfolio. Prerequisite: CRWR 212 and two additional creative writing courses (all taken at Salem).

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

The Criminal Studies program at Salem College includes elements of both criminology and criminal justice. The program sociologically examines the causes and correlates, patterns, and social costs of crime and deviance; and incorporates the practical and technical criminal justice applications of crime control, law enforcement, the court system, and the corrections system. Through an understanding of theory and research, students will learn the information and skills necessary to evaluate theories and research of crime and justice; and to critique aspects of criminal law and criminal justice processes. In gaining this knowledge of the complex structure of crime, deviance, and social control, students will be prepared for a range of career paths and graduate school. The program offers both a major and a minor.

Criminal Studies Major (B.A.)
The Criminal Studies major requires ten courses: a seven-course core and three major electives. Five of the ten courses, including CRST 380 must be taken at Salem.

Required Core Courses (7 courses)

- CRST 100. Introduction to Criminology or
- SOCI 270. Criminology
- CRST 110. Introduction to Criminal Justice
- CRST 150. Deviance
- CRST 201. Criminological and Criminal Justice Theory
- SOCI 210. Sociology Research Methods
- SOCI 215. Social Statistics
- CRST 380. Senior Seminar in Criminal Studies

Major Electives (3 courses)

Choose three courses from the list below:

- CRST 160. Juvenile Delinquency
- CRST 170. Crime and Punishment
- CRST 200. Independent Study in Criminal Studies
- CRST 220. Special Topics in Criminal Studies
- CRST 270. Internship in Criminal Studies
- CRST 290. Honors Independent Study in Criminal Studies
- SOCI 280. Urban Community
- PHIL 122. Ethics

Criminal Studies Minor
The Criminal Studies Minor requires 6 courses, the 4 core courses listed below and 2 electives from among other Criminal Studies courses, appropriate Special Topics courses and other courses with the approval of the Department Chair. Three of these courses must be taken at Salem.

Required Core Courses (4 courses)

- CRST 100. Introduction to Criminology or SOCI 270. Criminology
- CRST 110. Introduction to Criminal Justice
- CRST 201. Criminological and Criminal Justice Theory
- SOCI 210. Sociology Research Methods
**Minor Electives (2 courses)**

Choose two from:
- CRST 150. Deviance
- CRST 160. Juvenile Delinquency
- CRST 170. Crime and Punishment
- CRST 200. Independent Study in Criminal Studies
- CRST 220. Special Topics in Criminal Studies
- CRST 270. Internship in Criminal Studies
- CRST 290. Honors Independent Study in Criminal Studies
- SOCI 280. Urban Community
- PHIL 122. Ethics

**Criminal Studies Courses (CRST)**

**CRST 100. Introduction to Criminology**

This course examines crime and deviance from a sociological perspective. It looks critically at correlates of crime, the prevalence of crime, and crime control. This course provides a greater understanding of theoretical and social explanations of crime, how crime is measured and studied, the social costs of crime, and solutions to the problems of crime. Cross-listed as SOCI 270.

**CRST 110. Introduction to Criminal Justice**

This course is an introduction to the practical application of theories and research of crime and punishment. Crime control will be examined as it relates to law enforcement and crime scene investigation; the court system; and the corrections system. This course will also take a critical approach to the “revolving door” of the criminal justice system and the process of exiting a life of crime.

**CRST 150. Deviance**

This course will examine theories and perspectives on deviance and criminal behaviors and how informal and formal social control mechanisms attempt to address such behaviors as suicide and self-mutilation, substance abuse, juvenile delinquency, and adult criminality. This course will also discuss the construction of norms and values and the constructed boundaries between behaviors that are considered normal or moral and behaviors that are considered deviant. Prerequisites: SOCI 100; and CRST 100 or 110 or permission of department chair.

**CRST 160. Juvenile Delinquency**

This course will examine theories and research of juvenile delinquency in terms of status offenses and non-status offenses. The relationship between juvenile offending and adult offending will be assessed in relation to the juvenile and adult corrections systems. Policies of crime prevention for youth and young adults will be examined in terms of their effectiveness in keeping youth and young adults out of offending populations. Prerequisites: SOCI 100, CRST 100, and CRST 110, or permission of department chair.

**CRST 170. Crime and Punishment**

This course examines schools of thought regarding punishment and the social and political context of laws and punishment. The complexities of crime and punishment will be examined with an emphasis on the foundations of criminal law, the criminal justice process, and contemporary issues in the criminal justice system. Prerequisites: CRST 100, CRST 110, or permission of department chair.

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CRST 200. Independent Study in Criminal Studies
Independent study under the guidance of a faculty advisor. Open to students with a 2.0 cumulative average and permission of the chair of the department. Independent study may take the form of readings, research, conference, project and/or field experience.

CRST 201. Criminological and Criminal Justice Theory
This course will examine the development of criminological and criminal justice theories and how contemporary theoretical perspectives shape the fields of criminology and criminal justice. Emphasis will also be placed on the practical applications of theory and research to such issues as crime causation, crime control, and punishment. Prerequisites: CRST 100 or 110 or permission of department chair.

CRST 220. Special Topics in Criminal Studies
Contemporary issues in criminal studies. This course consists of intensive study of current topics in the field of criminal studies. Offered as needed.

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

CRST 290. Honors Independent Study in Criminal Studies
Advanced independent study under the guidance of a faculty advisor. Open to juniors and seniors with a 3.5 average in criminal studies, subject to approval of the chair of the department. Honors work may be taken for a maximum of two courses.

CRST 380. Senior Seminar in Criminal Studies
The senior capstone course. Requires a major research paper. The course provides an integrative experience which reinforces prior coursework in the criminal studies major. Requires senior standing or permission of department chair.
Dance
Associate Professor Echols

Dance Minor
The dance minor at Salem College gives students the opportunity to develop artistically through skilled technique classes, creative exploration and varied performance opportunities. The program’s mission is to create self-motivated students with high academic standards and artistic originality. The minor in dance consists of 4.5 to 5 courses, depending on particular courses selected.

Two terms of dance technique, totaling one course, chosen from:  
- DANC 034. Beginning Ballet and DANC 035. Intermediate/Advanced Ballet  
  or  
- DANC 036. Beginning Jazz Dance and DANC 037. Intermediate/Advanced Jazz Dance  
  or  
- DANC 038. Beginning Modern Dance and DANC 039. Intermediate/Advanced Modern Dance  
DANC 104. History of Dance  
DANC 201. Choreography  
DANC 230. Independent Study in Dance or ARMN 110. Arts in the Community

Two terms of additional dance activity or technique courses, chosen from:  
- DANC 023. Salem College Dance Company (2 terms, totaling one-half course)  
  or  
- DANC 034. Beginning Ballet and DANC 035. Intermediate/Advanced Ballet (totaling one course)  
  or  
- DANC 036. Beginning Jazz Dance and DANC 037. Intermediate/Advanced Jazz Dance (totaling one course)  
  or  
- DANC 038. Beginning Modern Dance and DANC 039. Intermediate/Advanced Modern Dance (totaling one course)

Dance Management Minor
Two semesters of dance technique courses  
- DANC 034. Beginning Ballet and DANC 035. Intermediate/Advanced Ballet  
  or  
- DANC 036. Beginning Jazz Dance and DANC 037. Intermediate/Advanced Jazz Dance  
  or  
- DANC 038. Beginning Modern Dance and DANC 039. Intermediate/Advanced Modern Dance  
DANC 104. History of Dance  
ARMN 100. Introduction to Arts Management  
ARMN 110. Arts in the Community  
ARMN 120. The Artist as Entrepreneur or ARMN 215. Performing Arts Management

Plus one of the following options:
Two terms of DANC 023. Salem College Dance Company (totaling one-half course)

DANC 034. Beginning Ballet and
DANC 035. Intermediate/Advanced Ballet (totaling one course)

DANC 036. Beginning Jazz Dance and
DANC 037. Intermediate/Advanced Jazz Dance (totaling one course)

DANC 038. Beginning Modern Dance and
DANC 039. Intermediate/Advanced Modern Dance (totaling one course)

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

Dance Courses (DANC)

DANC 023. Salem College Dance Company One-quarter credit
This is a student dance company that focuses on Modern dance techniques while allowing the exploration of all dance forms. Performances are held at the end of each semester. Students must audition for the company. Full term. Students will receive one physical education activity requirement upon completion of the semester course work and the end of semester performance.

DANC 034. Beginning Ballet One-half course
This course is an introduction to the basic Ballet vocabulary. Full term. Fall, alternate years.

DANC 035. Intermediate/Advanced Ballet One-half course
This course is further development of Ballet vocabulary and personal technique. Full term. Spring, alternate years.

DANC 036. Beginning Jazz Dance One-half course
An introduction to basic Jazz vocabulary through various exercises and combinations. Full Term. Fall, alternate years.

DANC 037. Intermediate/Advanced Jazz Dance One-half course
Further development of Jazz vocabulary and personal technique. Full Term. Spring, alternate years.

DANC 038. Beginning Modern Dance One-half course
Introduction of basic Modern vocabulary through floor work, center exercises and locomotion. Full Term. Fall, alternate years.

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

DANC 104. History of Dance One course
A survey of dance from pre-historic times to the present with an investigation of the scope, style and function of dance in various cultures. Fall.
DANC 201. Choreography
The art of making dances by studying the elements of structure, time, space and dynamics and movement invention. Approaches to choreography and techniques of handling choreographic material. Spring, alternate years.

DANC 220. Special Topics in Dance
This course will cover diverse and current topics in dance.

DANC 230. Independent Study in Dance
Independent study under the guidance of a faculty advisor. This independent study may take the form of readings, research, project or field experience. Open to students with a 2.0 cumulative G.P.A. Permission of chair of the department required. May not be taken for more than a total of two courses.
The design program, offered by the art department at Salem, requires coursework in studio art, art history and design. Descriptions of studio art and art history courses may be found earlier in the catalog in those sections.

For a description of the Certificate Program in Historic Preservation, see the section on certificate programs earlier in this catalog.

**Design Major (B.A.)**
The major in design requires 18 courses, including 10 core courses, 6.5-7.5 courses within a particular concentration, and electives as needed.

### Required Core Courses for the Design Major (10 courses)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ARTH 121</td>
<td>Survey of Western Art I</td>
<td>One</td>
</tr>
<tr>
<td>ARTH 122</td>
<td>Survey of Western Art II</td>
<td>One</td>
</tr>
<tr>
<td>ARTS 020</td>
<td>Introduction to Two-Dimensional Design</td>
<td>One</td>
</tr>
<tr>
<td>ARTS 025</td>
<td>Advanced Two-Dimensional Design</td>
<td>One</td>
</tr>
<tr>
<td>ARTS 111</td>
<td>Drawing</td>
<td>One</td>
</tr>
<tr>
<td>ARTD 180</td>
<td>Representation and Documents</td>
<td>One</td>
</tr>
<tr>
<td>ARTD 203</td>
<td>Business Practices in Design</td>
<td>One</td>
</tr>
<tr>
<td>ARTD 209</td>
<td>Digital Design</td>
<td>One</td>
</tr>
<tr>
<td>ARTD 270</td>
<td>Internship in Design</td>
<td>One</td>
</tr>
<tr>
<td>ARTD 248</td>
<td>History of Design</td>
<td>One</td>
</tr>
</tbody>
</table>

Complete one of the following three concentrations (6.5-7.5 courses)

### Interior Design (7.5 courses)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTD 102</td>
<td>Design</td>
<td>One</td>
</tr>
<tr>
<td>ARTD 160</td>
<td>Global Textiles</td>
<td>One</td>
</tr>
<tr>
<td>ARTD 201</td>
<td>Residential Design</td>
<td>One</td>
</tr>
<tr>
<td>ARTD 202</td>
<td>Contract Design</td>
<td>One</td>
</tr>
<tr>
<td>ARTD 204</td>
<td>Architectural Details</td>
<td>One</td>
</tr>
<tr>
<td>ARTD 205</td>
<td>Computer Assisted Drafting/Design</td>
<td>One</td>
</tr>
<tr>
<td>ARTD 380</td>
<td>Advanced Design Studio</td>
<td>One</td>
</tr>
<tr>
<td>ARTD 391</td>
<td>Senior Seminar in Design</td>
<td>One-half</td>
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</table>

### Graphic Design (6.5 courses)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 110</td>
<td>Photography</td>
<td>One</td>
</tr>
<tr>
<td>MKTG 230</td>
<td>Principles of Marketing</td>
<td>One</td>
</tr>
<tr>
<td>ARTD 040</td>
<td>Graphic Design and Communication</td>
<td>One</td>
</tr>
<tr>
<td>ARTD 261</td>
<td>Computer Graphic Application</td>
<td>One</td>
</tr>
<tr>
<td>ARTD 210</td>
<td>Web Design and Development</td>
<td>One</td>
</tr>
<tr>
<td>ARTD 380</td>
<td>Advanced Design Studio</td>
<td>One</td>
</tr>
<tr>
<td>ARTD 391</td>
<td>Senior Seminar in Design</td>
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</tbody>
</table>
### Architectural Studies (7.5 courses)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ARTS 030. Three-Dimensional Design</td>
<td>One course</td>
</tr>
<tr>
<td>ARTD 102. Introduction to Design</td>
<td>One course</td>
</tr>
<tr>
<td>ARTD 203. Business Practices in Design</td>
<td>One course</td>
</tr>
<tr>
<td>ARTD 205. Computer Assisted Drafting/Design</td>
<td>One course</td>
</tr>
<tr>
<td>ARTD 206. Historic Preservation</td>
<td>One course</td>
</tr>
<tr>
<td>ARTD 211 Advanced CAD and BIM</td>
<td>One course</td>
</tr>
<tr>
<td>ARTD 380. Advanced Design Studio</td>
<td>One course</td>
</tr>
<tr>
<td>ARTD 391. Senior Seminar in Design</td>
<td>One-half course</td>
</tr>
</tbody>
</table>

### Electives (0.5-1.5 courses)

Choose any ARTD course(s).

### Design Courses (ARTD)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ARTD 040. Graphic Design and Communication</td>
<td>One course</td>
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</tbody>
</table>

An introductory course in the history, concepts and techniques of graphic design and communication. Lectures will address topics in typography, illustration, book and magazine layout, advertising, marketing and packaging. Students will address exercises relating to the working fields of graphic design. Exercises will be used to educate the students’ ability to analyze problems, offer creative solutions with craft and present projects in a professional manner. Prerequisite: ARTS 020. Fall, alternate years.

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ARTD 102. Design</td>
<td>One course</td>
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</table>

This course develops the elements and principles of design in design as well as the visual and verbal communication skills of the designer. Prerequisites: ARTS 020. Fall.

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ARTD 160. Global Textiles</td>
<td>One course</td>
</tr>
</tbody>
</table>

Global Textiles will introduce the student to both material and cultural views of textiles by studying textile processes, including weaving, dyeing and patterning techniques used in various cultures around the world. Students will explore the use of textiles as both a functional and decorative element within the field of design through study and hands-on experience. Fall.

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ARTD 180. Representation and Documents</td>
<td>One course</td>
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</tbody>
</table>

Formal training in graphics representation as it relates to architectural drawings and documents. Students will become familiar with technical terminology and symbols associated with construction documentation. Students will acquire additional drafting, rendering and modeling skills, both mechanically and digitally generated. Fall.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTD 200. Independent Study in Design</td>
<td>One-quarter to one course</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>ARTD 201. Residential Design</td>
<td>One course</td>
</tr>
</tbody>
</table>

An introduction to space planning and furnishing residential interiors. Kitchen and bath design is covered in detail. Prerequisite: ARTI 102. Spring.
ARTD 202. Contract Design  
Space planning of commercial, institutional and environmental spaces. The emphasis is on total design concept for client presentation with plans, lighting design, furnishings and material samples, specifications and presentation. Prerequisite: ARTD 201. Fall.

ARTD 203. Business Practices in Design  
Students will become familiar with business principles and practices of the designer and the interactions that take place among the client, designer, trade sources and contractors. Students create their own business plan. Prerequisite: ARTD 201. Spring.

ARTD 204. Architectural Details  
Study of construction methods and detailing in architecture as utilized by the designer. Creative problems in cabinet design and architectural detailing will be used for the study of construction methods; materials used in construction are also covered. Prerequisite: ARTD 201. Fall.

ARTD 205. Computer Assisted Drafting/Design  
An introductory course in Computer-Assisted Drafting/Design (CADD). Students will learn the basic commands and parameters of CADD, as well as how to draw floor plans, elevations and other design drawings on-line. Prerequisite: ARTD 102. Spring.

ARTD 206. Historic Preservation  
Students will gain a general understanding of the historic preservation movement’s history as well as preservation theory, law, and practice at the local, state, federal, and international levels. Topics including cultural landscape preservation and the intersection of archaeology and historic preservation will be explored. The student will also become conversant with the significant types and styles of American architecture. Fall. Cross-listed with PRSV 230.

ARTD 209. Digital Design  
This course explores the basics of Macintosh computer operations and fundamental techniques of vector-based graphics. Additionally, it introduces Web design, 3D modeling and animation. Software: Illustrator®, PhotoShop®, Sketch Up®.

ARTD 210. Web Design  
An introduction to the fundamentals of Hypertext Markup Language (HTML) in order to develop, edit and manage well-designed Web pages. This course also introduces the basics of user interface and recommended standards. Software explored will include but not limited to PhotoShop®, Illustrator®. Prerequisite: ARTD 209.

ARTD 211. Advanced CAD and BIM  
This course will introduce students to intermediate and advanced topics in CAD and its use in design and construction. Students will be introduced to Building Information Modeling (BIM) to develop 3D models. Software will include AutoCad®, SketchUp®, and Revit®. Prerequisite: ARTD 205

ARTD 220. Special Topics in Design  
This course provides the student with the opportunity to explore aesthetic and technical issues presented by faculty or visiting instructors. Permission of program director.
ARTD 248. History of Design One course
Introduction to period styles and motifs in furniture, architecture and the decorative arts of the ancient world to the present, with application to contemporary interiors. No prerequisite. Fall.

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

ARTD 270. Internship in Design One-half to one course
An opportunity to use the knowledge and skills the student has learned. Prerequisite: Junior standing in the major.

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

ARTD 380. Advanced Design Studio One course
Limited to seniors in the Design Program and taken concurrently with ARTD 391. Course members will develop a project based on their individual interests, demonstrating their mastery of design and technical skills acquired during their academic experience. Expands on subjects already introduced in previous coursework and introduces advanced topics. Projects will be exhibited at the end of the semester during the Senior Thesis Exhibition. Prerequisite: senior standing in the Design major. Spring.

ARTD 391. Senior Seminar in Design One-half course
Senior thesis work. Required of all design majors. Prerequisite: senior standing in major. Spring.
Economics

Associate Professor Rapp, chair of department of business and economics; Assistant Professor Silbert, program director; Assistant Professor Francisco, Mary Ar drey Stough Kimbrough Chair in Business and Economics; Associate Professor Cummings; Assistant Professors Cardwell, Delise, and Johe.

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

Economics Major (B.A.)

Required Core Courses for the Economics Major:

- ECON 100. Principles of Economics
- or
- ECON 110. Introduction to Macroeconomics and ECON 120. Introduction to Microeconomics
- ECON 210. Intermediate Macroeconomics
- ECON 220. Intermediate Microeconomics
- ECON 320. Econometrics
- ECON 390. Senior Seminar

Additional Required Courses

- MATH 070. Essential Calculus or MATH 100. Calculus I

Economics Electives

Choose from ECON 200, 201, 205, 260, 270, 280, and 310. (The number of required ECON electives depends upon the student’s completion of either ECON 100 or 110 & 120. The total courses toward the major must equal eleven.)

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

Economics Minor

For a minor in economics six courses are required. Four of the six courses must be taken at Salem:

- ECON 100. Principles of Economics
- or
- ECON 110. Introduction to Macroeconomics and ECON 120. Introduction to Microeconomics

One of the following:

- ECON 210. Intermediate Macroeconomics or ECON 220. Intermediate Microeconomics

One of the following:


ECON electives

Two to three courses
Economics Courses (ECON)

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

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

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

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

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

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

ECON 210. Intermediate Macroeconomics
The course in Intermediate Macroeconomics develops a theoretical framework for the analysis and international comparison of international capital flows, imbalances and exchange rates. The theoretical framework is used as the basis for policy discourse on topics including debt crises, analysis of business cycles and stabilization tools. Prerequisite: ECON 100 or ECON 110 and 120.

ECON 220. Intermediate Microeconomics
A rigorous study of the principles of microeconomics, to include applications and in-depth study of consumer behavior, the price system and resource allocation under various market conditions. Prerequisite: ECON 100 or ECON 110 and 120.

(The number of required ECON electives depends upon the student’s completion of either ECON 100 or 110 & 120. The total courses toward the minor must equal six.)
ECON 260. International Trade and Business
One course
The basic principles of international economic relations. Subjects covered include the theories of international trade and investment, international monetary relations and financial markets, the effect of the national and international policies on trade and managing in the international economic environment. Prerequisite: ECON 100 or ECON 110 and 120.

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

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

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

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

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

ECON 370. Special Topics in Economics
One course
A thorough examination of a special topic or issue in economics. The specific content and methods for study will be announced prior to the beginning of the course, as will any necessary prerequisite courses.

ECON 390. Senior Seminar
One course
Intensive study of selected topics in economics with emphasis on current research. Students will be required to complete and present a major research paper. Required of all senior majors. Spring.
Education

Instructor Mary Ann Davis, director; Assistant Professors Beeson, Davis-Richardson, Galloway, Gerstmyer, Lyons and Veale; Executive-in-Residence in Education Montaquila; Visiting Assistant Professor Adams

The teacher education program at Salem College is rooted in our history and grounded in our foundational belief that equitable learning opportunities should be made available for all students. Prospective teachers, Salem faculty and school-based partners collaborate to promote lifelong learning for all students.

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

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

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

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

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

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

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

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

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

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

**Teaching, Schools and Society Major (B.A.)**
The Teaching, Schools, and Society major is designed for Salem students wishing to obtain a North Carolina teaching license for elementary (K-6) or general curriculum special education (K-12). It provides an interdisciplinary course of studies providing them with a strong cross-curricular foundation firmly grounded in the liberal arts. Students select a concentration within the major and are strongly encouraged to pursue a licensure curriculum of professional studies courses (listed below the major itself), maintained to ensure that elementary and special education candidates meet the competencies required by the North Carolina Standards for Professional Educators.

**Core Courses for all TSS Concentrations (4 courses)**

- EDUC 110. 21st Century Teaching & Learning
- EDUC 112. Social and Historical Foundations of Education
- EDUC 120. Text In Context
- EDUC 122. Learners In Context

**Teaching, Schools and Advocacy Concentration (7 courses)**

- POLI 105. Introduction to Public Policy
- SOCI 100. Introduction to Sociology
- SOCI 215. Social Statistics *or*
  - PSYC101. Statistics *or*
  - BUAD 240. Business Statistics
- PSYC 010. Introduction to Psychology

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PSYC 130. Social Psychology or
SOCI 205. Social Psychology or
SOCI 140. Social Entrepreneurship or
NFPM 140. Social Entrepreneurship or
SOCI 208. Sociology of Mass Media or
SOCI 220. Social Stratification

NFPM 100. The Not-for-Profit Corporation or
NFPM 130. Making Change: Public Policy, Advocacy, Grassroots Organizing or
SOCI 130. Making Change, Public Policy, Advocacy, Grassroots Organizing or

HIST 205. History of the American South or
HIST 207. Native American History or
HIST 209. African American History or
HIST 211. Public History or
HIST 215. Critical Issues in History or
HIST 221. American Women’s History

Teaching, Schools and Environment Concentration (7 courses)

BIOL 100. Principles of Biology or
BIOL 100. Cell and Molecular Biology
BIOL 101. Biodiversity
BIOL 210. Ecology
ENVS 100. Introductory Environmental Studies
ENVS 120. Earth Sciences
POLI 105. Introduction to Public Policy
NFPM 100. The Not-For-Profit Corporation

Teaching, Schools and Mathematics Concentration (7 courses)

MATH 100. Calculus 1
MATH 101. Calculus 2
MATH 107. Statistical Methods with R
MATH 110. Introduction to Linear Algebra
MATH 122. Probability
MATH 221. Modern Algebra
MATH 202. College Geometry

Teaching, Schools and Natural Sciences Concentration (7 courses)

BIOL 100. Cell and Molecular Biology
BIOL 101. Biodiversity
CHEM 110. General Chemistry
CHEM 120. General Chemistry with Quantitative and Qualitative Analysis
PHYS 210. General Physics I
PHYS 220. General Physics II
ENVS 120. Earth Sciences
*Teaching, Schools and Social Sciences Concentration (7 courses)*

HIST 103. World History I ........................................... One course
HIST 104. World History II ............................................. One course
HIST 105. United States History to 1877 ........................ One course
HIST 106. United States History Since 1877 .................... One course
POLI 120. American Politics and Public Policy ................ One course
ECON 100. Principles of Economics ................................ One course
POLI 235. International Political Geography .......................... Or
SOCI 240. Globalization and Global Inequities .................... One course

*Teaching, Schools and Literacy Concentration (7 courses)*

Two non-duplicated courses in American literature, chosen from: Two courses

- ENGL 292. First Contact through the Civil War: Survey of American Literature before 1870
- ENGL 293. The Culture of African American Literature
- ENGL 294. Frontier, City, Soul: American Literature after 1870
- ENGL 295. Dream and Reality: Literature of the American South
- ENGL 298. “Imaginary Gardens with Real Toads”: Engaging Modern American Poetry
- ENGL 320. Pilgrims, Questers and Warriors: American Fiction after 1945
- ENGL 347. ‘Odd’ Literary Couples: American Novel, 1900-1945
- ENGL 349. Race, Culture and Identity in Multi-Ethnic Literature of the United States
- ENGL 399. A Game of Interpretation: Introduction to Contemporary Literary Theory

Two non-duplicated courses in British literature, chosen from: Two courses

- ENGL 208. Early Modern Women Dramatists: Sinners, Saints and Sapphons
- ENGL 231. Writing of and by Women: Survey of English Literature, 1370-1789
- ENGL 232. The Romantic to the Post-Modern: Survey of English Literature, 1789-Present
- ENGL 249. Gender, Race and Ethnicity in Shakespeare
- ENGL 346. Conservatism and Crisis: The Victorian Era, 1832-1901
- ENGL 348. The Rise of the Female Novelist, 1684-1900
- ENGL 352. Writing as Revolution! Milton and Seventeenth-Century Culture
- ENGL 399. A Game of Interpretation: Introduction to Contemporary Literary Theory
- ENGL 325. Modern Writings from Women of the Non-Western World: Global Literature Or
- ENGL 349. Race, Culture and Identity in Multi-Ethnic Literature of the United States Or
- ENGL 293. The Culture of African American Literature One course
- ENGL 208. Early Modern Women Dramatists Or
- ENGL 288. Rooms of Their Own: Women Writers, 1900-Present Or
- ENGL 348. The Rise of the Female Novelist, 1684-1900 One course
- CRWR 212. Introduction to Creative Writing Or
- ENGL 211. Constructing “The Workshop”: Practices in Teaching Writing One course

At least one English literature course must be at the 300-level.
Teacher Licensure for Elementary (K-6) or General Curriculum Special Education (grades K-12)

Candidates wishing to obtain licensure for elementary education (K-6) or general curriculum special education (K-12) may currently select any major offered by Salem College and pursue licensure coursework as well. Students wishing to obtain teacher licensure for elementary or special education are advised to complete the following professional studies curriculum, including the Teachers as Practitioners semester (student teaching) in addition to one of the interdisciplinary concentrations in the Teaching, Schools and Society major. To ensure satisfactory progress, elementary and special education licensure candidates should seek advising from the Director of Teacher Education or an advisor in the Teacher Education Department as early as possible in their academic programs.

The complete licensure curriculum for candidates seeking a professional teaching license for elementary education (K-6) or general curriculum special education (K-12) include:

**Professional Studies Core Courses:**

**BLOCK I**
- EDUC 110. 21st Century Teaching and Learning
- EDUC 112. Historical and Social Foundations of Education

**BLOCK II**
- EDUC 120. Text in Context
- EDUC 122. Learners in Context

**BLOCK III**
- EDUC 330. Instructional Design
- EDUC 332. Psychological Foundations of Education

**BLOCK IV**
- EDUC 394. Teachers as Practitioners Seminar
- EDUC 399. Teachers as Practitioners (2 courses)

**Specialty Area Program Courses (choose one option, six courses):**

**ELEMENTARY EDUCATION (K-6)**
- EDUC 333. Comparative Educational Studies
- EDUC 334. Introduction to Exceptionalities
- EDUC 355. Primary Literacy
- EDUC 356. Intermediate Literacy
- EDUC 370. Integrated Mathematics
- EDUC 372. Integrated Content Areas

**GENERAL CURRICULUM SPECIAL EDUCATION**
- EDUC 333. Comparative Educational Studies
- EDUC 355. Primary Literacy
- EDUC 356. Intermediate Literacy
- EDUC 370. Integrated Mathematics
- EDUC 380. Exceptional Students – Exceptional Characteristics
- EDUC 381. Exceptional Students – Exceptional Strategies
Teacher Licensure for Candidates in Middle School (grades 6-8) Secondary (grades 9-12) Content Areas, Art (K-12), and Second Language (grades K-12)

Candidates wishing to teach middle (6-8) or secondary (9-12) content, art (K-12), or second language (French or Spanish) currently major in the discipline they plan to teach: art (licensure concentration) for art; English for language arts; biology or chemistry for science; economics, history, psychology or sociology for social sciences; mathematics for math; or French or Spanish for second language. Candidates should seek advising from the program coordinator or the Director of Teacher Education as early as possible in their degree programs.

Professional Studies Core Courses (9 courses):

Block I
- EDUC 110. 21st Century Teaching and Learning
- EDUC 112. Historical and Social Foundations of Education

Block II
- EDUC 120. Text in Context
- EDUC 122. Learners in Context

Block III
- EDUC 330. Instructional Design
- EDUC 332. Psychological Foundations of Education

Block IV
- EDUC 394. Teachers as Practitioners Seminar
- EDUC 399. Teachers as Practitioners

Specialty Area Program Courses (4 courses):

- EDUC 333. Comparative Educational Studies
- EDUC 334. Introduction to Exceptionalities
- EDUC 368. Adolescent Pedagogy
- EDUC 385. Teaching Content in the MS/HS OR
  one of the following Specialty Area Methods Courses:
  - EDUC 375. English in the MS/HS
  - EDUC 376. Foreign Language in the MS/HS
  - EDUC 377. Mathematics in the MS/HS
  - EDUC 378. Science in the MS/HS
  - EDUC 379. Social Studies in the MS/HS
  - EDUC 383. Art in the K-12 School
  - EDUC 384. Music in the K-12 School

To obtain a middle/secondary grades teaching license, candidates are required to demonstrate content-area competencies equivalent to a major in the area in which licensure is sought. If a student establishes proficiency or otherwise demonstrates competency in any of the major content requirements, required courses may be adjusted.

Education Courses (EDUC)

EDUC 110. 21st Century Teaching and Learning

This course overviews the kinds of distinct characteristics that distinguish 21st century learning including: instructional technology applications and skills in authentic performance-based context (including the most updated NETS standards); the Framework for 21st Century Learning and the
updated NC Professional Teaching Standards; professional organizations and professional
development; Common Core and North Carolina Essential Standards; academic reading and writing;
and electronic portfolio creation and use. (blocked with EDUC 112).

EDUC 112. Historical and Social Foundations of Education
One course
This course overviews the historical and philosophical bases for educational practice. Candidates
will reflect upon, analyze and evaluate their ideas about teaching and learning in light of personal
context, philosophical stances and theoretical ideals. Educational issues of social justice and equity
will be examined from a constructivist perspective. Reflective journals, case studies and significant
field experience will be utilized (blocked with EDUC 110).

EDUC 120. Text in Context
One course
This course introduces students to genres of fiction and non-fiction, text selection for guided and
independent reading and the integration of trade books in units/lessons of study across the content
areas. Criteria for evaluating children’s or adolescent literature and matching learners to text are
stressed. EDUC 120 is blocked with EDUC 122.

EDUC 122. Learners in Context
One course
This course introduces diversity issues and potential implications for 21st century teaching and
learning. After an exploration of their personal cultural context, students will explore diversity issues
of race/ethnicity, language, gender, socio-economic status, age and development, exceptionalities,
religions and family/community structures. Field experiences will connect culturally-responsive
teaching practices with various aspects of diversity. Students will also be introduced to School
Improvement Profiles (SIP) and the interdependency of context and SIP relevance. EDUC 122 is
blocked with EDUC 120.

EDUC 200. Self-Directed Inquiry
One course
Independent study. Candidates must select a topic and complete a self-directed inquiry form in
consultation with the specialty program advisor. Proposal form required prior to registration.

EDUC 220. Contemporary Issues in Education
One-half to one course
This course explores a topic or interrelated topics relevant to 21st century education. Course content
will be determined by current social, political, technological or pedagogical developments in
education.

EDUC 330. Instructional Design
One course
This course introduces students to instructional design models, curriculum development and
assessment (formative, summative and performance) beginning at the specific lesson-plan level and
expanding to unit plan then to courses of study. Instructional design and delivery will be explored
from the constructivist perspective. Various curriculum models will be presented and the difference
between accommodation and instructional planning with intentional differentiation strategies will be
stressed. Instructional planning will be correlated to the Common Core and/or North Carolina
Essential Standards. Candidate will plan and construct an instructional unit specific to their area of
teaching specialty. EDUC 330 is blocked with EDUC 332. Admission to Teacher Education required.

EDUC 332. Development and Cognition
One course
The aim of the course is to prepare students to work with a wide range of individual student
differences in skills, motivation, experience and affect. This course introduces candidates to research-
based ideas about human physical development and learning domains – cognitive, affective and
psychomotor. Concepts regarding human development learning theories will be linked to their implications for classroom management, differentiation, instructional design/delivery and assessment. EDUC 332 is blocked with EDUC 330. Admission to Teacher Education required.

EDUC 333. Comparative Educational Studies One course
This course encourages candidates to make basic comparisons of educational issues between education in the United States and internationally. By reflecting on their own educational experiences, students will think critically about core global issues in education and engage with current comparative research. Significant field experiences in diverse social and educational settings will be required. Study abroad possible. Admission to Teacher Education required.

EDUC 334. Introduction to Exceptionalities One course
This course examines an historical and philosophical overview of education for exceptional learners, including ways in which a variety of disabilities are presented in schools affecting access to the general curriculum. Candidates will develop an understanding of current legislation, court cases, school based services, placements, methods and collaborative strategies for students with exceptionalities from a general education teacher perspective. The process from referral and implementation of interventions through eligibility including IEP development will be explored. Field experience required. Admission to Teacher Education required.

EDUC 355. Primary Literacy One course
This course provides a developmental introduction to literacy foundations for learners in the primary grades (K-2). Includes concepts regarding content, instruction and assessment of 21st century literacy strands including: reading, writing, speaking, listening, viewing and visually representing. Candidates will be introduced to various literacy standards including Common Core, the International Reading Association (IRA) and the National Council of Teachers of English (NCTE) to enable them to develop print-rich primary classroom environments and to teach and support emerging and early readers’ efficient use of cuing strategies, fluency and comprehension. EDUC 355 is a prerequisite for EDUC 356. Case studies, professional research and writing and field experience are required. Admission to Teacher Education required.

EDUC 356. Intermediate Literacy One course
This course provides an introduction to literacy for learners in the intermediate grades (3-6). Includes concepts regarding content, instruction, and assessment of 21st century literacy strands including: reading, writing, speaking, listening, viewing and visually representing. Candidates will explore various literacy standards from the Common Core, the International Reading Association (IRA), and the National Council of Teachers of English (NCTE) to develop instructional and management strategies to support increasingly sophisticated cuing systems, writing mechanics, word origins, vocabulary development, grammatical structures and reading and writing in the content-areas. Strategies for the North Carolina End of Grade Tests will be reviewed. Case studies, professional research and writing and field experience are required. Prerequisite: EDUC 355. Admission to Teacher Education required.

EDUC 368. Adolescent Pedagogy One course
This course presents concepts, theories, research and best practices related to adolescent development and learning. Candidates will be introduced to curricular practices and instructional and collaborative strategies appropriate to middle-grade learners. Case studies, professional research and writing and field experience are required. Admission to Teacher Education required.
EDUC 370. Integrated Math  One course
This course presents constructivist instructional strategies, use of developmentally appropriate materials for facilitating learners’ understanding of mathematical concepts and strategies for integrating math across the elementary curriculum. Math standards from the Common Core and National Council of Teachers of Mathematics (NCTM) will be introduced. Candidates will examine and practice methods to impact diverse students and to use calculators and computers to enhance their understandings. The course includes ongoing assessment methods and strategies for the North Carolina End of Grade Tests. Case studies, professional research and writing and field experience are required. Admission to Teacher Education required.

EDUC 372. Integrated Content Areas  One course
This course will utilize cooperative learning, brain-compatible instructional theories and technology to introduce candidates to applications and strategies for teaching science, social studies and health that are integrated across the curriculum. Instructional units will be correlated with standards from the Common Core and the North Carolina Essential Standards, the National Science Teachers Association (NSTA) and the National Council for the Social Studies (NCSS). Strategies to assist learners with standardized tests in the content areas will be presented. Case studies, professional research and writing and field experience are required. Admission to Teacher Education required.

EDUC 375. English in the MS/HS  One course
Curriculum, methods and assessment for teaching English in the middle and secondary grades. Admission to Teacher Education required.

EDUC 376. Foreign Language in the MS/HS  One course
Instructional techniques, materials and resources for teaching foreign languages in grades K through 12. Admission to Teacher Education required.

EDUC 377. Math in the MS/HS  One course
Curriculum, methods and assessment for teaching mathematics in the middle and secondary grades. Admission to Teacher Education required.

EDUC 378. Science in the MS/HS  One course
Curriculum, methods and assessment for teaching science in the middle and secondary grades. Admission to Teacher Education required.

EDUC 379. Social Studies in the MS/HS  One course
Curriculum, methods and assessment for teaching social studies in the middle and secondary grades. Admission to Teacher Education required.

EDUC 380. Exceptional Students – Exceptional Qualities  One course
This course examines an historical and philosophical overview of education for exceptional learners, including ways in which a variety of disabilities are presented in schools affecting access to the general curriculum. Candidates will develop an understanding of current legislation, court cases, school based services, placements, methods and collaborative strategies for students with exceptionalities from a special education teacher perspective. The EC paperwork process from referral through eligibility will be explored. Field experience required. Admission to Teacher Education required.
**EDUC 381. Exceptional Students – Exceptional Strategies**  
One course
This course examines current trends, instructional strategies, and development of individual education plans (IEPs) for implementation in the EC classroom. Candidates will identify strategies for accommodations and modifications for EC students in general education as well as goal development and implementation in the EC classroom. The EC paperwork process including the development of individual education plans (IEPs), reevaluations, behavior intervention plans, functional behavioral assessments and transition plans will be explored. Field experience required. EDUC 380 is a prerequisite to EDUC 381. *Admission to Teacher Education required.*

**EDUC 383. Teaching Art in the K-12 School**  
One course
Curriculum, methods, and assessment for teaching art in kindergarten through grade 12. Admission to teacher education required. *Admission to Teacher Education required.*

**EDUC 384. Teaching Music in the K-12 School**  
One course
Curriculum, methods, and assessment for teaching music in kindergarten through grade 12. Admission to teacher education required. *Admission to Teacher Education required.*

**EDUC 385. Teaching Content in the MS/HS**  
One course
Curriculum, methods and assessment for teaching integrated content areas in the middle and secondary grades. All instruction will be correlated to Common Core and/or North Carolina Essential Standards. *Admission to Teacher Education required.*

**EDUC 394. Teachers as Practitioners – Seminar**  
One course
This seminar accompanies the supervised internship (student teaching). Reflective practice, collaboration, professional readings and speakers and collegial discussion will be used to address contemporary issues in education and with regards to candidates’ practices. Candidates must register for both EDUC 394 and EDUC 399 in the same semester. *Admission to Teacher Education required.* Graded pass/no credit.

**EDUC 399. Teachers as Practitioners**  
Two courses
Supervised internship (student teaching). Required for all initial licensure candidates. Candidates must register for both EDUC 394 and EDUC 399 in the same semester. Graded pass/no credit. *Admission to Teacher Education required.*
English
Associate Professor Zehr, chair; Associate Professors Dulan and Oczkowicz; Assistant Professor Sâma

The English department focuses on English and American literary history, including literature by women and by writers from diverse cultures; on skills for reading various kinds of literature with comprehension and delight; on historical, social, intellectual and aesthetic contexts for literature; on skills for writing powerfully, clearly and correctly; and on knowledge of the world and the self that comes through literature and writing. The department also strives to provide a solid foundation for those who wish to teach English at the secondary level and for those who wish to pursue a higher degree.

Salem’s department of English offers both a major and minor in creative writing. See the separate entry for creative writing earlier in this catalog.

English Major (B.A.)
The major in English requires 11 courses, including one course each from categories I and II, two courses from category III, either ENGL 352 or 399 (offered only in the fall), ENGL 380 (offered only in the spring), and five electives. (Although some courses are listed in two categories, each course may be used to fulfill requirements in only one category.) Appropriate special topics, major authors, or honors courses may be substituted for courses in each category with the permission of the department. Two creative writing courses can be used as electives toward the English major. A maximum of one internship (ENGL 270) can be used as an elective towards the major; typically, a maximum of two independent or two honors independent studies can be used as electives. Any exceptions must be approved by the department.

Category I (Literature and language before 1700): ENGL 208, 231, 249, 348, 352
Category II (Literature and language between 1700 and 1900): ENGL 231, 232, 292, 293, 341, 346, 348
Category III (Literature and language after 1900): ENGL 223, 232, 288, 293, 294, 295, 298, 320, 325, 347, 349, 399
ENGL 315 and 221 may fulfill one of the three categories.

Students must take one literature or literary theory course numbered 350 or above at Salem. At least six of the 11 required courses, including ENGL 380, must be completed at Salem.

Optional Concentrations within the English Major
Although choosing a concentration is not mandatory, students may choose one of the following concentrations. Students must take seven courses from a concentration in order to graduate with that concentration. Appropriate special topics, major authors, or honors courses may be substituted for courses in each concentration with the permission of the department.

American Literature Concentration
ENGL 292. First Contact through the Civil War: Survey of American Literature before 1870 (category II)
ENGL 293. The Culture of African American Literature (category II)
ENGL 294. Frontier, City, Soul: American Literature after 1870 (categories II, III)
ENGL 295. Dream and Reality: Literature of the American South (category III)
ENGL 298. “Imaginary Gardens with Real Toads”: Engaging Modern American Poetry (category III)
ENGL 320. Pilgrims, Questers and Warriors: American Fiction after 1945 (category III)
ENGL 347. ‘Odd’ Literary Couples: American Novel, 1900-1945 (category III)
ENGL 349. Race, Culture and Identity in Multi-Ethnic Literature of the United States (category III)
ENGL 399. A Game of Interpretation: Introduction to Contemporary Literary Theory (category III)

British Literature Concentration
ENGL 208. Early Modern Women Dramatists: Sinners, Saints and Sapphos (category I)
ENGL 231. Writing Of and By Women: Survey of English Literature, 1370-1789 (category I)
ENGL 232. The Romantic to the Post-Modern: Survey of English Literature, 1789-Present (categories II, III)
ENGL 249. Gender, Race and Ethnicity in Shakespeare (category I)
ENGL 341. Visions, Violence, and Violets: The Romantic Era, 1786-1832 (category II)
ENGL 346. Conservatism and Crisis: The Victorian Era, 1832-1901 (category II)
ENGL 348. The Rise of the Female Novelist, 1684-1900 (categories I, II)
ENGL 352. Writing as Revolution! Milton and Seventeenth-Century Culture (category I)
ENGL 399. A Game of Interpretation: Introduction to Contemporary Literary Theory (category III)

Women’s Literature Concentration
ENGL 208. Early Modern Women Dramatists: Sinners, Saints and Sapphos (category I)
ENGL 288. Rooms of Their Own: Women Writers, 1900-Present (category III)
ENGL 293. The Culture of African American Literature (categories II, III)
ENGL 298. “Imaginary Gardens with Real Toads”: Engaging Modern American Poetry (category III)
ENGL 320. Pilgrims, Questers and Warriors: American Fiction after 1945 (category III)
ENGL 325. Modern Writings from Women of the Non-Western World: Global Literature (category III)
ENGL 347. ‘Odd’ Literary Couples: American Novel, 1900-1945 (category III)
ENGL 348. The Rise of the Female Novelist, 1684-1900 (categories I, II)
ENGL 349. Race, Culture and Identity in Multi-Ethnic Literature of the United States (category III)
ENGL 399. A Game of Interpretation: Introduction to Contemporary Literary Theory (category III)

Ethnic/Multi-Cultural Literature Concentration
ENGL 293. The Culture of African American Literature (categories II, III)
ENGL 292. First Contact through the Civil War: Survey of American Literature before 1870 (category II)
ENGL 294. Frontier, City, Soul: American Literature after 1870 (category III)
ENGL 295. Selected Southern Writers (category III)
ENGL 298. “Imaginary Gardens with Real Toads”: Engaging Modern American Poetry (category III)
ENGL 320. Pilgrims, Questers and Warriors: American Fiction after 1945 (category III)
ENGL 325. Modern Writings from Women of the Non-Western World: Global Literature (category III)
ENGL 347. ‘Odd’ Literary Couples: American Novel, 1900-1945 (category III)
ENGL 349. Race, Culture and Identity in Multi-Ethnic Literature of the United States (category III)
ENGL 399. A Game of Interpretation: Introduction to Contemporary Literature Theory (category III)

English Minor
The minor in English requires the completion of five English courses of which at least four must be literature or theory courses. At least three of the five courses must be completed at Salem.

English Courses (ENGL)
Courses numbered 200-349 are intended for first-year students, sophomores and juniors. The department strongly encourages students to take at least one 200-level course before taking 300-level courses, however. Courses numbered 350-399 are appropriate for juniors and seniors.

ENGL 200. Independent Study in English
Independent study under the guidance of a faculty advisor. Open to students with a 3.0 G.P.A. in the major and permission of the chair of the department. Independent study may take the form of readings, research, and will include a substantial written project. Independent study may be taken for a total of two courses, no more than one in any term.

ENGL 208. Sinners, Saints, and Sapphos: Early-Modern Female Dramatists
This course will examine the theatrical conventions used by female dramatist of England’s Restoration period and the eighteenth century. By manipulating and subverting the tenets of the traditionally male dominated genre of drama, female playwrights contribute discursively to the emerging categories of social rank/class, gender/sexuality, and nation/race. How do the writings of Early Modern Englishwomen resist as they uphold patriarchal dictates that had identified women as subordinate and inferior beings? What role does race play in the construction of white female authority? How do these plays enable white women to ally with and elevate themselves above lower ranking Anglo women and women of color? Dramatists may include Aphra Behn, Mary Pix, Elizabeth Inchbald, and Frances Burney. Spring, alternate years.

ENGL 211. Constructing “The Workshop”: Practices in Teaching Writing
This course serves as both an advanced composition course and an introductory course to the teaching of writing through theory and practice. Readings in writing theory will pair with readings addressing practical strategies for engaging with different academic writers. Students will spend a few hours during the semester observing sessions in the writing center to view ways in which some strategies are used. Along with assigned readings, collaborative work, mock teaching activities, and independent writing, students will enhance their own writing skills and gain insight into the teaching of composition. Spring, alternate years.
ENGL 221. Special Topics in English  One course
Intensive investigation of a topic or author not studied in depth in traditional courses. The subject matter of the course will be announced prior to the beginning of the course.

ENGL 223. Taboos, Experiments and the Other: Modern Drama  One course
A comparative study of influential playwrights between 1870s and 1990s in Europe and the United States; how their experiments with dramatic form, style, and taboo topics reveal social and cultural consciousness at the center of modern theater. The course will explore how gender, class, sexuality and race, along with European existentialism, played out on the modern stage. Special attention will be given to the portrayal of women and their issues. The authors will include Ibsen, Chekhov, Pirandello, Brecht, Wilder, American women playwrights Glaspell, Hellman, and Hansberry, representatives of Theater of Absurd and the African American theater of August Wilson. Spring, alternate years.

ENGL 231. Writing of and by Women:  One course
Survey of English Literature, 1370-1789
While this course will address works by major writers in the English language over a period of nearly one thousand years, it will pay particular attention to the literary depictions of women and the emerging work by women. Chaucer, Spenser, Shakespeare, and Milton will be represented in a course that begins with Anglo-Saxon poetry, continues through the Middle Ages and the Renaissance, and concludes with the Restoration. How do female writers such as Rachel Speght, Jane Anger, and Amelia Lanyer use their writing to access and express a social and political voice during these male-dominated periods? How do women influence literature by men? What might that literature reveal about social and political orders that construct women as inferior creatures? Fall, alternate years.

ENGL 232. The Romantic to the Post-Modern:  One course
Survey of English Literature, 1789-Present
Selected works of English Literature, focusing on works representing literary, historical, and cultural trends and tensions in the Romantic, Victorian, Modern, and Post-Modern periods. Writers will include canonical male writers such as Blake, Tennyson, Yeats, and Beckett along with formerly famous but now neglected women writers like Charlotte Smith and Elizabeth Gaskell. A standard foundational course, English 232 is recommended for those who would like a framework upon which to build new literary knowledge. Fall, alternate years.

ENGL 249. Gender, Race and Ethnicity in Shakespeare  One course
Through close reading and discussion of the selection from Shakespeare’s famous tragedies, histories and comedies, the world of the Elizabethan period will be explored as reflected through his characters, plots, and language. Shakespeare’s portrayal of gender, race, and ethnicity will serve as lenses through which his relevance to contemporary readers and audiences will be examined. Fall, alternate years.

ENGL 270. Internship in English  One course
The opportunity to use the knowledge and skills that the English major/minor has learned through coursework in a real setting. The apprenticeship aspect of the internship implies that the students will increase her knowledge and skills by direct contact with an experienced mentor. Open to sophomores, juniors, and seniors with at least a 3.0 average in the major; no more than one internship can count towards English electives; admission only by application.
ENGL 288. Rooms of Their Own: Women Writers, 1900-Present  One course
As Virginia Woolf predicted in *A Room of One’s Own*, the twentieth and twenty-first centuries have witnessed the growth and flowering of women’s literature. The writers of this literature grapple with values that would hinder them as artists, examine traditional gender roles, experiment with breaking out of conventional literary forms, and attempt, in Woolf’s words, “to [tell] the truth about [their] experiences as . . . bod[i]es.” Specific topics may include the tension between women’s role as art object and her role as artist, women writers’ use of myth, various types of feminism, and the difficulties presented by domestic life for the woman writer. Authors may include Woolf, Rich, Glaspell, Hurston, Dinesen, Sarton, and many others. Spring, alternate years.

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

ENGL 292. First Contact through the Civil War: Survey of American Literature before 1870  One course
Selected works of American literature, beginning with accounts of the devastating encounter between Columbus and native American peoples and ending with Emily Dickinson’s poetry. The course will usually cover writings from the Plymouth colony, poems and novels by early women authors, some of the earliest literary short stories, and works by the American Transcendentalists. Writers will include Bradstreet, Wheatley, Poe, Hawthorne, Douglass, Emerson, and Thoreau. A standard foundational course, English 292 is recommended for those who would like a framework upon which to build new literary knowledge. Fall, alternate years.

ENGL 293. The Culture of African American Literature  One course
Through an examination of African American writings from the antebellum moment to the Reconstruction era, through the Harlem Renaissance, the depression area, the Civil Rights/Black Arts moment and concluding with the contemporary period, this course will examine the ways in which “white” and “black” cultures and literatures are dependent upon each other for definition and existence. Locating the tropes of the black oral tradition in the slave narrative, the course will trace them through contemporary literature. We will examine the African American struggle for political, personal, and literary self-representation. What does it mean, culturally and socially, when the label for a group of people changes? Does it matter who does the labeling? How do race, gender, and class define American individualism and influence an understanding of “great” or canonical literature? How do African American writers turn on its head the traditional understanding of American literature?

ENGL 294. Frontier, City, Soul: Survey of American Literature after 1870  One course
An exploration of American writers’ responses to changing realities of frontier and city and their impact on American “soul” from the late 19th century through the 1990s. Considered in historical and social contexts, a selection of representative fiction, poetry and drama will be drawn from American realism, naturalism, local color, modernism, and ethnic writing. We will examine evolving notions of gender, race, ethnicity, and class in selected works by Anglo American, Native American, Asian American, African American and Hispanic American writers. Fall, alternate years.
ENGL 295. Dream and Reality: Literature of the American South

From idyllic visions of the antebellum South to horrific scenes of racial violence, Southern literature presents readers with complex and paradoxical characters and plots, distinctive settings and language, all intertwined with, in Flannery O’Connor’s words, the South’s “history of defeat and violation.” Although the specific focus and list of authors may change from semester to semester, authors may include Chopin, Faulkner, O’Connor, and Warren as well as new voices from the American South. Critical analysis of race and ethnicity will be a component of this course. Spring, alternate years.

ENGL 298. “Imaginary Gardens with Real Toads”:
Engaging Modern American Poetry

An examination of influential voices in American poetry from 1900 to the present. When attending to poetic form, figurative language and meaning, the questions of how a poem means, how different poets mean, and how we as readers mean a poem will be explored. The selected poets will include representatives of the Harlem Renaissance, modernism, imagism, symbolism, beat generation, confessional, feminist and ethnic poetry. Spring, alternate years.

ENGL 310. Toni Morrison: Reconstructing American Identity

“Quiet as it’s kept” are the first words spoken by Toni Morrison’s narrator of The Bluest Eye. And, indeed, Morrison’s novels force us to identify, examine, and displace what is “quiet” and why it is “kept” so. At the same time, her writings compel us to reexamine notions of race, gender, and class, as well as our place in a global community. The real work of the course will involve the “why” and the “how” of racial, gender, and class-based subordination that Morrison’s writings explore. We will read all of Morrison’s novels with the intention of putting aside any preconceived ideas or ideological assumptions about oppression versus privilege, linear versus non-linear time, eurocentrism versus afrocentrism, blackness versus whiteness, and freedom versus slavery.

ENGL 315. Major British and American Writers

An intensive study of the works of one or two important American or British writers. Emphasis on themes, style and artistic development of each writer.

ENGL 316. History of the English Language

Study of the historical development of English. Offered as needed.

ENGL 320. Pilgrims, Questers and Warriors: American Fiction after 1945

Meet a diverse group of American men and women writers who gave voice to the impact of WWII on the American psyche, participated in the culture wars of the 1950s and 60s, and articulated contested ideas of identity, gender, race and ethnicity in the second half of the 20th century. Varied in their writing styles, from realistic to experimental to postmodern, their stories tell of pilgrimages, quests and battles that shaped contemporary America. The writers studied will include Vonnegut, Pynchon, Wideman, Walker, Cisneros, Kingston, and Hogan among others. Fall, alternate years.

ENGL 325. Modern Writings from Women of the Non-Western World:

Global Literature

This course will analyze literature by women from the non-Western world through a critical lens of race and gender in order to interrogate indigenous constructions of identity. Drawing on contemporary women’s literature from different parts of the globe, the course will examine the complex connections between gender and culture. The course is designed to provide a foundational understanding of the historical, political, social, and cultural conditions that influenced the
development and production of the literature under examination. The novels in the course will depict the impact of colonial history on literature, resistance, and post-colonialism.

**ENGL 341. Visions, Violence, and Violets: The Romantic Era, 1786-1832**

One course

The Romantic Era in England was marked by a shift away from the values of the Age of Reason as writers embraced the imagination, emotion, nature, and radical political change. This change in values was accompanied by a change in writing styles, as writers eschewed the elaborate poetic diction of their predecessors. Course topics may include nature, artistic values, common people as poetic subjects, and the Gothic. Although the specific focus and list of authors may change from semester to semester, the writers will often include Austen, Blake, Smith, Radcliffe, William and Dorothy Wordsworth, Coleridge, Keats, Shelley, and Byron. Fall, alternate years.

**ENGL 346. Conservatism and Crisis: The Victorian Era, 1832-1901**

One course

Although the Victorian Era in England began with a conservative backlash against Romantic values and Regency profligacy, the Victorians also experienced unsettling changes in religion, in science, in the class system, and in women’s roles. These issues are explored by Victorian poets, essayists, and fiction writers, this last group developing the novel to new heights of artistry. Course topics may include women’s roles as people and artists, the Darwinian crisis, artistic values, poverty, and industrialization. Although the specific focus and list of authors may change from semester to semester, the writers will often include Elizabeth Barrett and Robert Browning, Tennyson, Dickens, Eliot, the Brontës, the Rossettis, and Hardy. Spring, alternate years.

**ENGL 347. ‘Odd’ Literary Couples: American Novel, 1900-1945**

One course

Modernist experimentation and social protest will be examined through comparative analysis of American novels written in the first four decades of the 20th century. The emphasis will be on how diverse American novelists contested the existing notions of gender, race and class to usher in a new aesthetic and cultural awareness. Some ‘odd’ literary couples will include Anderson/Stein, Faulkner/Hurston, Hemingway/Barnes, Steinbeck/Olsen, Wilder/Cather, Wright/Larsen. Spring, alternate years.

**ENGL 348. The Rise of the Female Novelist, 1684-1900**

One course

Reading women novelists who, until recently, have remained relatively ignored—despite being wildly popular and greatly respected during their day—this course will examine how British female novelists established literary techniques that later female and male novelists imitated, modified, and contested. How did Anglo women writers generate a new version of “True Womanhood” that was dependent upon racialized and socialized “others”? What techniques did they use to produce ideal and idealized depictions of femininity and masculinity, family and sexuality, and nation and race? How did an Aphra Behn manage to become the first Englishwoman to make her living as a writer during a historical moment when women writers were considered prostitutes? How did these writers participate in a historical moment whereby white women of the middling or upper social ranks became “true women” at the expense of white women from the lower social ranks and women of color? Fall, alternate years.

**ENGL 349. Race, Culture and Identity in Multi-Ethnic Literature of the United States**

One course

What is literary multiculturalism? How do race and culture connect to define Native American, African American, Asian American and Hispanic American literatures? How different writers negotiate between individual and group identities, their race, ethnicity, gender and class intersecting
with dominant American culture. Looking closely at individual texts in their specific social,
historical, cultural and aesthetic contexts, the themes of survival, ‘usable past’, ‘bloodlines’,
‘borderlands’, assimilation and acculturation along with different ‘signifying’ practices will be
explored. Spring, alternate years.

**ENGL 352. Writing as Revolution!**

**Milton and Seventeenth-Century Culture**

One course

This course will examine the works of Milton within context of the 17th century, a period of
great crisis and tremendous change, of revolution and a redefinition of individual ability, of women as
writers and agents of change, and of imperial power and the growth of the slave trade. Through
analysis of Milton’s writings, the course will identify each of these moments of crisis and change and
examine what his work reveals about gender, education, divorce, race, religion, and government.
Readings will include *Paradise Lost* in the context of Milton’s earlier writings on church and
government, on freedom of the press, on education, and on marriage and divorce, in an attempt to
understand the great epic as his personal response to the eventual failure of the revolution that he had
sought to bring about. Fall, alternate years.

**ENGL 380. Senior Seminar**

One course

This seminar will involve a sustained exploration of a literary topic, which could include a literary
period, genre or the oeuvre of a specific author. Students will undertake extensive primary and
secondary reading on the specified topic. The outcome of this reading will be an independent
research project that the student will develop into a major paper (or thesis). In conjunction with the
department members, the professor teaching the course will determine the course topic. This course
is required of English majors. Enrollment limited to seniors.

**ENGL 399. A Game of Interpretation:**

**Introduction to Contemporary Literary Theory**

One course

How is literature related to the world around us? What do literary critics do? How do literary texts
mean? Is there a difference between feminine and masculine imagination? How do gender, race,
etnicity and class play out in textual interpretation? An exploration of seminal texts by critics
representing different literary theories ranging from structuralism, deconstruction, semiotics, cultural
materialism to feminism, gender and postcolonial criticism. Major concepts shaping the study of
literature since early 20th-century, examined when applied to interpretation of texts by Poe,
Hawthorne, Hemingway, Faulkner, Dickinson, O’Connor, Morrison and Kingston. Conducted in a
seminar discussion format, the class will engage in-depth critical reading, thinking and writing. Fall,
alternate years.
Environmental Studies

Assistant Professor Kupinger, coordinator

The environmental studies program focuses on the study of natural systems and our relationship with them as a basis for taking action to support sustainability, at levels ranging from the local to the global. The mission of this program is to deepen students’ understanding of past and present environmental issues, develop students’ understanding of principles of conservation ecology, prepare students to develop and manage environmentally sustainable process, and prepare students to shape public opinion and public policy to produce social change in support of sustainable environmental systems.

**Environmental Studies Major (B.A.)**
The interdisciplinary major in environmental studies consists of 16 courses: A required core of ten courses and a concentration of six courses. The major offers four concentration options: 1) environmental management; 2) computational environmental analysis; 3) environmental policy and advocacy; and 4) conservation ecology. Students unfamiliar with spreadsheet applications are encouraged to take SCIE 040. Spreadsheets for Science and Mathematics as an elective in their first year. All students are strongly encouraged to complete an environmental studies internship.

**Required Core Courses for the Environmental Studies Major (10 courses):**

- ENVS 100. Introductory Environmental Studies  
- ENVS 120. Earth Sciences  
- ECON 100. Principles of Economics  
- BIOL 100. Cell and Molecular Biology or BIOL 010. Principles of Biology  
- BIOL 101. Biodiversity  
- BIOL 210. Ecology  
- NFPM 100. The Not-for-Profit Corporation  
- POLI 100. Survey of Political Science  
- ENVS 390. Senior Seminar in Environmental Studies  

*(BIOL 100 is especially recommended for students concentrating in conservation ecology.)*

**Environmental Management Concentration (6 courses):**

- COMM 322. Campaign Communication  
- NFPM 250. Not-for-Profit Fundraising  
- NFPM 301. Organizational Planning and Evaluation  
- NFPM 310. Not-for-Profit Management and Governance  

*Plus two electives from the following list:*

- COMM 206. Strategic Communication Writing or COMM 321. Community Communication
ENVS 200. Independent Study in Environmental Studies or
ENVS 290. Honors Independent Study in Environmental Studies
ENVS 220. Special Topics in Environmental Studies
ENVS 230. The Role of Coal in Society
ENVS 270. Internship in Environmental Studies
NFPM 150. Web-Based Marketing and Fundraising Techniques
NFPM 170. Financial Management for Not-for-Profit Organizations
NFPM 180. Volunteer Management
NFPM 280. Topics in Not-For-Profit Management
Other special topics courses, subject to the approval of the program coordinator

Computational Environmental Analysis Concentration (6 courses):
Students opting to concentrate in Computational Analysis must complete either BIOL 205 or MATH 107 to satisfy their statistics requirement in the core courses above. In addition, the following six courses are required:

CPSC 140. Introduction to Programming
ENVS 210. Introduction to Geographic Information Systems (GIS)
MATH 101. Calculus II
MATH 110. Introductory Linear Algebra
MATH 210. Differential Equations
MATH 242. Nonparametric Statistical Methods

Environmental Policy and Advocacy Concentration (6 courses):
Students opting to concentrate in Environmental Policy and Advocacy will complete a core of three courses in the concentration, plus one concentration elective and two courses in a concentration option of either the domestic grouping or the international grouping.

Concentration Core:
NFPM 130. Making Change: Public Policy, Advocacy, Grassroots Organizing or
SOCI 130. Making Change: Public Policy, Advocacy, Grassroots Organizing
POLI 105. Introduction to Public Policy

Concentration Elective (choose one):
ENVS 200. Independent Study in Environmental Studies or
ENVS 290. Honors Independent Study in Environmental Studies
ENVS 220. Special Topics in Environmental Studies
ENVS 230. The Role of Coal in Society
ENVS 270. Internship in Environmental Studies
BIOL 260. Conservation Biology
CHEM 314. Environmental Chemistry

Other special topics courses, subject to the approval of the program coordinator

Concentration Option (choose either international or domestic grouping): Three courses
International Grouping (choose three courses)
ECON 260. International Trade and Business
NFPM 140. Social Entrepreneurship or
SOCI 140. Social Entrepreneurship
NFPM 160. Non-Governmental Organizations
PHIL 122. Ethics or
PHIL 124. Business Ethics or
BUAD 124. Business Ethics
POLI 110. Introduction to International Relations
POLI 140. Comparing Governments
POLI 235. International Political Geography
POLI 245. International Development
POLI 260. The Political Economy of the State
SOCI 240. Globalization and Global Inequities
Domestic Grouping (choose three courses)
NFPM 140. Social Entrepreneurship or
SOCI 140. Social Entrepreneurship
PHIL 122. Ethics or
PHIL 124. Business Ethics or
BUAD 124. Business Ethics
POLI 120. American Politics and Public Policy
POLI 230. State and Local Government Policy
SOCI 220. Social Stratification
WMST 230. Women's Activism and Advocacy

Conservation Ecology Concentration (6 courses):
BIOL 260. Conservation Biology
CHEM 110. General Chemistry I
CHEM 120. General Chemistry II
ENVS 210. Introduction to Geographic Information Systems (GIS)

Plus two electives from the following list:
CHEM 201. Organic Chemistry
CHEM 314. Environmental Chemistry
ENVS 200. Independent Study in Environmental Studies or
ENVS 290. Honors Independent Study in Environmental Studies
ENVS 220. Special Topics in Environmental Studies
ENVS 230. The Role of Coal in Society
ENVS 270. Internship in Environmental Studies
MATH 100. Calculus I
PHYS 210. Physics I
HIST 213. The Vietnam War
HIST 269. America in our Time, 1945-Present
HIST 286. Modern Japan
Other special topics courses, subject to the approval of the program coordinator

Environmental Studies Minor
The environmental studies minor requires the completion of six courses, of which no more than two may come from a single discipline with the exception of Environmental Studies. This requirement is designed to prevent students from graduating with an environmental studies minor without having any significant exposure to multiple disciplines that are important contributors to environmental studies. At least four of the six courses must be taken at Salem. No more than three courses can count toward both the student’s major and the environmental studies minor.
**Required Core Courses for the Environmental Studies Minor (4 courses):**

- ENVS 100. Introductory Environmental Studies  
  One course
- ENVS 120. Earth Sciences  
  One course
- POLI 100. Survey of Political Science  
  One course
- NFPM 100. The Not-for-Profit Corporation  
  One course

**Plus two additional courses from the following list:**

- BIOL 210. Ecology  
  Two courses
- BIOL 260. Conservation Biology
- CHEM 201. Organic Chemistry
- CHEM 314. Environmental Chemistry
- ENVS 210. Geographic Information Systems
- ENVS 220. Special Topics in Environmental Studies
- ENVS 230. The Role of Coal in Society
- NFPM/SOCI 130. Making Change: Public Policy, Advocacy, and Grassroots Organizing
- NFPM 301. Organizational Planning and Evaluation
- NFPM 310. Not-for-Profit Management and Governance
- POLI 145. Politics and Society
- POLI 245. International Development
- SOCI 240. Globalization and Global Inequities or other courses approved by the director of environmental studies

Given the diversity of the classes within the minor, it is highly suggested that students give serious thought to what they hope to gain by adding an environmental studies minor to their course of study. With these goals in mind, students can select courses which will provide them the appropriate tools.

The following course groups have been put together to assist with this process, but they are not intended to be an exhaustive list of potential course combinations. Students should consult with their advisor and the director of the environmental studies program to select courses that reflect their post-college goals.

**Environmental management grouping**

The following courses will provide a background in how to effectively structure, manage, and fund environmental organizations

- NFPM 301. Organizational Planning and Evaluation
- NFPM 310. Not-for-Profit Management and Governance
- ENVS 220. Special Topics in Environmental Studies

**Conservation ecology grouping**

This course grouping is intended for those students interested in applied conservation science. These courses will provide students with conservation tools that are useful for various post-college goals including research, on the ground species conservation, and environmental restoration, among others. This grouping of courses is most easily pursued by a student already majoring in the sciences as many of these courses have prerequisites that one would not inevitably take when majoring in a non-scientific discipline.

- BIOL 210. Ecology
ENVS 210. Geographic Information Systems
BIOL 260. Conservation Biology
CHEM 201. Organic Chemistry
CHEM 314. Environmental Chemistry
ENVS 220. Special Topics in Environmental Studies

Environmental policy and advocacy grouping
Students interested in environmental laws and policies will find the following courses to be of great use. These courses teach students about the organizational structures that determine legal jurisdictions, how this information can be used to influence policy, and the consequences of environmental policy at scales ranging from the local to the global. Student interests well served by this grouping include (but are not limited to): working as an environmental lawyer, lobbying for environmental issues on behalf of public or private institutions, and working on global environmental issues (like climate change) within the international arena.

NFPM/SOCI 130. Making Change: Public Policy, Advocacy, and Grassroots Organizing
POLI 245. International Development
SOCI 240. Globalization and Global Inequities
ENVS 220. Special Topics in Environmental Studies

Environmental Studies Courses (ENVS)

ENVS 100. Introductory Environmental Studies  One course
This course is an interdisciplinary exploration of environmental issues and challenges faced by human societies. As an interdisciplinary course, it draws extensively from the natural sciences (ecology, physics, chemistry and geology), the social sciences (economics, history, government, psychology and sociology) and the humanities (religion, philosophy, English, and the arts). The course reviews the scientific basis of these challenges and critically examines the social, cultural, political, and ethical issues related to the environment. The concept of environmental sustainability serves as a key organizing concept for this course. Fall.

ENVS 120. Earth Sciences  One course
A study of the geological features and processes that shape the earth's surface and subsurface and their underlying origins in plate tectonics. In addition to addressing processes such as mineral, magma, and mountain formation, discussions will focus particularly on the effects of geological and climactic factors on our global environment, including earthquakes, landslides, volcanic activity, groundwater contamination, coastal and stream erosion, oceanic and atmospheric control of climate patterns, and evolutionary changes in forms and distributions of organisms.

ENVS 200. Independent Study in Environmental Studies  One-quarter to one course
Independent study under the guidance of a faculty advisor. Open to students with a 2.0 cumulative G.P.A. and permission of the coordinator of the Environmental Studies program. Independent study may take the form of readings, research, conference, project, and/or field experience. Prerequisite: ENVS 100.
ENVS 210. Geographic Information Systems
One course
This course will introduce students to the basic concepts, tools, and applications of geographic information systems (GIS). Topics include geographic data acquisition, data management, cartography, and methods of geospatial analysis. Through hands-on exercises students will learn how to use GIS software and how these tools can be used to address questions in many fields. Two lectures, one two-hour lab. Prerequisites: ENVS 100; and SCIE040 or permission of the instructor. Fall.

ENVS 220. Special Topics in Environmental Studies
One course
An investigation of a topic of importance in Environmental Studies. The specific course content and methods of study will vary in response to recent developments in the field and current needs of students. The topic will be announced prior to registration for the course. Prerequisites: ENVS 100 or permission of the instructor.

ENVS 230. The Role of Coal in Society
One course
Almost 50% of the electricity we use in the United States is derived from coal. Coal’s proponents tout increased safety, decreased environmental impacts, jobs, and domestic energy production. Opponents point to accidents, and continued environmental and health impacts. This course examines the energetic and economic drivers behind coal use, investigates its social and ecological consequences, and explores the viability of renewable energy sources. One or more overnight trips are a required component of this course. Through these trips, students will directly experience the life cycle of coal from extraction to combustion, interact with individuals holding widely divergent views on the issue, and learn how all of our lives are connected to coal through our collective and individual energy choices. Prerequisites: None. Offered every other fall.

ENVS 270. Internship in Environmental Studies
One course
An opportunity to use the knowledge and skills the student has learned in coursework to solve problems in a real work setting; the apprenticeship aspect of the internship implies that the student has some base of knowledge and will increase her knowledge and skills by direct contact with an experienced, knowledgeable mentor. Open to sophomores, juniors and seniors with at least a 2.0 cumulative G.P.A.; maximum credit per term is one course; admission by application only. Prerequisite: ENVS 100 or permission of the instructor.

ENVS 290. Honors Independent Study in Environmental Studies
One course
Advanced independent study under the guidance of a faculty advisor. Open to junior and senior environmental studies majors with a 3.5 or greater average in the major, subject to the approval of the coordinator of the environmental studies program. Prerequisite: ENVS 100.

ENVS 390. Senior Seminar in Environmental Studies
One course
Completion of an advanced level investigation of a topic related to environmental studies. Students must focus their project within their major concentration (Computational Analysis, Conservation Biology, Management or Policy and Advocacy). Open to seniors only. Prerequisites: ENVS 120, POLI 105, NFP 100, BIOL 210 and a statistics course. Spring.
Exercise Science

Associate Professor Hixson; Assistant Professor Brooks; Athletic Director Barrett; Assistant Athletic Director Pryor

The exercise science major curriculum is derived from the national standards as set forth by the largest and most respected sports medicine and strength and conditioning organizations in the world – the American College of Sports Medicine (ACSM) and the National Strength and Conditioning Association (NSCA). The exercise science major is attractive to students who have an interest in sports, exercise, health fields, personal training and corporate fitness and wellness positions. It also prepares students for graduate studies in physical therapy, athletic training, occupational therapy, physician assistants or sports medicine. It is important to prepare students to meet the requirements to sit for board-certified exams and the curriculum is designed with this goal in mind. This allows students the opportunity to develop their potential through the occupational areas they may be interested in pursuing. Class assignments allow for individual flexibility to relate to their particular field of interest. The major prepares our students to be leaders in the field of sport and exercise, thereby promoting the prominence of women in a field dominated by a male hierarchy. Salem offers both a bachelor of arts (B.A.) and a bachelor of science (B.S.) in exercise science.

Exercise Science Major (B.A.)

The bachelor of arts in exercise science is designed for students interested in working in the health field, personal training, corporate fitness, wellness positions, physical education or other sport and exercise related fields.

The following 13.25 courses are required for exercise science major (B.A.):

Core Courses
- BIOL 100. Cell and Molecular Biology One course
- BIOL 101. Biodiversity One course
- BIOL 218. Anatomy and Physiology I One course
- BIOL 219. Anatomy and Physiology II One course
- EXER 100. Introduction to Sport and Exercise Science One course
- EXER 210. Nutrition One course
- EXER 230. Motor Development One course
- EXER 250. Care and Prevention of Athletic Injuries One course
- EXER 310. Exercise Physiology One course
- EXER 320. Biomechanics of Sport and Exercise One course
- EXER 330. Measurement, Assessment, and Evaluation of Exercise and Sport One course
- PHED 170 or 270. First Aid, CPR and AED: Emergency Response One-quarter course

The PHED 170/270 requirement in the major may be waived if students can demonstrate current certification in first aid/CPR. Such a waiver does not alter the physical education activity course requirement toward the Salem Signature.

Senior Capstone Course
- EXER 340. Science of Strength and Conditioning or
- EXER 350. Fitness Instructor Development and Exercise Programming

Major Elective (choose one)
- EXER 150. Philosophy and Fundamentals of Coaching Competitive Sports or
- EXER 240. Psychology of Sport and Exercise or
EXER 245. Women in Sport or
EXER 270. Internship in Sport and Exercise Science or
SOCI 265. Sociology of Sport

Exercise Science Major (B.S.)
Students interested in attending graduate school in exercise science, athletic training, sports medicine, cardiac rehabilitation, physical therapy, occupational therapy, physician assistant, clinical exercise physiology, or other science related health fields are encouraged to complete the work for a bachelor of science degree in exercise science.

The following 18.25 courses are required for the B.S. in exercise science:

- BIOL 100. Cell and Molecular Biology
- BIOL 101. Biodiversity
- BIOL 218. Anatomy and Physiology I
- BIOL 219. Anatomy and Physiology II
- CHEM 110. General Chemistry
- CHEM 120. General Chemistry with Qualitative and Quantitative Analysis
- MATH 100. Calculus I or
  - MATH 070. Essential Calculus
- PHYS 210. General Physics I
- EXER 100. Introduction to Sport and Exercise Science
- EXER 210. Nutrition
- EXER 230. Motor Development
- EXER 240. Psychology of Sport and Exercise
- EXER 250. Prevention and Care of Athletic Injuries
- EXER 270. Internship in Sport and Exercise Science
- EXER 310. Exercise Physiology
- EXER 320. Biomechanics of Sport and Exercise
- EXER 330. Measurement, Assessment and Evaluation of Exercise and Sport
- EXER 340. Science of Strength and Conditioning or
  - EXER 350. Fitness Instructor Development and Exercise Programming
- PHED 170 or 270. First Aid and CPR: Emergency Response

The PHED 170/270 requirement in the major may be waived if students can demonstrate current certification in first aid/CPR. Such a waiver does not alter the physical education activity course requirement toward the Salem Signature.

Coaching Minor
The coaching minor curriculum is derived from the National Standards for Athletic Coaches. The completion of the program meets all 37 standards as set by AAHPERD (Alliance for Health, Physical Education, Recreation and Dance).

The following 5.75 courses are required for the coaching minor:

- EXER 100. Introduction to Sport and Exercise Science or
- SPRT 202. Sports Management
- SOCI 265. Sociology of Sport or
EXER 245. Women in Sport One course
EXER 150. Philosophy and Fundamentals of Coaching Competitive Sports One course
EXER 240. Psychology of Sport and Exercise One course
EXER 250. Prevention and Care of Athletic Injuries One course
EXER 275. Internship in Coaching One-half course
PHED 170/270. First Aid and CPR: Emergency Response One-quarter course

The PHED 170/270 requirement in the minor may be waived if students can demonstrate current certification in first aid/CPR. Such a waiver does not alter the physical education activity course requirement toward the Salem Signature.

Exercise Science Courses (EXER)

EXER 100. Introduction to Sport and Exercise Science One course
This course is an overview of the evolving discipline of kinesiology (exercise science, sport, and physical education) with an emphasis on historical, philosophical, psychological foundations and their implications for contemporary society. It includes an introduction to the scholarly subdivisions of kinesiology and an exploration of possible career opportunities. This class places a strong emphasis on exploring sport and exercise through the female lens. Fall.

EXER 150. Philosophy and Fundamentals of Coaching Competitive Sports One course
Examination of the methods of teaching sport skills in a competitive environment. The purpose will be to promote athletes’ growth, development, and learning, while developing the skills necessary to lead a sport program. Emphasis is placed on developing leadership skills necessary to lead a sport program. Theoretical research on healthy teams, teamwork, competitiveness, and gender will be explored. Fall.

EXER 200. Independent Study in Exercise Science One-quarter to one course
Independent study under the guidance of a faculty advisor. Open to students with a 2.0 cumulative grade point average and permission of the chair of the department. Independent study may take the form of readings, research, conference, project, and/or field experience. Independent study may be taken for a total of two courses, the maximum in any one term being one course credit. Search techniques and preparation of materials utilized for acquisition of employment and/or internships in exercise science and health fields. Internship process, policies, and procedures will be covered. Prerequisite: permission of instructor.

EXER 210. Nutrition One course
This course helps students understand the real life implications of nutrition. Students learn about the roles of macro- and micronutrients in the body. The class examines the impact of food choices on metabolism, body composition, and weight control. Discussion centers on nutrition misinformation, consumer issues, and major diseases that may be affected by eating behaviors. Recommended prerequisite: 1 from either CHEM 050, CHEM 110, BIOL 010 or BIOL 100. Spring.

EXER 230. Motor Development One course
This course studies the sequential, continuous age-related process whereby movement behavior changes. The class examines information processing theories, theories of motor learning, factors influencing effects of practice and feedback, and biological changes experienced over a lifetime. Spring, even years.
EXER 240. Psychology of Sport and Exercise  
One course
This course is designed as an introductory course to the field of sport and exercise psychology. The course will examine the theories and research related to sport and exercise behavior, and includes an overview of the major topics of sport and exercise psychology. These could include but are not limited to personality, motivation, arousal, imagery, goal setting, disease, stress, rehabilitation and burnout. A focus will be on enhancing performance through practical applications of theory. Fall.

EXER 245. Women in Sport  
One course
A critical survey of the origins and historical evolution of modern women’s sports. The course will consider the social, economic, political and cultural variables which influenced and shaped female athletics. It will also consider the significance of the contemporary women’s sports revolution. Includes an examination of women in sport through historical, physiological and sociological perspectives with emphasis on the obstacles faced by female athletes; the impact of the media; and the implications of federal mandates. Fall.

EXER 250. Prevention and Care of Athletic Injuries  
One course
An introduction to the theoretical and practical approach to caring for injured and ill athletes. Topics include emergency procedures and safety skills; preventive procedures in athletic training; the duties and qualifications of athletic training personnel; and an understanding of the importance of physical conditioning for prevention of injuries. The course includes demonstrations and practical experience in taping and bandaging techniques. Course fee will apply. Spring.

EXER 270. Internship in Sport and Exercise Science  
One course
An opportunity to use the knowledge and skills learned in coursework to gain experience in a real work setting; the apprenticeship aspect of the internship implies that the student has some base of knowledge and will increase her knowledge and skills by direct contact with an experienced, knowledgeable mentor. Open to juniors and seniors with at least a 2.0 cumulative average, maximum credit is one course; admission by application only. Fall and Spring.

EXER 275. Internship in Coaching  
One-half course
An opportunity to use the knowledge and skills learned in coursework for an approved coaching experience of 80-160 hours at the youth, community partnership, junior high, high school or college level. The student will work with an experienced, knowledgeable mentor in an approved setting. Open to coaching minors who have completed all other coursework; maximum credit is one course; admission by application only. Exercise Science majors may, with permission of the program director, satisfy the internship requirement through EXER 270. Fall and Spring.

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

EXER 310. Exercise Physiology  
One course
This course studies the physiological response of the human body to physical activity. The acute and chronic responses to the muscular, cardiovascular, respiratory and other systems of the body are examined. Laboratory experiences will involve the application of concepts regarding the human…
body’s response to the stress of exercise, sport and long-term physical training. Lectures and one two-hour laboratory. Prerequisites: BIOL 218 and 219; MATH 060 or higher. Fall.

EXER 320. Biomechanics of Sport and Exercise  One course
This course is a study of the anatomical and mechanical bases of physical activity with emphasis on the analysis of sport and exercise skills. Content also includes understanding muscular imbalances, physiological support systems, body types, movement behavior and movement efficiency. This course is the physics applied to human movement and students are strongly recommended to have taken PHYS 210 prior to enrollment. Lectures, additional focused colloquium required. Prerequisites: BIOL 218 and 219; MATH 060 or higher; PHYS 210 recommended. Fall.

EXER 330. Measurement, Assessment and Evaluation of Exercise and Sport  One course
This course provides a survey of current assessment instruments in Exercise Science, Sport and Physical Education with an emphasis on test selection, administration and interpretation of results. Principles of test construction and use relative to skills, knowledge and behavior will be included. Prerequisites: BIOL 218 and 219; MATH 060 or higher. Spring.

EXER 340. Scientific Principles of Strength and Conditioning  One course
This course will aid students in gaining knowledge to design and implement strength training and conditioning programs for individuals as well as athletes in a team setting. It will also cover administrative concerns for leadership of such training programs. This course will prepare the student to sit for the Certified Strength & Conditioning Specialist (CSCS) certification from the National Strength & Conditioning Association (NSCA). A passing grade in this course is not, however, a guarantee that the student will pass the CSCS certification examination. May serve as the senior capstone course in the major. Prerequisites: EXER 310 and EXER 320. Spring.

EXER 350. Fitness Instructor Development and Exercise Programming  One course
This course studies appropriate exercise instruction and exercise programming. The course provides for resistive training, anaerobic and aerobic exercise across different populations. A major part of the course will be reviewing competencies for the American College of Sports Medicine (ACSM) Health Fitness Specialist (HFS) certification exam. A passing grade in this course is not, however, a guarantee that the student will pass the ACSM HFS certification examination. May serve as the senior capstone course in the major. Prerequisites: EXER 310 and EXER 320. Spring.
French

Associate Professor Yoon, chair of the department of modern languages; Professor Ljungquist

A goal of any person seeking a liberal education is an understanding of the workings—phonemic, semantic, syntactic, stylistic—of language. Study of a modern language, for sake of contrast and comparison with one’s mother tongue, is highly desirable in producing such an understanding. In addition, study of a modern language is needed more than ever today for transcending cultural barriers. Study of modern languages and cultures promotes rapprochement among nations and peoples.

French is one of two languages offered by the department of modern languages. Foreign study forms a valuable part of education, and the department strongly encourages students to spend their junior year abroad. The department maintains a file of many summer, semester and year-long programs abroad in which our students can participate so that each one can choose the type of program and location which best suits her interests.

Both a major and a minor in French are offered.

French Major (B.A.)
All French courses offered above the 030 level may count toward the major and, unless otherwise indicated, are conducted primarily in French. Nine such courses are required for the major and must include FREN 105 and FREN 206. At least three of the required French courses, including at least one 200 or 300-level course, must be completed at Salem. All majors will be expected to demonstrate an appropriate level of oral and written proficiency in French. During the senior year, each student majoring in French will consult with her advisor and designate a specific course for senior assessment. As part of this course, each student will complete the required components of the senior assessment of learning outcomes.

French Minor
The minor in French requires five courses above the 030 level and must include FREN 105. In addition, one civilization course and one literature course in French are required. At least three of the five courses must be taken at Salem.

French Courses (FREN)

FREN 010. Elementary French I
Basic spoken and written French within the limits of a few simple situations. Elements of pronunciation and basic grammar, with progressive emphasis on reading. Three meetings per week plus two weekly one-hour laboratories. Fall.

FREN 020. Elementary French II
Continuation of FREN 010 at a more advanced level. Three meetings, two one-hour laboratories. Prerequisite: FREN 010 or proficiency equivalent. Spring.

FREN 025. Intensive Elementary French
A comprehensive and intensive study of the basics of French pronunciation, grammar, vocabulary and structure. Practice in speaking, understanding, writing and reading French of increasing difficulty. This class covers the same material as FREN 010 and 020 combined. Designed for
entering students with two or more years of French who do not meet the proficiency requirement to enter FREN 030. Fall.

**FREN 030. Intermediate French I**  
One course  
Speaking, understanding, reading, writing French. Review of basic elements of French grammar. Three meetings, 2 one-hour laboratories. Prerequisite: FREN 020 or proficiency equivalent. Fall, spring.

**FREN 100. Introduction to Literature**  
One course  
Introduction to literature through the study of poetry, film, theatre and short story. Class emphasizes close textual readings, discussion, critical writing and analytical skills. Prerequisite: FREN 030, placement or permission of instructor. Fall.

**FREN 101. Conversational Practice in French**  
One course  
An opportunity for students to speak French in an informal setting. Topics might include current events, work, cultural issues and one’s personal life. Emphasis on improving one’s speaking and listening skills. May be repeated once, for a total of one course credit toward the major or minor. Prerequisite: FREN 030 or equivalent. Offered as needed.

**FREN 105. Intermediate French II**  
One course  
A course to develop fluency and accuracy in the use of spoken and written French. Includes a review of the principles of French syntax, grammar and phonology. Prerequisite: FREN 030, placement or permission of the instructor. Fall.

**FREN 130. French Drama Workshop**  
One course  
Reading, analysis and presentation of plays from the Middle Ages to the modern period. Emphasis on improved oral proficiency, development of theatrical skills and creative approaches to drama. Prerequisites: FREN 030 or permission of instructor. Fall, alternate years.

**FREN 200. Independent Study in French**  
One-quarter to one course  
Independent study under the guidance of a faculty advisor. Open to students with a 2.0 cumulative average, permission of the chair of the department. Independent study may take the form of readings, research, conference, projects and/or field experience. Independent study may be taken for a total of four courses, no more than two in any term. Prerequisite: previous study in French or permission of the instructor.

**FREN 206. Advanced French Composition and Conversation**  
One course  
Advanced study and practice of some of the finer points of grammar, stylistics, idiomatic expression and pronunciation. Limited to 15 students. Four meetings per week. Prerequisite: FREN 105 or permission of the instructor. Offered as needed.

**FREN 210. Business French**  
One course  
Practice in both oral and written forms of communication, with emphasis on their application to practical problems encountered in social or business situations. Attention to social and economic practices which differ from those of the U.S. Two meetings per week. Prerequisites: FREN 105 or permission of the instructor. Offered as needed.
FREN 216. Francophone Literature
An introduction to literature produced in French-speaking countries around the globe. Although the regions and topics studied may vary, the course will place special emphasis on texts produced in Africa and the Antilles. Students will address the cultural and historical realities surrounding the text with particular attention to the representation of women. Prerequisite: FREN 100-level course or permission of the instructor. Spring, alternate years.

FREN 220. Contemporary French Culture
Political, social, economic and cultural developments in contemporary France. Prerequisite: two 100-level FREN courses or permission of the chair of the department. Fall, alternate years.

FREN 231. French Poetry
Analysis, interpretation, translation and writing of French poetry. Emphasis on developing language skills and creativity. Prerequisite: FREN 100-level course or permission of instructor. Fall, alternate years.

FREN 232. French Novel
Reading and analysis of significant French novels of the 19th and 20th centuries with special emphasis on novels by women. Prerequisite: FREN 100-level course or permission of instructor. Spring, alternate years.

FREN 250. Special Topics in French
A special period, issue or theme in French literature or culture is to be studied in depth. Topic and course content will be announced prior to registration. Course may be taught in English or French. French majors will be required to do their reading and writing in French whenever possible. Prerequisite for French majors: FREN 105. No prerequisites for others. Offered as needed.

FREN 270. Internship in French
An opportunity to apply the knowledge and skills the student has learned in courses to real work settings; the apprenticeship aspect of the internship implies that the student has some base of knowledge and will increase her knowledge and skills by direct contact with an experienced, knowledgeable mentor. Open to juniors and seniors with a 2.0 cumulative average; may be taken only once for credit toward the major or minor; admission by application only. Fall and spring.

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

FREN 311. Literature and Culture in the Age of Louis XIV
An intensive study of France from 1643 to 1715. Emphasis on the development of comedy and tragedy, trends in poetry, women’s writing, painting, the beginnings of French opera and the role of Versailles as a hub of cultural production. Prerequisite: FREN 105 and a literature class or permission of instructor. Spring, every third year.
FREN 312. The Eve of the Revolution  One course
Introduction to the thought and literature of the 18th century France. Students will examine social and political criticism at the eve of the Revolution through the study of diverse literary texts. Prerequisite: FREN 105 and a literature class. Spring, every third year.

FREN 313. French Cinema and Culture  One course
A study of French culture as represented in and created by film. Study of classic films, the new wave, heritage films and feminist film. Open to non-French speakers. Prerequisite for French majors or minors: FREN 100-level course. French majors and minors will have a separate class meeting in French. Spring, alternate years.
Salem College offers an undergraduate certificate program in historic preservation. See the section on certificate programs earlier in this catalog for details.

**Historic Preservation Courses (PRS V)**

**PRSV 220. Special Topics in Historic Preservation**

One course

This course provides students with the opportunity to intensively study a specific aspect of the historic preservation field. The content and methods of study will be announced prior to the beginning of the course. Prerequisite: Successful completion of one PSRV course or permission of the historic preservation certificate program coordinator. Offered as needed.

**PRSV 230. Historic Preservation**

One course

Students will gain a general understanding of the historic preservation movement’s history as well as preservation theory, law, and practice at the local, state, federal, and international levels. Topics including cultural landscape preservation and the intersection of archaeology and historic preservation will be explored. The student will also become conversant with the significant types and styles of American architecture. Fall. Cross-listed with ARTD 206.

**PRSV 240. Preservation-Sensitive Sustainable Design**

One course

This course explores the intersection of historic preservation and sustainable design through a discussion of the following topics: economic development tools, including preservation tax credits, energy tax credits and affordable housing; sustainable design, including LEED, weatherization and adaptive reuse; and building technology and materials, including framing/structural materials, bricks and mortar, siding, windows, floors, paint and wallpaper as well as building maintenance and repair and architectural conservation.

**PRSV 250. Public History**

One course

This course provides students with knowledge of best practices in the field of public history. Students will learn basic archival theory and methodology including how documents and artifacts are preserved. The course teaches students to analyze, interpret, and evaluate historical evidence; apply historical perspective to contemporary issues; and include diverse cultural values. Students will explore issues of ethics, politics, interpretation, and access. The course also provides students with an introduction to fields of inquiry which support preservation and historic interpretation including: museum studies, special collections, historic preservation, and historical archaeology. Students of public history will gain historical and specialized knowledge and skills through internships and interactive activities with the goal of conveying historical understanding to the general public. Prerequisite: Either HIST 103 and 104 or HIST 105 and 106. Offered annually. Cross-listed with HIST 211.

**PRSV 270. Internship in Historic Preservation**

One course

An opportunity to use the skills and knowledge the student has learned in historic preservation coursework.
History
Assistant Professor Thomas, chair of the department of history and political science; Assistant Professors Johnson and Prosterman

The department of history and political science offers a major and a minor in history. Among the department’s objectives are the understanding of historiography; an appreciation of the roles of race, class and gender in transforming politics and culture; and the development of personal skills in research, writing, analysis and criticism.

History Major (B.A.)
The major in history requires the completion of eleven courses:

- HIST 103. World History I One course
- HIST 104. World History II One course
- HIST 105. United States History to 1877 One course
- HIST 106. United States History since 1877 One course
- Two HIST courses at the 200-level or above in U.S. history Two courses
- Two HIST courses at the 200-level or above in European history Two courses
- Two HIST courses at the 200-level or above in non-Western history Two courses
- HIST 310. The Clio Colloquium One course

In calculating the completion of major requirements, each 200-level (or above) course may be counted toward only one regional grouping. Up to three political science courses may be substituted upon approval by the department.

History Minor
The minor in history requires the completion of five history courses and must include Survey of World History (HIST 103 and 104) or United States History (HIST 105 and 106), plus three history electives at the 200-level or above, excluding the internship in history (HIST 275). All courses must be taken at Salem or at Wake Forest University. Transfer students may submit the equivalent of HIST 103 and 104 or HIST 105 and 106 for credit toward the minor.

History Courses (HIST)

HIST 103. World History I One course
A survey of the ancient, medieval and early modern societies of African, Europe, Asia, America and the Middle East with a focus on economic, political and cultural developments and cross-cultural contacts and exchanges. Fall.

HIST 104. World History II One course
An examination of the economic, political and cultural forces that shaped world realities from early modern times to the present day, with a focus on the cause and ramifications of the increasing interconnectivity of Africa, Europe, Asia, America and the Middle East. Spring.

HIST 105. United States History to 1877 One course
This course introduces the history of the United States from the fifteenth century through Reconstruction. It emphasizes contact and collision between diverse racial and ethnic cultures; the changing experiences and status of diverse men and women; political, economic and social transformations; and the struggle over freedom and independence. Fall.
HIST 106. United States History Since 1877
Surveying the history of the United States from Reconstruction to the present, this course integrates an array of perspectives concerning the evolution of modern America. In particular, it investigates historical struggles over issues that continue to shape our world, including gender roles, conceptions of race, civil rights, war, economic inequality, citizenship and the power of government in American society. Spring.

HIST 200. Independent Study in History
Independent study under the guidance of a faculty advisor. Open to students with a 2.0 cumulative average and permission of the chair of the department. Independent study may take the form of readings, research, conference, project and/or field experience. Students are expected to develop their independent study proposal with their faculty advisor prior to the term in which the independent study would take place. Independent study may be taken for a total of three courses. Prerequisite: Previous study in history or permission of the instructor.

HIST 205. History of the American South
This course examines the history of the American South from the colonial through the twentieth century. Course topics include slavery, the Civil War, lynching, segregation, the growth of industry and the civil rights movement. Additional topics include American Indians’ racial status; African American women and men in late 19th and early 20th-century politics. Fall, alternate years.

HIST 207. Native American History
This course examines the history of Native American peoples of North America from the pre-colonial period through the present. This course highlights the cultural and historical diversity among native peoples; cultural, religious and economic exchange between Native Americans and African and European newcomers to North America; and patterns of Native American cultural conquest, adaptation and survival. Alternate years.

HIST 208. American Frontier History
This course explores frontiers from treks West to Star Trek, in relation to key events and trends in American history from 16th-century Spanish explorations to 19th-century westward migrations, and from early 20th-century U.S. global expansion to contemporary sci-fi images. It examines how diverse European-descended, Native American and African American men and women have shaped and been influenced by frontier experiences. Alternate years.

HIST 209. African-American History
This course offers a topic-based chronological survey of African American history from the 1600s through the late 20th century. Woven into the course are the experiences and perspectives of women and men occupying different places in the spectrum between slavery and freedom. Key themes include African Americans’ work, political leadership, migration, role in shaping communities and experience of and resistance against slavery, violence, segregation and other forms of injustice. Spring, alternate years.

HIST 210. The Atlantic World
This course explores the history of African, European and Native American peoples who inhabited lands that bordered the Atlantic Ocean between the 15th and 19th centuries. The Atlantic World was a frontier zone for encounter, connection and conquest between peoples of diverse races, classes and genders. Alternate years.
HIST 211. Public History
This course provides students with knowledge of best practices in the field of public history. Students will learn basic archival theory and methodology including how documents and artifacts are preserved. The course teaches students to analyze, interpret, and evaluate historical evidence; apply historical perspective to contemporary issues; and include diverse cultural values. Students will explore issues of ethics, politics, interpretation, and access. The course also provides students with an introduction to fields of inquiry which support preservation and historic interpretation including: museum studies, special collections, historic preservation, and historical archaeology. Students of public history will gain historical and specialized knowledge and skills through internships and interactive activities with the goal of conveying historical understanding to the general public. Prerequisite: Either HIST 103 and 104 or HIST 105 and 106. Offered annually. Cross-listed with PRSV 250.

HIST 212. The Great Depression in History and Memory
The Great Depression of the late 1920s and 1930s brought profound change to American society. This course examines the Depression through sources that reflect its diversity of experiences, including film, oral histories, photography, drama, literature, music, political oratory and historical studies. Particular attention is paid to the importance of gender and race in the history of the Depression era. Fall, alternate years.

HIST 213. Vietnam War
This course begins with an overview of Vietnamese history and then situates the war within the broader context of global anti-imperialist movements of the past century. Students will examine a comprehensive variety of historical sources that reflect the global nature of the conflict, with authors from Vietnam, the United States and other areas of the world.

HIST 214. The Global Cold War
Rather than viewing the Cold War solely as a struggle between the United States and the Soviet Union, this course seeks to reconceptualize the Cold War as a truly global conflict, shaped also by the peoples of Latin America, Africa, Asia and the Middle East. Cross-listed with POLI 214. Spring, alternate years.

HIST 215. Critical Issues in the History of Race and Ethnicity
This course introduces students to the critical analysis of race and ethnicity, with a focus on comprehending theoretical approaches to the study of race and ethnicity prevalent in the United States and throughout the world. Cross-listed with REST 210. Spring.

HIST 219. The United States and the World
This course explores how competing conceptions of power—based upon changing narratives of race, gender, fear, economic interest and national purpose—have shaped the history of the U.S. foreign policy. Spanning from the era of colonial conquest to current conflicts throughout the world, it also examines broad patterns of continuity and change in arguments concerning the use of military force. Fall, alternate years.
HIST 221. American Women’s History  
This course offers a topics-based chronological survey of U.S. women’s history from the 1790s through the 1990s. Woven into this course are the experiences and perspectives of women of diverse races, ethnicities, religions, classes and sexual orientations. Key themes include women’s paid employment, place in politics, role within families and communities, relationship to popular culture, and experience of slavery and social and economic upheaval. Spring.

HIST 222. The Greco-Roman World  
An upper-division survey course of the Greco-Roman world (1150 BCE-400 CE). Offers students an opportunity to become culturally literate in the ideas, institutions and individuals of classical antiquity and their contribution to both western and Islamic civilizations. Alternate years.

HIST 223. Medieval Europe  
An upper-division survey course of Medieval Europe (350-1450 CE). It offers students an opportunity to become culturally literate in the ideas, institutions, and individuals of medieval Europe. It also addresses the interactions between the Christian West and the Islamic East. Alternate years.

HIST 229. History of the British Isles  
A political, social and cultural study of the British Isles from the Middle Ages to the present, including the impact of the British Empire on world history. Alternate years.

HIST 231. Renaissance and Reformation Europe, 1350-1650  
A study of the political, social and cultural history of Europe from 1350-1650. Prominent themes will be the Italian Renaissance, Northern Renaissance, Protestant and Catholic Reformations and the Age of Exploration. Fall, alternate years.

HIST 235. Europe in the Age of Enlightenment and Revolution, 1650-1815  
This course will examine the political, social and cultural history of Europe from the Scientific Revolution to the French Revolution and Napoleonic wars. All of these themes will be examined in the broader context of the Enlightenment and its relationship to other revolutions, including the Revolution of 1688 in England and the American and Haitian revolutions. Spring, alternate years.

HIST 237. Europe’s Radical Century, 1815-1914  
This course explores the Industrial Revolution, nationalism, socialism, communism, liberalism, feminism, imperialism, Social Darwinism and many other “isms” as well as their impact on Europe and the world. Fall, alternate years.

HIST 245. History of Germany  
A political, social and cultural study of Germany from the Middle Ages to the present. Alternate years.

HIST 247. History of Russia  
A political, social and cultural study of Russia from the Middle Ages to the present. Alternate years.
HIST 250. Special Topics in History  One course
A special period, issue or theme in history will be studied intensively. The specific content and methods of study will be announced prior to the beginning of the course. Offered as needed.

HIST 257. Modern Europe, 1914 to the Present  One course
An examination of European history from the origins of World War I to the present. Themes will include World Wars I and II, the Russian Revolution, the Holocaust, decolonization, the Cold War, the Revolutions of 1989, Balkan crises and contemporary issues from environmentalism to globalization. Spring, alternate years.

HIST 265. U.S. Constitutional and Legal History  One course
Studying the U.S. Constitution, Supreme Court decisions, and other legal documents from throughout the nation’s history, students consider how the law has functioned to change, resist, and promote certain interests within society over time. Particular attention is devoted to legal constructions of race, gender roles and sexuality, the changing status of women within the legal system, and women’s activism concerning specific cases, policies, and legislation. Cross-listed with POLI 265. Fall, alternate years.

HIST 269. America in Our Time: 1945 to Present  One course
American domestic politics, social change and foreign policy since World War II. Emphasis on topics such as the Cold War, McCarthyism, the civil rights movement, the women’s movement, the Vietnam War and the post-New Deal welfare state. Spring, alternate years.

HIST 275. Internship in History  One course
An opportunity to use the knowledge and skills the student has learned in coursework to solve problems in a real work setting; the apprenticeship aspect of the internship implies that the student has some base of knowledge and will increase her knowledge and skills by direct contact with an experienced, knowledgeable mentor. Application to and permission of the department is required. Open to sophomores, juniors and seniors with a 2.0 cumulative average. Maximum credit per term is one course. PRSV 270 may substitute for HIST 275.

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

HIST 281. Ottoman Empire  One course
An upper-division course examining the political, social and cultural history of the Ottoman Empire (1300-1921). The Ottoman Empire was an Islamic empire with significant Christian and Jewish minorities. The Ottoman legacy has had a profound impact on the Middle East and Europe. Alternate years.

HIST 285. Modern East Asia  One course
This course provides an overview of East Asia since 1800, focusing on the interconnected histories of China, Korea, Japan and Vietnam. Students examine how diverse peoples from this region shaped ideas, processes, and events of global significance, including anti-colonialism, nationalism, feminism, modernity, communism, capitalism, militarism, the World Wars and the Cold War. Emphasis is also placed on the relationship between East Asia, Europe and the United States throughout this period. Alternate years.
HIST 286. Modern Japan
This course examines the revolutionary changes that have characterized Japanese society since the mid-nineteenth century. Analyzing literature, film and other original works, we will study social and cultural critiques of Japanese identity that challenge popular conceptions of national mission, gender roles, economic development and militarism. Fall, alternate years.

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

HIST 310. The Clio Colloquium
Advanced study of problems in modern historical scholarship involving new interpretations and conceptual models. Required of majors in their senior year. Juniors may take the seminar with permission of the instructor. Spring.
Integrative Studies
Associate Dean for Undergraduate Studies Vinson, coordinator

Integrative Studies Major (B.A.)
The Integrative Studies major provides students the opportunity to pursue an interdisciplinary program of study that is not typically offered as part of the College curriculum. In this major, a student designs a coherent program that combines existing resources in the curriculum to create an interdisciplinary study of a specific area of interest. The major is designed in collaboration with an academic advisor and the director of the Integrative Studies Program. After establishing learning outcomes, the advisor, the director and the student select appropriate courses, internships and learning experiences designed to help the student develop and demonstrate a body of knowledge in a specific area.

The major requires a minimum of ten courses, including advanced courses in at least two disciplines, a senior capstone course/independent study and no more than two additional independent studies. A student in good academic standing may design and submit her proposal in collaboration with a faculty member and the director of the program in her sophomore year or in the first term of her junior year.

Integrative Studies Courses (INTG)

INTG 200. Independent Study in Integrative Studies One-quarter to one course
Independent study under the supervision of a faculty advisor. Open to students with a 2.0 cumulative average and permission of the coordinator of the major. Independent study may take the form of readings, research or project. Independent study may be taken for a total of four courses, no more than two in any one term.

INTG 220. Special Topics in Integrative Studies One course
Investigation of an interdisciplinary topic, issue or problem. Content will vary by instructor(s) and is announced prior to the pre-registration period.

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

INTG 290. Honors Independent Study in Integrative Studies One course
Advanced independent study under the guidance of a faculty advisor. Open to juniors and seniors with a 3.5 G.P.A. in the courses constituting the major and permission of the program coordinator. Honors Independent Study may be taken for a maximum of two courses.
International Business

Associate Professor Yoon, language and culture advisor; Assistant Professor Silbert, business and economics advisor

The departments of modern languages, business and economics offer the major in international business. Rooted in Salem’s liberal arts tradition, this major affirms the benefit of co-curricular programs, emphasizes a global society and prepares a student for professional leadership roles. The major is designed to meet the needs of students who are interested in combining study in modern languages with a preparation for careers in the global market. Such careers may involve activities in sales, marketing analysis, financial transactions and correspondence in various kinds of enterprises with a global scope, including banks, import-export companies, international firms, manufacturers and the travel and tourism industry.

The goal of this major is to provide students with a working knowledge of a modern language and of the culture and history of the countries where the language is spoken, along with a foundation in accounting, business and economics. Students will be able to prepare for graduate school, professional school or corporate training programs by combining their courses in modern languages with work in courses offered by the department of business and economics. Study in modern languages and culture is available in French or Spanish. Students who elect this program are strongly advised to spend at least a term studying in a foreign country to increase their language proficiency and knowledge of the foreign culture. Students interested in this major should consult with the department faculty as early as possible, preferably in the first year. Internships are available in the international departments of various businesses. They may be taken during the January Term, in the Salem Signature or during the summer. These internships offer the student an opportunity to apply what she has learned in the classroom and to explore career opportunities.

International Business Major (B.A.)
The major in international business requires 16 to 17 courses, including one international internship. At least two of the required language courses and at least three of the required business and economic courses must be completed at Salem. All majors will be expected to demonstrate an appropriate level of oral and written proficiency in their chosen modern language. Five courses are required within a selected modern language area, five courses in business administration, two to three courses in economics, three courses in accounting and one international internship.

Major Requirements
Required courses within Modern Language:
(Select one language track):

- FREN 105. Intermediate French II One course
- FREN 206. Advanced French Composition and Conversation One course
- FREN 210. Business French One course
- FREN 220. Contemporary French Culture One course
- One additional 200- or 300-level FREN course One course

OR

- SPAN 105. Intermediate Spanish II One course
- SPAN 206. Advanced Spanish Composition and Conversation One course
- SPAN 210. Business Spanish One course
SPAN 222. Spain
SPAN 228. Latin America

Required courses in Business Administration:
BUAD 201. Principles of Management
FINC 302. Corporate Finance
MKTG 230. Principles of Marketing

Required courses in Economics:
ECON 100. Principles of Economics or
   ECON 110. Introduction to Macroeconomics and
   ECON 120. Introduction to Microeconomics
ECON 260. International Trade and Business

Required courses in Accounting:
ACCT 120. Principles of Financial Accounting
ACCT 130. Principles of Managerial Accounting

Required International Internship, appropriate to chosen language:
   (may be a January Term or Salem Signature internship):
BUAD 270. Internship in Management

Additional Requirements:
Choose three of the following four courses:
ACCT 201. International Accounting
FINC 310. International Finance
MKTG 234. International Marketing
POLI 110. Introduction to International Relations
January Term Courses
Associate Dean for Undergraduate Studies Vinson, coordinator

The January Term provides students with an exciting alternative to the pace of the regular term and the opportunity to concentrate on one subject area of particular interest. January Term is a time when traditional modes of learning give way to a variety of creative and flexible approaches. Students may experiment in learning through independent studies, internships and travel programs. Students also have the opportunity to enroll in one of the many on-campus experimental courses that are offered on a pass/no-credit basis.

January Term Courses (JANX)

JANX 200. Experimental Independent Study: Faculty-Directed One course
Experimental Independent Studies are academic exploration opportunities for students seeking in-depth investigation in an area of special interest not regularly offered at Salem. These studies require approval of the January Program Committee. In faculty-directed study, the faculty member discusses the project with the student at least weekly and the student is assessed based on the criteria outlined on the proposal form. Graded on a pass/no credit basis.

JANX 201. Experimental Independent Study: Self-Directed One course
Experimental Independent Studies are academic exploration opportunities for students seeking in-depth investigation in an area of special interest not regularly offered at Salem. These studies require approval of the January Program Committee. A self-directed study has no regular faculty supervision during January; students are assessed by their faculty sponsor based on the criteria outlined on the proposal form. Self-directed independent studies are available to junior and senior students only. Graded on a pass/no credit basis.

JANX 220. Experimental January Term Course One course
Particular courses and topics for a given term are announced in advance of pre-registration for January Term. Courses offer focused study of a topic outside of traditional disciplinary confines, and may incorporate global, international or multicultural perspectives. Coursework may include group projects, field trips, films, speakers, etc.; oral and/or written coursework is generally required. Some sections may include a Basic Set Fee to cover costs of additional materials necessary for the course. Any Basic Set Fee will be indicated in the course description; such fees must be paid before a student may register for the session. Graded on a pass/no credit basis.

JANX 270. Experimental Internship One course
Internships provide opportunities for students to gain practical experience in a variety of professions. These may include internships in education, government, non-profit organizations, business and industry, hospitals and medical research facilities. The student examines her interests and abilities in the work setting while gaining valuable work experience. Experimental Internships may be particularly suitable for students who have not yet decided on a specific career. Students must have a G.P.A. of 2.0 or higher and must receive approval of the January Program Committee to participate in an experimental internship. Students must go through an internship workshop at Salem College prior to their first internship in order to receive approval. Both the student and the on-site supervisor complete evaluations outlined in the proposal form. The student also is assessed based on criteria outlined in the proposal form. Graded on a pass/no credit basis.
JANX 300. January Term Travel Experience

Each year, travel courses are sponsored by Salem faculty, incorporating classroom work, written assignments and experiential learning in an environment outside the Salem College campus. Destinations and topics vary from year to year, but emphasize global, international or multicultural perspectives. Travel courses maintain the academic rigor of the regular-term course. Faculty may require attendance at pre-travel lectures, as well as written and other work assigned before, during or after the travel period. NOTE: travel deposits may involve significant extra expense; specific costs are detailed prior to pre-registration. Deposits made for January Term travel courses are NOT refundable. Also note that students will not qualify for participation in a JANX 300 travel experience if they have an overdue balance from prior term, if their current balance is overdue or if they are on a monthly payment plan and their payments are not current. Graded on a pass/no credit basis.
Mathematics
Assistant Professor Harrell, chair; Associate Professor Young; Assistant Professor Mattox

The study of mathematics affords excellent training in rigorous deductive logic and familiarizes the student with results and techniques widely applied in science and industry. Students who major or minor in math are prepared for many different experiences after graduation. Some pursue graduate work in mathematics or an allied field. Other students obtain jobs with various industrial and research-oriented firms.

Each student who enters Salem is given a placement test in mathematics. Any student who places in MATH 060 or higher cannot receive credit for MATH 020 or MATH 025.

The secondary teaching certificate in mathematics requires courses beyond those required for the major. Refer to the section on Education.

All math majors must take at least three courses at Salem above the level of MATH 102.

Mathematics Major (B.A.)
The student who seeks the bachelor of arts degree with a major in mathematics must complete ten courses:

- MATH 100. Calculus I
- MATH 101. Calculus II
- MATH 102. Calculus III
- MATH 103. Calculus IV
- MATH 110. Introductory Linear Algebra
- MATH 210. Differential Equations
- MATH 221. Modern Algebra
- MATH 321. Real Analysis or
  - MATH 330. Complex Variables
- One additional MATH elective
- CPSC 140. Introduction to Programming

For a student with a strong mathematics background, MATH 100 and 101 may be waived if proficiency standards are met through examination, and the total number of major requirements is reduced accordingly.

Mathematics Major (B.S.)
The student who seeks the bachelor of science degree with a major in mathematics must complete a total of 16 courses:

- MATH 100. Calculus I
- MATH 101. Calculus II
- MATH 102. Calculus III
- MATH 103. Calculus IV
- MATH 110. Introductory Linear Algebra
- MATH 210. Differential Equations
- MATH 221. Modern Algebra
- MATH 321. Real Analysis or
MATH 330. Complex Variables One course
MATH electives (numbered 107 and above) Three courses
CPSC 140. Introduction to Programming One course
PHYS 210. General Physics I One course
PHYS 220. General Physics II One course
Two courses in a single allied discipline (BIOL, CHEM, ECON or FINC) Two courses

For a student with a strong mathematics background, MATH 100 and 101 may be waived if proficiency standards are met through examination, and the total number of major requirements is reduced accordingly. The two courses in a single allied discipline must be at the 100-level or above; a student may petition the chair of the department of mathematics for permission to include two courses from another allied discipline not listed here.

Mathematics Minor
The minor in mathematics requires the completion of five courses:
MATH 100. Calculus I One course
MATH 101. Calculus II One course
MATH 102. Calculus III or
   MATH 103. Calculus IV One course
MATH electives (numbered above 102) Two courses
Two of the five courses must be taken at Salem. Students who wish to pursue minors in both mathematics and statistics may not submit MATH 107, 122, 132, 140, 162 or 242 for completion of the minor in mathematics.

Statistics Minor
The minor in statistics requires the completion of five courses:
MATH 107. Statistical Methods with R One course
MATH 122. Probability One course
MATH 132. Mathematical Statistics One course
MATH 242. Nonparametric Statistical Methods One course
One course from:
   MATH 110. Linear Algebra One course
   MATH 140. Numerical Analysis One course
   MATH 162. Mathematics of Finance. One course
Two of the five courses must be taken at Salem. Students who wish to pursue minors in both mathematics and statistics may not submit MATH 107, 122, 132, 140, 162, or 242 for completion of the minor in mathematics.

Mathematics Courses (MATH)

MATH 020. College Algebra One course
Structure of algebraic properties of real numbers, polynomials and their roots, rational expressions, exponents and radical expressions, binomial theorem, solution of equations and inequalities, properties of functions and graphing. The course is designed to prepare first-year students for further mathematics courses, such as MATH 025 and MATH 070. Some familiarity with basic algebra is expected. Not included in the major. Prerequisite: placement. Fall, alternate years.
MATH 025. Elementary Functions and Graphs
Functions, including the trigonometric functions, exponential functions and logarithmic functions, will be studied in detail. In addition, topics in analytic geometry, including conic sections and solutions of systems of equations using matrices will be covered. This course is designed to prepare the student for calculus. Prerequisite: MATH 020 or placement. Not included in the major. Fall.

MATH 060. Introduction to Finite Mathematics
A course in mathematics that is applicable in a variety of fields, including business, accounting and the social sciences. Topics include: sets, Venn diagrams, probability, statistics, linear functions, linear regression, systems of linear equations and matrix algebra. Applications are used throughout the course. Other topics such as graphic linear programming, the Simplex method, the mathematics of finance, the game theory, logic and Markov processes may be included at the discretion of the instructor. Some familiarity with basic algebra is expected. Prerequisite: one year of high school algebra or placement. Fall and Spring.

MATH 070. Essential Calculus
An algebra-intensive introduction to calculus with emphasis on applications to business, accounting and social sciences. Derivatives and integrals of polynomial, rational and exponential and logarithmic functions will be discussed. Applications include optimization, price elasticity of demand, point of diminishing returns and producer and consumer surplus. Not included in the mathematics major. Students may not receive credit for both MATH 070 and MATH 100. Prerequisite: MATH 020 or placement. Spring.

MATH 100. Calculus I
Functions, limits, continuity, the derivative and its applications and The Fundamental Theorem of Calculus. Prerequisite: Placement or a grade of C or better in MATH 025. Fall and spring.

MATH 101. Calculus II
Applications of the integral, integration techniques, inverse trigonometric functions, exponential and logarithmic functions, L’Hopital’s Rule, improper integrals, conic sections, parametric and polar equations. Prerequisite: A grade of C or better in MATH 100 or permission of instructor. Fall and spring.

MATH 102. Calculus III
Infinite series, vectors and vector algebra, surfaces in space, lines and planes in space, vector-values functions and an introduction to partial differentiation. Prerequisite: MATH 101. Fall.

MATH 103. Calculus IV
Partial differentiation, properties of the gradient, optimization of multivariate functions, the method of Lagrange multipliers, multiple integrals in rectangular spherical and cylindrical coordinates, vector fields, line and surface integrals, Greens Theorem, the Divergence Theorem and Stokes theorem. An introduction to differential equations may also be included. Prerequisite: MATH 101. Spring.

MATH 107. Statistical Methods with R
This course presents statistical inference with a focus on statistical computing in the R environment. Topics include: graphical representations of data; measures of central tendency and dispersion; binomial, normal, Student’s t, chi2- and F-distributions as they apply to inferential statistics; sampling methods; linear and multi-linear regression, correlation; hypothesis testing; analysis of
variance. Three lectures and a two-hour laboratory per week. Pre-requisite: MATH 100; CPSC 140 strongly recommended.

**MATH 110. Introductory Linear Algebra** One course

**MATH 122. Probability** One course
Probability theory, including discrete and continuous random variables, moments and moment-generating functions, bivariate distributions, the Central Limit Theorem, Chebychev’s Inequality and the Law of Large Numbers. Required for secondary certificate. Prerequisite: MATH 101. Fall, alternate years.

**MATH 132. Mathematical Statistics** One course
A calculus-based treatment of both descriptive and inferential statistics. Topics will include organizing data, sampling distributions, hypothesis testing, estimation theory, regression, correlation and analysis of variance. Emphasis will be placed on both theory and applications. Prerequisite: MATH 122. Spring, alternate years.

**MATH 140. Introduction to Numerical Analysis** One course
Solutions of equations in one variable, interpolation and polynomial approximation, numerical differentiation and integration, solutions of linear systems and initial value problems for ordinary differential equations. Examples will be taken from the physical and biological sciences. Prerequisite: MATH 102 and CPSC 140. Offered as needed.

**MATH 162. Mathematics of Finance** One course
This course covers the basic mathematical concepts in consumer-related instruments and derivative asset pricing. The mathematical formulas associated with consumer instruments, including effective rates of interest, annuities, sinking funds, and amortized loans, will be derived and explained in detail. A discussion of the principal assets traded in financial markets, such as Arbitrage Pricing Theory, will be followed by detailed explanations and derivations of the formulas associated with bond valuation, and the pricing of options and derivative securities in the contexts of binomial probability trees and the Black-Scholes option-pricing model. Both American- and European-style options are included in the course. Pre-requisite: MATH 102.

**MATH 200. Independent Study in Mathematics** One-half to two courses
Independent study under the guidance of a faculty advisor. Open to students with a 2.0 cumulative average and permission of the chair of department. Independent study may take the form of readings, research, conference, project and/or field experience. Independent study may be taken for a total of four courses, no more than two in any term.

**MATH 202. College Geometry** One course
An axiomatic approach to the foundations of finite geometries, Euclidean, Hyperbolic and Elliptic geometries, transformational geometry in the plane, convexity and an introduction to topology. Additional topics, including graph theory, knot theory, fractal theory, projective geometry and Euclidean constructions, may also be included at the discretion of the instructor. Required for secondary certificate. Prerequisite: MATH 110. Spring, alternate years.
MATH 210. Differential Equations  
Basic theory of ordinary differential equations of first order and first degree with applications; linear differential equations and linear systems; operational methods, numerical methods, solutions in series, existence and uniqueness theorems. Prerequisite: MATH 101. Falls, alternate years.  

MATH 221. Modern Algebra  
Elementary theory of groups, rings, integral domains and fields; properties of number systems; polynomials; and the algebraic theory of fields. Required for secondary certificate. Prerequisite: MATH 110. Fall, alternate years. 

MATH 240. Topology  
Point set topology, including basic topological properties, metric spaces, topological spaces and product spaces. Offered as needed. 

MATH 242. Nonparametric Statistical Methods  
This course is an introduction to the methods of statistical analysis appropriate to categorical and other data when no assumptions are or can be made about the parent distribution of the data. The Wilcoxon Rank-Sum test and other rank tests, goodness of fit tests and signed tests will be discussed. Data sets will be included from marketing, sociology, biology, psychology and education. Computer usage required, though students may use whatever statistical computing environment with which they are familiar. Pre-requisite: MATH060, MATH 070 or 100 plus one of the following: BIOL 205, BUAD 240, ECON 320, MATH 107, MATH 132, PSYC 101 or SOCI 215.  

MATH 250. History of Mathematics  
A general survey of the history and development of mathematical ideas and thought. Topics include Egyptian, Babylonian, Hindu-Indian, ancient Greek and Arabic mathematics, as well as mathematics from outside Western tradition. The birth of Calculus and selected topics from the 19th and 20th centuries will be included. Biographical and historical content will be supplemented by the study and application of techniques and procedures used in earlier eras. Thus, this will be a “working” course in which students will focus on doing sample problems in ways that illustrate important developments in mathematics. Prerequisite: MATH 101.  

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

MATH 280. Special Topics in Mathematics  
Investigation of a topic, issue or problem in mathematics. Topics might include: history of mathematics, mathematical modeling, dynamical systems, graphical programming.  

MATH 290. Honors Independent Study in Mathematics  
Advanced independent study under the guidance of a faculty advisor. Normally open to juniors and seniors with a 3.5 average in mathematics. Subject to the approval of the chair of the department. Honors work may be taken for a maximum of two courses.
MATH 321. Real Analysis
A rigorous treatment of the real number system, limits, continuity, sequences, series, differentiation and Riemann integration. Prerequisite: MATH 103. Spring, alternate years.

MATH 330. Complex Variables
The complex number system; complex-valued functions; limits and continuity; complex differentiation and analytic functions; complex integration and Cauchy Theory; infinite series. Prerequisites: MATH 102 and 110. Spring, alternate years.
Music

Salem Distinguished Professor Lister-Sink, Director of the School of Music; Associate Professor Olsen, Assistant Director of the School of Music; Assistant Professors Sepulveda and Swenson; Instructor Brown

The Salem College School of Music offers a healthful, stimulating environment in which students obtain a unique blend of excellent professional and liberal arts training. Through this training, students develop their talent to its fullest potential and prepare themselves for the world beyond Salem: graduate school, study abroad, professional internships and the job market.

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

In addition to its college-level program, the School of Music supports a variety of music education programs through the Center for Musical Excellence at Salem College (CMESC). CMESC offers private instruction in music to children and adults. Music majors have the benefit of observing and participating in CMESC programs as part of their training.

Opportunities to study in the School of Music include pursuing the Bachelor of Music (B.M.) degree in performance (with a concentration in flute, guitar, organ, piano or voice) and the Bachelor of Arts degree in music (B.A.). Students may also earn the Bachelor of Arts with a minor in music or a minor in musical theater. All music majors, in any degree program, and music minors, must pass an entrance performance assessment.

Students can work toward a B.M. in Performance in flute, guitar, organ, piano or voice. Music lessons in these and other instruments are available to both B.A. music majors and non-majors by audition (in the case of music majors and minors) or permission of the instructor (in case of elective lessons). A student wishing to take Applied Lessons (MUSI 037, 041, 044, or 047) who is neither a major nor minor must pay an Applied Lessons Fee, and must supply her own instruments. Students interested in studying instruments other than flute, guitar, organ, piano or voice should contact the School of Music for further information. Membership in Salem ensembles is open to all qualified students, regardless of major. Salem’s cross-registration agreement with nearby Wake Forest University provides both music majors and non-music majors with additional ensemble opportunities such as the Marching Band, Symphonic Wind Ensemble, and Symphony Orchestra. Interested students should contact the Wake Forest University department of music at (336) 758-5364 for audition, schedule, and other information on these ensembles.

Music students are highly encouraged to study Arts Management, offered through a separate program at Salem College. The arts management degree programs and courses are described separately in the catalog.

Music majors should consult the School of Music Handbook for more detailed statements of mission, goals and objectives and for information on procedures.

For a description of the Certificate Program in Injury-Preventive Keyboard Technique, see the section on certificate programs located separately in this catalog.
Music Major (B.A.)
Salem College offers the bachelor of arts in music.

Required Courses for the Bachelor of Arts in Music, totaling 15.75 courses:

- MUSI 161. Music Theory I Three-quarter course
- MUSI 162. Music Theory II Three-quarter course
- MUSI 213. Music Theory III Three-quarter course
- MUSI 214. Music Theory IV Three-quarter course
- MUSI 171. Aural Skills I One-quarter course
- MUSI 172. Aural Skills II One-quarter course
- MUSI 173. Aural Skills III One-quarter course
- MUSI 174. Aural Skills IV One-quarter course
- MUSI 118. Music History I One course
- MUSI 217. Music History II One course
- MUSI 218. Music History III One course
- MUSI 223. Alexander Technique One-quarter course
- MUSI 022, 025, 028, 038, 043, 046 or 048. Applied Music for Majors A minimum of eight semesters of one-quarter course each, totaling two courses
- MUSI 050, 051, 052, 053, 054, 055 or 056. Ensembles A minimum of eight semesters of one-quarter course each, totaling two courses
- MUSI 011, 012, 013 and 014. Keyboard Musicianship I through IV or
- MUSI 116. Injury-Preventive, Well Coordinated Keyboard Technique and
- MUSI 247. Intermediate Keyboard Harmony and Improvisation and
- MUSI 248. Advanced Keyboard Harmony and Improvisation Totaling one course
- MUSI 390. Senior Seminar in Music One-half course
- ARMN 100. Introduction to Arts Management or ARMN 110. The Arts in the Community One course
- ARMN 120. The Artist as Entrepreneur or ARMN 215. Performing Arts Management One course
- MUSI elective One course

Music Major (B.M.)
The bachelor of music degree in performance is available with a concentration in flute, guitar, organ, piano or voice. The following courses must be completed at Salem: two years of applied music, one year of ensemble, one advanced course in music theory, one course in music history, one course in music pedagogy, one music literature course and Senior Seminar (MUSI 390).

Bachelor of music students must be assessed in order to be admitted to the degree by taking an extended jury in the first year. Students enroll in 0.25 course credits of lessons (applied music) in the fall of the first year and enroll in 0.75 course credits of lessons for each subsequent semester, for a total of 5.5 courses of lessons. Specific requirements will vary depending on the instrument of the major; see below.

In order to continue in the B.M. degree, the student must pass a qualifying jury in the major instrument during the spring semester, sophomore year.
All Bachelor of Music students must complete a core of 12.75 courses:

MUSI 161. Music Theory I  Three-quarter course
MUSI 162. Music Theory II  Three-quarter course
MUSI 213. Music Theory III  Three-quarter course
MUSI 214. Music Theory IV  Three-quarter course
MUSI 171. Aural Skills I  One-quarter course
MUSI 172. Aural Skills II  One-quarter course
MUSI 173. Aural Skills III  One-quarter course
MUSI 174. Aural Skills IV  One-quarter course
MUSI 118. Music History I  One course
MUSI 217. Music History II  One course
MUSI 218. Music History III  One course
MUSI 223. Alexander Technique  One-quarter course
MUSI 305. Women in Music  One course
MUSI 316. Music Technology  One course
MUSI 285. Intermediate Recital  No course credit
MUSI 385. Advanced Recital  No course credit
MUSI 390. Senior Seminar  One-half course
ARMN 100. Introduction to Arts Management  or ARMN 110. The Arts in the Community-One course
ARMN 120. The Artist as Entrepreneur  or ARMN 215. Performing Arts Management  One course
MUSI elective (any MUSI course open to music majors)  One course

Additional Requirements for Performance Major in Piano, totaling 11 courses:

MUSI 022. Applied Piano for Majors  One-quarter course
MUSI 023. Applied Piano for Majors (Intensive)  Seven semesters, totaling five and one-quarter courses
MUSI 050, 051, 052, 053, 054, 055 or 056. Ensembles  Eight semesters, totaling two courses
MUSI 116. Injury-Preventive, Well Coordinated Keyboard Technique  One-half course
MUSI 247. Intermediate Keyboard Harmony and Improvisation  One-quarter course
MUSI 248. Advanced Keyboard Harmony and Improvisation  One-quarter course
MUSI 243. Piano Sight Reading  One-quarter course
MUSI 244. The Art of Accompanying  One-quarter course
MUSI 231. Piano Literature  One course
MUSI 255. Piano Pedagogy  One course

Additional Requirements for Performance Major in Voice, totaling 11.5 courses:

MUSI 028. Applied Voice for Majors  One-quarter course
MUSI 029. Applied Voice for Majors (Intensive)  Seven semesters, totaling five and one-quarter courses
MUSI 050, 051, 052, 053, 054, 055 or 056. Ensembles  Eight semesters, totaling two courses
MUSI 011. Keyboard Musicianship I  One-quarter course
MUSI 012. Keyboard Musicianship II  One-quarter course
MUSI 013. Keyboard Musicianship III  One-quarter course
MUSI 014. Keyboard Musicianship IV  One-quarter course
(Voice students with advanced keyboard skill may, with permission of the keyboard faculty, complete the MUSI 116/247/248 sequence in lieu of Keyboard Musicianship I through IV.)
MUSI 242. Diction  One course
MUSI 232. Vocal Literature  One course
MUSI 256. Voice Pedagogy  One course

Additional Requirements for Performance Major in Organ, totaling 11 courses:
MUSI 025. Applied Organ for Majors  One-quarter course
MUSI 026. Applied Organ for Majors (Intensive)  Seven semesters, totaling five and one-quarter courses
MUSI 050, 051, 052, 053, 054, 055 or 056. Ensembles  Eight semesters, totaling two courses
MUSI 116. Injury-Preventive, Well Coordinated Keyboard Technique  One-half course
MUSI 247. Intermediate Keyboard Harmony and Improvisation  One-quarter course
MUSI 248. Advanced Keyboard Harmony and Improvisation  One-quarter course
MUSI 245. Sacred Music Skills  One-half course
MUSI 235. Organ Literature  One course
MUSI 257. Organ Pedagogy  One course

Additional Requirements for Performance Major in Flute, totaling 10.75 courses:
MUSI 038. Applied Flute for Majors  One-quarter course
MUSI 039. Applied Flute for Majors (intensive)  Seven semesters, totaling five and one-quarter courses
MUSI 050, 051, 052, 053, 054, 055 or 056. Ensembles  Eight semesters, totaling two courses
MUSI 011. Keyboard Musicianship I  One-quarter course
MUSI 012. Keyboard Musicianship II  One-quarter course
MUSI 013. Keyboard Musicianship III  One-quarter course
MUSI 014. Keyboard Musicianship IV  One-quarter course
(Flute students with advanced keyboard skill may, with permission of the keyboard faculty, complete the MUSI 116/247/248 sequence in lieu of Keyboard Musicianship I through IV.)
MUSI 237. Flute Literature  One course
MUSI 238. Orchestral Excerpts for Flute  One-quarter course
MUSI 258. Flute Pedagogy  One course

Additional Requirements for Performance Major in Guitar, totaling 10.5 courses:
MUSI 048. Applied Guitar for Majors  One-quarter course
MUSI 049. Applied Guitar for Majors (intensive)  Seven semesters, totaling five and one-quarter courses
MUSI 050, 051, 052, 053, 054, 055 or 056. Ensembles  Eight semesters, totaling two courses
MUSI 011. Keyboard Musicianship I  One-quarter course
MUSI 012. Keyboard Musicianship II  One-quarter course
MUSI 013. Keyboard Musicianship III  One-quarter course
MUSI 014. Keyboard Musicianship IV  One-quarter course
(Guitar students with advanced keyboard skill may, with permission of the keyboard faculty, complete the MUSI 116/247/248 sequence in lieu of Keyboard Musicianship I through IV.)
MUSI 239. Guitar Literature  One course
MUSI 259. Guitar Pedagogy  One course

Music Minor
The minor in music, available to any student majoring in an area other than music, consists of the following course requirements:
MUSI 011. Keyboard Musicianship I  One-quarter course
MUSI 012. Keyboard Musicianship II  One-quarter course
MUSI 161. Music Theory I  Three-quarter course
MUSI 162. Music Theory II  Three-quarter course
MUSI 171. Aural Skills I  One-quarter course
MUSI 172. Aural Skills II  One-quarter course
MUSI 118. Music History I  One course
MUSI 050, 051, 052, 053, 054 or 055. Ensembles  Two semesters, totaling one-half course
MUSI 021, 024, 027, 037, 041, 044 or 047. Applied Music for Non-Majors  Four semesters, totaling one course
MUSI elective  One course

Musical Theater Minor
The minor in musical theater consists of the following course requirements, all of which must be taken at Salem:
MUSI 161. Music Theory I  Three-quarter course
MUSI 171. Aural Skills I  One-quarter course
MUSI 103. The Musical in America  One course
MUSI 151. Acting  One course
MUSI 027. Applied Voice for Non-Majors  Four semesters, totaling one course
MUSI 150. Musical Theater  Four semesters, totaling one course

Music Entrepreneurship Minor
The minor in Music Entrepreneurship is intended for students pursuing a B.A. or B.M. in music. See the Arts Management section of the catalog for details. A student may not minor in both Music Entrepreneurship and Arts Management nor may she major in Arts Management and minor in Music Entrepreneurship.

Music Courses (MUSI)
MUSI 010. Keyboard Class for Non-Music Majors  One-quarter course
This beginning-level course provides an introduction to the keyboard. Students will learn to identify notes on the grand staff, develop a solid well-coordinated technical foundation for future growth, play a variety of left-hand accompaniment patterns, demonstrate basic rhythm patterns and perform elementary-level solos and ensemble repertoire. Students will also be introduced to computer software programs that allow for recording, editing and producing creative music projects. Fall and Spring.
MUSI 011. Keyboard Musicianship I
For music majors with little or no prior keyboard experience, this course instills a basic technical foundation to playing the piano, while building the skills of becoming a functional musician. Class activities include repertoire, harmonization, transposition, applied music theory, playing by ear, ensemble playing and improvisation. The digital keyboard lab introduces students to some of the uses of MIDI technology. Normally taken in conjunction with MUSI 161 and 171. Fall.

MUSI 012. Keyboard Musicianship II
A continuation of the four-semester Keyboard Musicianship sequence. Students further develop their reading fluency and technical skills. Application of music theory concepts continues to guide the student in demonstrating a musical approach to these concepts. Class activities include repertoire, harmonization, transposition, applied music theory, playing by ear, ensemble playing, improvisation and accompanying. Students learn to play all major and harmonic minor scales (two octaves, hands alone) and all major and minor arpeggios (two octaves, hands alone). Spring.

MUSI 013. Keyboard Musicianship III
A continuation of the four-semester Keyboard Musicianship sequence. Students further develop their reading fluency and technical skills. Class activities include repertoire, harmonization, transposition, applied music theory, playing by ear, ensemble playing, improvisation and accompanying. Students begin transposing instrumental parts and learning skills for score reading at the keyboard. Scales and arpeggios are reinforced (hands alone). Fall.

MUSI 014. Keyboard Musicianship IV
A continuation of the four-semester Keyboard Musicianship sequence. Students further develop their reading fluency and technical skills. Class activities include repertoire, harmonization, transposition, applied music theory, playing by ear, ensemble playing, improvisation and accompanying. Students will prepare for the Piano Proficiency Exam administered at the end of this semester by the music faculty. Spring.

MUSI 015. Class Voice
An introduction to basic vocal technique intended primarily for non-voice and beginning voice majors. Fall and Spring.

MUSI 021. Applied Piano for Non-Majors
For music majors whose concentration is not piano, or for music minors, or for non-majors taking lessons for enrichment, individual piano instruction, plus a one-hour studio class.

MUSI 022. Applied Piano for Majors
For music majors whose concentration is piano, individual piano instruction, plus a one-hour studio class.

MUSI 023. Applied Piano for Majors (Intensive)
For bachelor of music majors whose concentration is piano or injury-preventive keyboard technique certificate students, individual piano instruction, plus a one-hour studio class.

MUSI 024. Applied Organ for Non-Majors
For music majors whose concentration is not organ, or for music minors, or for non-majors taking lessons for enrichment, individual organ instruction, plus a one-hour studio class.
MUSI 025. Applied Organ for Majors  
One-quarter course  
For music majors whose concentration is organ, individual organ instruction, plus a one-hour studio class.

MUSI 026. Applied Organ for Majors (Intensive)  
One three-quarter course  
For bachelor of music majors whose concentration is organ, individual organ instruction, plus a one-hour studio class.

MUSI 027. Applied Voice for Non-Majors  
One-quarter course  
For music majors whose concentration is not voice, or for music minors, or for non-majors taking lessons for enrichment, individual voice instruction, plus a one-hour studio class.

MUSI 028. Applied Voice for Majors  
One-quarter course  
For music majors whose concentration is voice, individual voice instruction, plus a one-hour studio class.

MUSI 029. Applied Voice for Majors (Intensive)  
One three-quarter course  
For bachelor of music majors whose concentration is voice, individual voice instruction, plus a one-hour studio class.

MUSI 037. Applied Flute for Non-Majors  
One-quarter course  
For music majors whose concentration is not flute, or for music minors, or for non-majors taking lessons for enrichment, individual flute instruction, plus a one-hour studio class.

MUSI 038. Applied Flute for Majors  
One-quarter course  
For music majors whose concentration is flute, individual flute instruction, plus a one-hour studio class.

MUSI 039. Applied Flute for Majors (Intensive)  
One three-quarter course  
For bachelor of music majors whose concentration is flute, individual flute instruction, plus a one-hour studio class.

MUSI 041. Applied Strings for Non-Majors  
One-quarter course  
For music majors whose concentration is not strings, or for music minors, or for non-majors taking lessons for enrichment, individual strings instruction, plus a one-hour studio class. The specific instrument is indicated in the section title.

MUSI 043. Applied Strings for Majors  
One-quarter course  
For music majors whose concentration is strings, individual strings instruction, plus a one-hour studio class. The specific instrument is indicated in the section title.

MUSI 044. Applied Winds for Non-Majors  
One-quarter course  
For music majors whose concentration is not a wind instrument (other than flute), or for music minors, or for non-majors taking lessons for enrichment, a half-hour of individual wind instruction, plus a one-hour studio class. The specific instrument is indicated in the section title.

MUSI 046. Applied Winds for Majors  
One-quarter course  
For music majors whose concentration is a wind instrument (other than flute), individual wind instruction, plus a one-hour studio class. The specific instrument is indicated in the section title.
MUSI 047. Applied Guitar for Non-Majors  
For music majors whose concentration is not guitar, or for music minors, or for non-majors taking lessons for enrichment, individual guitar instruction, plus a one-hour studio class.

MUSI 048. Applied Guitar for Majors  
For music majors whose concentration is guitar, individual guitar instruction, plus a one-hour studio class.

MUSI 049. Applied Guitar for Majors (Intensive)  
For bachelor of music majors whose concentration is guitar, individual guitar instruction, plus a one-hour studio class.

MUSI 050. Salem College Chorale  
A women’s ensemble open to all members of the Salem College community. Emphasis on developing good choral ensemble skills and building vocal technique. Audition required.

MUSI 051. Salem College Chamber Choir  
An ensemble dedicated to highly polished performances of the finest repertory for women’s voices. Audition required.

MUSI 052. Symphony Chorale  
Participation in the Winston-Salem Symphony Chorale. Experience in performing works for chorus and orchestra.

MUSI 053. Piano Ensemble  
Study of the four-hand literature for one and two pianos.

MUSI 054. Orchestra  
Performance of literature for larger instrumental ensemble.

MUSI 055. Chamber Music Ensemble  
Performance of chamber music from the standard repertory.

MUSI 056. SuperTonix  
This a capella choral group is open to members of the Chamber Choir and Chorale by audition. Public performances on campus and at other locations will be scheduled each semester. Membership is diverse and draws from all majors. The repertoire includes vocal jazz, college a capella, pop and swing choral literature.

MUSI 103. The Musical in America  
The development of the musical from its European origins to its uniquely American character. Open to non-majors.

MUSI 105. Women in Music  
An exploration of the contributions and roles of women in music as performers, teachers, conductors and patrons over the history of Western civilization. Underlying psychological, neurological, historical and sociological patterns that affect women’s productivity positively or negatively will be examined. Videos, sound recordings, concerts, guest lectures, interviews and field trips will enhance appreciation of women in today’s world in all genres of music, including popular, country, classical, jazz and new age. No prerequisites; open to non-majors.
MUSI 107. Introduction to Music of the World  
This course presents an introduction to the relationship between music and the culture in which it originates. It will focus on music from traditions outside of Western Europe. Through the study of selected cultures, students will develop an understanding of how culture influences the sound as well as the uses of a society’s music. In addition, they will gain an appreciation of that culture’s music.

MUSI 111. Fundamentals of Music  
This course will provide an introduction to basic principles of music including pitch, rhythmic notation, key signatures and fundamental chord relationships. Tools include computer programs in tandem with a MIDI keyboard. No prerequisites. Open to non-majors.

MUSI 116. Injury-Preventive, Well-Coordinated Keyboard Technique  
This course is designed to give the keyboard major practical and theoretical knowledge of the fundamentals of a holistic, healthful technique. It addresses biomechanics, keyboard mechanics, wellness and instructions in the fundamentals of healthful sound production through the Lister-Sink Method. Students apply principles of injury-preventive technique to basic keyboard exercises, studies and graduated repertoire. Instruction includes a beginning week of intensive daily workshops, followed by a weekly group and private lessons, as well as guest lectures. It is recommended that this course be taken concurrently with MUSI 223 (Alexander Technique).

MUSI 117. Making Sense of Music – Listening with 21st Century Ears  
This course will explore elements, forms and styles of music from a variety of traditions, including western classical, popular music and world music. Prior music training is not required.

MUSI 118. Music History I  
The first part of the course presents an overview of music history and literature, surveying the main stylistic trends from early music to the present. Then the course begins a more in-depth study of music, musical styles, and the forces that influence them, beginning with the ancient world and continuing to the early Baroque. Prerequisite: MUSI 162. Fall.

MUSI 150. Musical Theater  
The basic techniques of singing and their applications to musical theater repertoire and performance. Participation in musical production. May be repeated for credit. Fall and Spring.

MUSI 151. Acting  
The fundamentals of acting, e.g., improvisation, scene and character preparation, concentration development as a means of facilitating creativity and spontaneity in the medium of musical theater. Spring.

MUSI 161. Music Theory I  
This course introduces the student to music theory, a subject that comprises the musical materials and procedures of the Common Practice period. It addresses aspects of melody, harmony, texture, rhythm, form, musical analysis, elementary composition, and to some extent, history and style. The student's ability to read and write musical notation is fundamental to such a course. It is also assumed that the student has acquired (or is acquiring) at least basic performance skills in voice or on an instrument. Must be taken concurrently with MUSI 171 unless exception approved by the instructor. Fall.
MUSI 162. Music Theory II  
Three-quarter course  
This course continues the process of the student learning the principles of voice leading, part writing, harmonic progression and sequence, form and non-chord tones. Must be taken concurrently with MUSI 172 unless exception approved by the instructor. Prerequisite: MUSI 161. Spring.

MUSI 171. Aural Skills I  
One-quarter course  
Musicianship skills such as dictation and other listening skills, sight-singing, rhythm reading, interval identification, scales, chord identification and keyboard harmony are considered an important part of the theory course. This class will help to develop these skills. Must be taken concurrently with MUSI 161 unless exception approved by the instructor. Fall.

MUSI 172. Aural Skills II  
One-quarter course  
This course will help the student continue the development of musicianship skills in the student. Sight-singing, rhythm reading, listening skills will be continued and more dictation will be stressed. Must be taken concurrently with MUSI 162 unless exception approved by the instructor. Prerequisite: MUSI 171. Spring.

MUSI 173. Aural Skills III  
One-quarter course  
This course will help the student continue the development of musicianship skills in the student. Sight-singing, rhythm reading, listening skills will be continued and more dictation will be stressed. Must be taken concurrently with MUSI 213 unless exception approved by the instructor. Prerequisite: MUSI 172. Fall.

MUSI 174. Aural Skills IV  
One-quarter course  
This course will help the student develop the skills to demonstrate improved ability to sing at sight, to perform musical dictation and write compositions. Sight-singing, rhythm reading and listening skills will be continued. Must be taken concurrently with MUSI 214 unless exception approved by the instructor. This course is the final course for students preparing for the second year sight-singing proficiency exam. Prerequisite: MUSI 173. Spring.

MUSI 200. Independent Study in Music  
One-half to two courses  
Independent study under the guidance of a faculty advisor. Open to students with a 2.0 cumulative average and permission of the director of the School of Music. Independent study may take the form of readings, research, conference, project and/or field experience. Independent study may be taken for a total of four courses, no more than two in any term.

MUSI 213. Music Theory III  
Three-quarter course  
This course continues the process of the student learning secondary functions, modulations, forms, modes, the Neapolitan chord and Augmented sixth chords. Must be taken concurrently with MUSI 173 unless exception approved by the instructor. Prerequisite: MUSI 162. Fall.

MUSI 214. Music Theory IV  
Three-quarter course  
This course continues the process of the student learning Twentieth century music and the materials and techniques of that period. Post-tonal theory will be introduced and techniques such as minimalism, indeterminacy, electronic and computer music, twelve-tone serialism, and integral serialism will be discussed. Must be taken concurrently with MUSI 174 unless exception approved by the instructor. Prerequisite: MUSI 213. Spring.
MUSI 216. Pedagogy of Injury-Preventive, Well-Coordinated Keyboard Technique  One course
This course examines the components of sound pedagogy while emphasizing the most effective means of teaching injury-preventive on the elementary and intermediate levels through the Lister-Sink Method. Instruction includes lectures on methodology, educational psychology, learning styles, lesson planning, studio set-up and video analysis. Students complete 10 weeks of student teaching. Prerequisite: MUSI 116.

MUSI 217. Music History II  One course
Continuing studies of music history, beginning around 1600 and continuing through 1800. Prerequisites: MUSI 118 and MUSI 213. Spring.

MUSI 218. Music History III  One course
Continuing studies of music history, from 1800 to the present. Prerequisite: MUSI 217. Spring.

MUSI 223. Alexander Technique  One-quarter course
The Alexander Technique teaches instrumentalists and singers to identify and prevent unnecessary patterns of tension during practice and performance. Study of the technique improves coordination, promotes ease and freedom of movement and helps the musician avoid strain and injury. Pass/no credit grading. May be repeated for credit.

MUSI 225. Special Topics in Music  One-quarter to one course
An investigation of a topic of importance to the contemporary musician. The specific course content will vary in response to new developments in music—either in technology, research or practice. Prerequisites are announced prior to registration and listed in the course schedule.

MUSI 226. Keyboardists’ Injuries: Causes and Cures  One course
The objectives of this course are to identify and study in depth the injuries that afflict keyboardists; to study history and present state of the field of music medicine; to study current mainstream medical and complementary approaches to healing; and to develop a common language to bridge the music and medical worlds. This course will equip more fully the future teacher not only to teach injury-preventive technique but also to be able to help guide the injured keyboardist to the appropriate health-care professionals, and then to be a partner in the rehabilitation and retraining process.

MUSI 230. Music of a Genius or Genre  One course
Either the works of a single composer will be studied to appreciate his/her unique place in history or a specific genre by various composers will be examined. Prerequisite: permission of the instructor.

MUSI 231. Piano Literature  One course
A survey of piano literature, and its forerunners, from the Baroque period to the present. Includes the development of the piano; analyses of significant keyboard works; and an examination of recordings of distinguished historic performers of the 20th century. Prerequisite: MUSI 218.

MUSI 232. Vocal Literature  One course
An examination of primarily secular song literature from the 17th through the early 20th centuries, with an emphasis on the German Lied of the 19th and early 20th century and the French Melodie of the same period. Emphasis on performance styles and on the great singers. Prerequisite: MUSI 218. Spring, alternate years.
MUSI 235. Organ Literature
One-half to one course
Principles of organ design and construction, and the history of the development of the organ. A survey of organ literature from the Robertsbridge Codex (1325) to present composition; includes research and performance projects focusing on the performance practices of each period. Normally offered across two semesters, totaling one course. Prerequisite: MUSI 218.

MUSI 237. Flute Literature
One course
This course will offer a survey of the literature of the flute and piccolo in orchestral, chamber music and solo repertory. It will also explore the evolution of the flute from ancient to modern times. Prerequisite: MUSI 218.

MUSI 238. Orchestral Excerpts for Flute
One-quarter course
This course will examine flute and piccolo excerpts from the standard orchestral literature, highlighting audition materials of the major symphony orchestras. Students will be coached on how to prepare excerpts and will participate in a mock audition with feedback. This course will also address all aspects of successful auditions and the expectations demanded of them in a professional orchestra. Prerequisites: Senior standing or permission of instructor.

MUSI 239. Guitar Literature
One-half to one course
An historical and stylistic survey of literature for guitar, lute and vihuela from the sixteenth century to modern times. Major composers, genres, readings and specific works from each style period will be examined in regard to performance practice, listening and analysis. Short works will be assigned for mid-term performance projects. Normally offered across two semesters, totaling one course. Prerequisite: MUSI 218.

MUSI 241. Composition
One-half course
Studies of the craft of contemporary composition; original written work. May be repeated for credit. Prerequisite: MUSI 212. Fall and Spring.

MUSI 242. Diction
One-half to one course
The basics of the International Phonetic Alphabet and rules for pronunciation in English, Italian, French, German, and Spanish. Normally offered across two semesters. Prerequisite: Junior standing or permission of the instructor. Fall, alternate years.

MUSI 243. Piano Sight Reading
One-quarter course
A practical method of building and refining sight reading skills for use in accompanying and chamber music. Fall, alternate years.

MUSI 244. The Art of Accompanying
One-quarter course
Study and application of the principles of vocal and instrumental accompanying. Prerequisite: MUSI 243 or permission of instructor. Spring, alternate years.

MUSI 245. Sacred Music Skills
One-quarter to one-half course
Emphasis on skills necessary to become a successful church musician. Improvisation will be an integral part of the course each semester. Topics covered include hymnology, liturgy and worship styles, creative hymn-playing, accompanying, sight-reading, transposition, conducting from the console, rehearsal techniques and church music administration. Prerequisite: MUSI 214.
MUSI 247. Intermediate Keyboard Harmony and Improvisation  
One-quarter course
A thorough exploration of keyboard skills, including simple harmonic progressions and figured bass, harmonization, modulation, transposition, an introduction to reading open scores and C clefs, as well as the development of rudimentary skills in improvisation. Prerequisites: MUSI 213, two semesters of applied piano. Required of all piano and organ majors (B.A. or B.M.); open to others based on demonstrated ability. Fall.

MUSI 248. Advanced Keyboard Harmony and Improvisation  
One-quarter course
A continuation of MUSI 247, with more emphasis on advanced harmonic progression, figured bass and continuo playing, harmonization, modulation, transposition, reading open scores and C clefs, as well as the development of more refined skills in improvisation. Prerequisite: MUSI 247. Required of all piano and organ majors (B.A. and B.M.); open to others who demonstrate exceptional ability at the keyboard. Spring.

MUSI 255. Piano Pedagogy  
One-half to one course
The purpose of this course is to define the characteristics of sound pedagogy through lectures, reading assignments, and observation of teaching; to survey and assess teaching methods; and to acquire foundational pedagogical skills through student teaching. Normally taught across two semesters. Students complete 10 weeks of student teaching. Prerequisite: Junior standing or permission of instructor.

MUSI 256. Vocal Pedagogy  
One course
The purpose of this course is to develop a working (anatomical and physiological) knowledge of the human voice and an understanding of healthful vocal technique. Also includes the practical application of this knowledge to teaching voice. Students complete 10 weeks of student teaching. Prerequisites: Junior standing or permission of instructor.

MUSI 257. Organ Pedagogy  
One course
Students will review, examine, and evaluate pedagogical materials and methods sources, and explore teaching techniques to develop a working knowledge of the instructional literature. Supervised applied teaching will be a significant part of the course. Students complete 10 weeks of student teaching. Prerequisites: Junior standing or permission of instructor.

MUSI 258. Flute Pedagogy  
One course
This course will explore topics related to the development and understanding of flute pedagogy as well as extra-musical considerations involved in being a successful educator. Topics may include but are not limited to: understanding the mechanics of the instrument, care and minor repair of the instrument, tone development, playing position, fingerings and technique, pitch tendencies, musical styles, recognizing a student’s strengths and weaknesses, problem solving, recital programming, studio development and recruiting. Students complete 10 weeks of student teaching. Prerequisites: Junior standing or permission of instructor.

MUSI 259. Guitar Pedagogy  
One course
In this course, students will develop an overview of the major pedagogical methods and instructional literature, including the historical evolution of guitar teaching. An emphasis is placed on the application of pedagogical theory to real-world teaching situations. Students will complete 10 weeks of student teaching. Prerequisites: Junior standing or permission of instructor.
MUSI 263. Instrumental Techniques: Brass/Percussion  One-half course
This course will focus on developing familiarity with the brass and percussion instrument families, as well as learning basic skills on the instruments sufficient to demonstrate and teach at beginning levels of proficiency. Students will also develop skills of transposition for instruments and the ability to perform simple instrument repairs.

MUSI 265. Instrumental Techniques: Strings/Woodwinds  One-half course
This course will focus on developing familiarity with the string and woodwind instrument families, as well as learning basic skills on the instruments sufficient to demonstrate and teach at beginning levels of proficiency. Students will also develop skills of transposition for instruments and the ability to perform simple instrument repairs.

MUSI 270. Internship in Music  One course
An opportunity to apply knowledge and skills that the student has learned in coursework in a real work setting, the music internship provides the music major with an opportunity to experience career possibilities in music in off-campus and/or on-campus settings. Possible assignments may include studio teaching, Suzuki teaching, church music experience, experience with performing organizations, etc. Prerequisite: senior standing.

MUSI 285. Intermediate Recital  No course credit
A half recital (one-half hour of music). This is one of two required recitals for bachelor of music students. Recommended to be given in the spring of junior year. Bachelor of arts degree students who give a senior recital must sign up for this course. Coursework includes preparation of all music for the recital and preparation of program materials. Prerequisite: Permission of instructor.

MUSI 290. Honors Independent Study in Music  One course
Open to juniors and seniors with a 3.5 average in music; subject to the approval of the director the School of Music. Honors work may be taken for a total of no more than two courses.

MUSI 303. The Musical in America  One course
A course for bachelor of music students offered concurrently with MUSI 103 (see MUSI 103 for a complete description). Students enrolled in MUSI 303 will do additional research and presentations on a level suitable for an upper division course in the Bachelor of Music.

MUSI 304. Injury-Preventive, Well-Coordinated Keyboard Technique  One-half to one course
This course is designed to give the keyboard major practical and theoretical knowledge of the fundamentals of a holistic, healthful technique. It addresses biomechanics, keyboard mechanics, wellness and 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 recommended that this course be taken concurrently with MUSI 223 (Alexander Technique). MUSI 304 is designed for post-baccalaureate students enrolled in the Professional Certificate Program and is offered concurrently with MUSI 116. Students enrolled in MUSI 304 will do additional research and presentations on a level suitable for an upper division course in the Bachelor of Music.
MUSI 305. Women in Music
A course for Bachelor of Music students offered concurrently with MUSI 105 (see MUSI 105 for a complete description). Students enrolled in MUSI 305 will do additional research and presentations on a level suitable for an upper division course in the Bachelor of Music.

MUSI 307. Introduction to Music of the World
A course for Bachelor of Music students offered concurrently with MUSI 107 (see MUSI 107 for a complete description). Students enrolled in MUSI 307 will do additional research and presentations on a level suitable for an upper division course in the Bachelor of Music.

MUSI 316. Music Technology
A survey of digital tools and equipment used in making music. Areas of science (acoustics), aesthetics, and the history of sound production and reproduction will contextualize the course. Following this introduction, a hands-on approach to using some of these tools of digital technology will take place in the new Salem College Audio Studio. Creative projects include work with MIDI synthesizers, sequencers, and microphones. Music teachers, performers, composers, and arrangers will learn practical ways of using technology to communicate, educate, and entertain. Prerequisite: Students must have passed the Keyboard Proficiency Exam or have permission from the instructor.

MUSI 317. Form and Analysis
Structural principles in music of various periods analyzing music from folk songs to symphonies. Emphasis will be placed on recognizing structural form by sight and by ear. Prerequisite: MUSI 214.

MUSI 318. Counterpoint
An introduction to 16th Century (modal) and 18th Century (tonal) counterpoint. Representative works will be analyzed, primarily 16th Century sacred repertoire and Bach two-part inventions. Composing in each style will also be part of the course. Prerequisite: MUSI 214.

MUSI 322. Arranging and Orchestration
Instruction includes arranging and adapting music for various ensembles from a variety of sources to meet the needs and ability levels of school performing groups and classroom situations, including arranging for instruments. Prerequisite: MUSI 213.

MUSI 330. Conducting and Rehearsal Techniques
The primary focus is the development of the psychomotor skills needed for clear and expressive conducting, plus the study of and experience in basic conducting techniques. Problem solving and decision-making are emphasized with regard to tempo, dynamics, performer’s ability, difficulty of music, instrumentation, balance, blend, pitch, rhythmic accuracy, and score reading. Prerequisite: MUSI 162 or permission of instructor.

MUSI 331. Advanced Conducting and Literature
Students will demonstrate a continued development of the conducting skills acquired in MUSI 330 by studying/conducting the literature representing various historical styles and genres. The conductor will communicate those styles through appropriate gestures and imagery. Rehearsal procedures, score preparation, and baton technique will be emphasized. The student will explore literature of all genres, but the section selected will dictate the predominant focus (instrumental or choral). Prerequisite: MUSI 330.
MUSI 385. Advanced Recital  
No course credit  
A full recital (50-60 minutes of music). This is the second of two required recitals for bachelor of music degree students. Normally given in the senior year. Prerequisite: Permission of instructor.

MUSI 390. Senior Seminar  
One-half course  
The purpose of this capstone course is two-fold: First, to synthesize the various aspects of musical training—music history, theory and performance—in performance, critical listening, and written critiquing. Second, to explore components of creative entrepreneurship in preparation for entering the music profession.
Not-for-Profit Management

Assistant Professor Rodriguez, coordinator

The not-for-profit management program offers a major and a minor in not-for-profit management. For a description of the Certificate Program in Not-for-Profit Management, see the section on certificate programs earlier in this catalog.

Not-for-Profit Management Major (B.A.)
The not-for-profit management major is an interdisciplinary one that combines study in the social sciences, accounting and/or the sciences with courses specific to the field of not-for-profit management. It introduces students to “Third Sector” corporations and prepares them to assume leadership roles in those organizations. The field includes advocacy, arts and culture, health care, philanthropic, private education, religious and social service organizations. Within the major, students must complete a core of nine management courses and five management electives. Not-for-profit management majors must take all of their not-for-profit management (NFPM) courses at Salem. Opportunities are available for majors to do internships in a variety of local, state, and national not-for-profit organizations.

Required courses for the major:

Core Courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 322</td>
<td>Campaign Communication</td>
<td>One course</td>
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<tr>
<td>NFPM 170</td>
<td>Financial Management for Not-for-Profit Organizations</td>
<td>One course</td>
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<tr>
<td>(ACCT 130. Principles of Managerial Accounting may be substituted for this requirement.)</td>
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<tr>
<td>NFPM 100</td>
<td>The Not-for-Profit Corporation</td>
<td>One course</td>
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<td>NFPM 250</td>
<td>Not-for-Profit Fundraising</td>
<td>One course</td>
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<tr>
<td>NFPM 270</td>
<td>Not-for-Profit Management Internship</td>
<td>One course</td>
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<tr>
<td>NFPM 301</td>
<td>Organizational Planning and Evaluation</td>
<td>One course</td>
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<tr>
<td>NFPM 310</td>
<td>Not-for-Profit Management and Governance</td>
<td>One course</td>
</tr>
<tr>
<td>NFPM 390</td>
<td>Senior Seminar in Not-for-Profit Management</td>
<td>One-half course</td>
</tr>
<tr>
<td>NFPM 395</td>
<td>Senior Project in Not-for-Profit Management</td>
<td>One-half course</td>
</tr>
<tr>
<td>POLI 105</td>
<td>Introduction to Public Policy</td>
<td>One course</td>
</tr>
</tbody>
</table>

Major Electives

Choose two of the following:

COMM 206. Strategic Communication Writing
COMM 321. Community Communication
POLI 150. Public Policy Analysis
POLI 230. State and Local Government Policy
SOCI 215. Social Statistics

Choose three of the following:

ARMN 110. The Arts in the Community
NFPM 130. Making Change: Public Policy, Advocacy, and Grassroots Organizing or
COMM 221. Rhetoric of Social Intervention
NFPM 140. Social Entrepreneurship
NFPM 150. Web-Based Marketing and Fundraising Tools
NFPM 160. Non-Governmental Organizations
NFPM 180. Volunteer Management  
NFPM 200. Independent Study in Not-for-Profit Management  
NFPM 280. Topics in Not-for-Profit Management  
NFPM 290. Honors Independent Study in Not-for-Profit Management

*Other options may be approved upon petition to the relevant department chair and the director of the not-for-profit management program. (Both must concur.)*

**Recommended Electives (optional)**

- COMM 120. Oral Communication
- ECON 100. Principles of Economics *or* ECON 120. Introduction to Microeconomics
- MKTG 230. Principles of Marketing

**Not-for-Profit Management Minor**

The minor in not-for-profit management can be successfully combined with many majors. A few examples include history (for museum work), biology or chemistry (for work with environmental advocacy organizations) and sociology (for work with social service agencies). The minor in not-for-profit management requires completion of six courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Course Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>NFPM 100</td>
<td>The Not-for-Profit Corporation</td>
<td>One course</td>
</tr>
<tr>
<td>NFPM 250</td>
<td>Not-for-Profit Fundraising</td>
<td>One course</td>
</tr>
<tr>
<td>NFPM 301</td>
<td>Organizational Planning and Evaluation</td>
<td>One course</td>
</tr>
<tr>
<td>NFPM 310</td>
<td>Not-for-Profit Management and Governance</td>
<td>One course</td>
</tr>
</tbody>
</table>

Choose two from the following:

- NFPM 130. Making Change: Public Policy, Advocacy, and Grassroots Organizing *or*
- NFPM 140. Social Entrepreneurship
- NFPM 150. Web-Based Marketing and Fundraising Tools
- NFPM 160. Non-Governmental Organizations
- NFPM 180. Volunteer Management
- NFPM 280. Topics in Not-for-Profit Management

**Not-for-Profit Management Courses (NFPM)**

**NFPM 100. The Not-for-Profit Corporation**  
One course  
A study of the basic structure and governance of not-for-profit corporations, including comparison with for-profit and governmental structures. Management, tax and legal issues will be introduced.

**NFPM 130. Making Change: Public Policy, Advocacy, and Grassroots Organizing**  
One course  
An introduction to public policy and to the means of effecting change in it. The principal focus of the course will be on lobbying, advocacy and grassroots organizing as tools for influencing public policy. Cross-listed as SOCI 130.

**NFPM 140. Social Entrepreneurship**  
One course  
An introduction to the creation of enduring change in social systems. The course will present historical models of social entrepreneurs as well as contemporary examples. Emphasis will be placed upon the transferable lessons that those examples represent. The subset of social entrepreneurship that emphasizes fiscal sustainability will also be presented. Cross-listed as SOCI 140.
NFPM 150. Web-Based Marketing and Fundraising Tools One course
An introduction to the potential of the Internet for marketing and fund-raising. Students will examine online tools and practices that have application to increasing organizational visibility, developing/maintaining contact with stakeholders and accepting donations. Particular attention will be given to social networking possibilities.

NFPM 160. Non-Governmental Organizations One course
An introduction to civil society organizations on the international level. Their historical development and current status will be presented, along with a comparison with not-for-profit corporations in the U.S. Prerequisite: NFPM 100 or permission of instructor.

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

NFPM 180. Volunteer Management One course
An introduction to principles and practices of volunteer management in not-for-profit corporations. Prerequisite: NFPM 100 or permission of instructor.

NFPM 200. Independent Study in Not-for-Profit Management One-quarter to one course
Independent study under the guidance of a faculty advisor. Open to students with a 2.0 cumulative average. Independent study may take the form of readings, research, conferences, project and/or field experience. Independent study may be taken for a total of four courses, no more than two in any term. Permission of director.

NFPM 250. Not-for-Profit Fundraising One course
A study of resource development for not-for-profit corporations. Topics to be studied include grant writing, special events, donor solicitation, planned giving, fundraising drives and capital campaigns. Prerequisite: NFPM 100 or permission of the instructor.

NFPM 270. Internship in Not-for-Profit Management One course
Opportunity to develop and enhance management skills in the environment of a not-for-profit corporation. Open to sophomores, juniors and seniors; admission by application only.

NFPM 280. Topics in Not-for-Profit Management One course
In-depth study of an issue (or issues) of special current importance in the field of not-for-profit management. (E.g., Lobbying and Advocacy, Public Policy, Governance.)
NFPM 290. Honors Independent Study in Not-for-Profit Management  One course
Advanced independent study under the guidance of a faculty advisor. Normally open to juniors and seniors with a 3.5 average in not-for-profit management, subject to the approval of the program coordinator. Honors Independent Study may be taken for a maximum of two courses.

NFPM 301. Organizational Planning and Evaluation  One course
A course to teach and develop skills in strategic thinking and approaches to planning as well as organizational and program evaluation. Prerequisite: NFPM 100 or permission of the instructor.

NFPM 310. Not-for-Profit Management and Governance  One course
Advanced study of management issues in not-for-profit corporations, including organizational assessment, public policy and governance. Prerequisite: NFPM 100 or permission of the instructor.

NFPM 390. Senior Seminar in Not-for-Profit Management  One-half course
Students will complete a portfolio documenting experience and/or competence in topics and skills essential to successful management of the not-for-profit organizations. This course will include preparation for and successful completion of a comprehensive exam. Students will participate in discussions of contemporary issues in the field and plan their senior projects.

NFPM 395. Senior Project in Not-for-Profit Management  One-half course
Students will complete a significant project demonstrating preparedness for professional work in the discipline. The project may be production of an event, a practical plan or evaluation for an organization (e.g., a funding plan, a program evaluation, or an organizational assessment), or a major research paper on an aspect of not-for-profit management. Some elements of NFPM 390 may be continued in NFPM 395.
Philosophy

Assistant Professor Adrian, chair of the department of religion and philosophy; Associate Professor Rushing

Philosophy is the practice of critical reflection and creative speculation on the given. As such it aims to give a reasoned conception of the universe and the place of human life in it, and to define the ideals which call for recognition in the moral, social, aesthetic and religious realms.

The philosophy major has many general uses since its methods are applicable to any field. Skills that are cultivated in this area of study include general problem solving, logical and critical thinking and facility in both written and oral communication. For this reason the philosophy major provides excellent preparation for careers in law, public policy and management and for positions of leadership and responsibility.

Philosophy Major (B.A.)
The major in philosophy requires completion of nine courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>PHIL 101</td>
<td>Introduction to Philosophy</td>
</tr>
<tr>
<td>PHIL 121</td>
<td>Logic</td>
</tr>
<tr>
<td>PHIL 207</td>
<td>Greek Philosophy or Modern Philosophy</td>
</tr>
<tr>
<td>PHIL 390</td>
<td>Senior Seminar</td>
</tr>
<tr>
<td>PHIL electives</td>
<td>Five courses</td>
</tr>
</tbody>
</table>

With permission of the department, relevant offerings in other departments may be accepted to satisfy the major. Philosophy majors are strongly encouraged to broaden their learning experience by taking advantage of philosophy courses offered in other colleges. However, at least five of the required philosophy courses, including PHIL 390, must be completed at Salem.

Philosophy Minor

The minor in philosophy requires completion of five courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 101</td>
<td>Introduction to Philosophy</td>
</tr>
<tr>
<td>PHIL 121</td>
<td>Logic</td>
</tr>
<tr>
<td>PHIL 122</td>
<td>Ethics or Business Ethics</td>
</tr>
<tr>
<td>PHIL electives</td>
<td>Two courses</td>
</tr>
</tbody>
</table>

Three of the five courses must be taken at Salem.

Philosophy Courses (PHIL)

PHIL 101. Introduction to Philosophy

The methods and aims of philosophy. Survey of several important philosophical problems such as the nature of reality and being (metaphysics), the nature of truth and our means of access to it (epistemology), the principles of moral behavior and a virtuous life (ethics), the rules of correct reasoning (logic) and the essential characteristics of beauty and art (aesthetics). Topics are illustrated by readings from ancient and modern times.
PHIL 121. Logic
Logic is the science of valid inference. Problems and principles of deductive and inductive inference, of formal and informal logical systems. Emphasis on the relevance of logic to ordinary human activities.

PHIL 122. Ethics
Philosophical inquiry into the nature and grounds of morality. Examination of the main types of ethical theory and the central concepts and problems of ethics, e.g., What is it to be a morally good person? How do I discover what I ought to do and why should I do it? Is morality a matter of reason or feeling or some combination of these? Credit will not be given for both PHIL 122 and PHIL/BUAD 124.

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

PHIL 200. Independent Study in Philosophy
Independent Study under the guidance of a faculty advisor. Open to students with an average of 2.0 and permission of the chair of the department. Independent study may take the form of readings, conferences, projects and/or field experience. Independent study may be taken for a total of four courses. No more than two in any term. Prerequisite: At least one philosophy course and the permission of the department.

PHIL 202. Problems of Philosophy
An in-depth examination of two or three philosophical problems. Topics in the past have included the mind-body relationship, personal identity, evil, the meaning of life, process metaphysics and existentialism.

PHIL 207. Greek Philosophy
Philosophical thought from its origins in ancient Greece through the Hellenistic period. Primarily an introduction to Socrates, Plato and Aristotle with overviews of those who preceded and succeeded them. The main themes are metaphysics (theory of reality) and epistemology (theory of knowledge). Prerequisite: One course in philosophy.

PHIL 208. Modern Philosophy
Philosophical thought from Descartes to Kant. Examination of the major metaphysical (theory of reality) and epistemological (theory of knowledge) issues of this period. Prerequisite: one course in philosophy.

PHIL 210. Individual Philosophers
The works of a classical philosopher, ancient (e.g., Plato) or modern (e.g., Kant).

PHIL 220. Topics in Philosophy
Philosophical investigation of a topic of importance in the contemporary world. Topics in the past have included feminism and philosophy, aesthetics, mythology, mysticism and women philosophers.
PHIL 248. Modes of Knowing: Epistemological Investigations for Educators One course
This is a humanities course which focuses on the philosophical area of epistemology. The fundamental principle that informs the course is that any educator must recognize and utilize the fact that there is considerable variety in human modes of knowing and learning. In order to cultivate sensitivity to this cognitive multiplicity, we will explore relevant artistic productions as well as philosophical and literary texts.

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

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

PHIL 302. Philosophy of Religion One course
The main problems of the philosophy of religion (e.g., nature of the religious dimension of life, the problem of evil, justification of faith) as treated in the works of various philosophers. Cross-listed as RELI 302. Prerequisite: a minimum of one course in philosophy or religion.

PHIL 390. Senior Seminar One course
The senior seminar in philosophy is required of all majors and is designed to provide them with the opportunity for an in-depth examination of a topic of special interest to the student. The topic of the seminar is chosen by the student in consultation with the staff in philosophy. The course meets once a week and is conducted as a seminar involving active discussions between faculty and students.
Physical Education
Athletic Director Barrett, chair of department of exercise science and wellness; Assistant Athletic Director Pryor; Instructors Callahan and Stevens

The mission of the physical education and wellness program is to improve students’ understanding of the intrinsic value of healthy living by promoting well-being and physical activity. This is accomplished through the Wellness for Life course (PHED 050) and a variety of activity and team courses.

The Salem Signature general education program requires the completion of at least physical education activity courses and a full-term half-course on wellness. (Students registered in a degree program through the Martha H. Fleer Center for Adult Education are exempt from the physical education requirements but may elect to take activity courses on a space-available basis and subject to additional tuition charges.)

Students are required to complete two activity courses and are permitted to enroll in a maximum of four for-credit physical education activity courses, for the equivalent of one course. This one-course credit equivalent is in addition to the required 0.5 course of PHED 050 (Wellness for Life). Students shall not be permitted to repeat for credit an activity course they have already passed. If the student chooses to repeat a PHED activity course, she would need to audit it. Auditing any activity course does not satisfy the general-education activity requirement.

A student may substitute one semester of a team sport or one dance technique course for either of the two required PHED activities. Team sports do not receive course credit, though they may satisfy one activity requirement. A student could, for example, enroll in one team sport and one dance activity course to satisfy the requirement. However, a student may not substitute two team sports or two dance technique courses for both activity requirements. (Note: Satisfaction of the general-education physical activity requirement is calculated on the basis of courses, not credits. Therefore, enrolling in one 0.5 credit dance course would satisfy only one-half of the general-education physical activity requirement.)

The goal of the activity, dance and team sports courses is to promote physical fitness and well-being, develop motor skills and cognitive strategies, learn rules and enhance the intrinsic enjoyment of participation in physical activity. A second goal is to provide a breadth of experiences for each student to understand physical activity across the lifespan.

Physical Education Courses (PHED)
All physical education activity classes are offered on a rotating or as-needed basis. With the exception of PHED 050, courses are graded pass/no credit. Courses numbered 001 to 099 are full-term courses. Courses numbered 100-199 are offered in the first half of a semester. Courses numbered 200-299 are offered in the second half of a semester. See the Dance section of the catalog for course descriptions of Dance courses that may satisfy the activity requirement.

PHED 011. Lifeguard Training
One-quarter course
This full-term activity course is designed to instruct in advanced water rescues and escape techniques. Completion of course results in certification in American Red Cross Lifeguard Training, CPR for the
Professional Rescuer, First Aid and Automated External Defibrillator. Must be able to swim 300 yards.

**PHED 012. Cross-Country Team**

No course credit

Participation in the Salem College varsity cross-country team. Students must abide by team rules, attend practices and competitions and meet academic and medical eligibility as established by the NCAA, Great South Athletic Conference and Salem College. No course credit, but completion may satisfy one of the two required physical education activities of the general education program. May be repeated.

**PHED 015. Equestrian Riding**

No course credit

Students will acquire and improve the necessary skills for successful horsemanship. Instruction is individually scheduled at Hidden K Stables and other sites as needed. A full-term activity course. Additional fee required.

**PHED 017. Basketball Team**

No course credit

Participation in the Salem College varsity basketball team. Students must abide by team rules, attend practices and competitions and meet academic and medical eligibility as established by the NCAA, Great South Athletic Conference and Salem College. No course credit, but completion may satisfy one of the two required physical education activities of the general education program. May be repeated.

**PHED 018. Soccer Team**

No course credit

Participation in the Salem College varsity soccer team. Students must abide by team rules, attend practices and competitions and meet academic and medical eligibility as established by the NCAA, Great South Athletic Conference and Salem College. No course credit, but completion may satisfy one of the two required physical education activities of the general education program. May be repeated.

**PHED 019. Tennis Team**

No course credit

Participation in the Salem College varsity tennis team. Students must abide by team rules, attend practices and competitions and meet academic and medical eligibility as established by the NCAA, Great South Athletic Conference and Salem College. No course credit, but completion may satisfy one of the two required physical education activities of the general education program. May be repeated.

**PHED 020. Volleyball Team**

No course credit

Participation in the Salem College varsity volleyball team. Students must abide by team rules, attend practices and competitions and meet academic and medical eligibility as established by the NCAA, Great South Athletic Conference and Salem College. No course credit, but completion may satisfy one of the two required physical education activities of the general education program. May be repeated.

**PHED 045. Softball Team**

No course credit

Participation in the Salem College varsity softball team. Students must abide by team rules, attend practices and competitions and meet academic and medical eligibility as established by the NCAA, Great South Athletic Conference and Salem College. No course credit, but completion may satisfy one of the two required physical education activities of the general education program. May be repeated.
PHED 050. Wellness for Life
One-half course
Integrates the basic components of wellness in order to achieve lifelong patterns of well-being. The course offers current information in areas of healthy living that include exercise, lifestyle modification, healthy nutrition, weight management, stress management, hypokinetic diseases, care and prevention of injuries, prevention of sexually transmitted diseases and substance abuse. Emphasis is on application of knowledge through the use of decision-making and behavior modification skills in order to make healthy choices. This required course is designed to be taken during the first year.

PHED 126/226. Kickboxing
One-quarter course
This class is a high-energy, entire-body workout that can incorporate shuffles, interval rope jumping, jabs and kicks to increase cardio-respiratory endurance.

PHED 127/227. Pilates
One-quarter course
This course is a series of mat exercises based on controlled flowing movements. It is designed to develop deep-torso strength and flexibility. The course also emphasizes strength, energy and balance.

PHED 128/228. Self-Defense
One-quarter course
This course will address physical, verbal and psychological strategies that women can use to avoid and confront potential assaults.

PHED 130/230. Water Fitness
One-quarter course
Designed for all students, regardless of water ability. This course incorporates moderate to intense cardio-respiratory exercise in the water through the use of games and aerobic routines. Swimming ability is not required. It is recommended that a student feel comfortable around water.

PHED 133/233. Zumba
One-quarter course
This course is ideal for all students. Focus is on low-impact exercises that improve cardiovascular endurance.

PHED 137/237. Golf
One-quarter course
This course examines and applies the fundamentals and skills of golf. Selection and care of equipment, history and rules of the game, safety, etiquette, instruction and practice will be included. Additional fees required.

PHED 140/240. Social Dance
One-quarter course
An introduction to the various forms of social dance. Genres may include social dances from cultures across the world.

PHED 142/242. Level I Swimming
One-quarter course
Geared toward students with limited experience in the water. This course teaches the basics of swimming as defined by the American Red Cross. Students will learn floating, breath control, treading water, basic water safety and stroke technique.

PHED 143/243. Level II Swimming
One-quarter course
Focus on improving physical fitness and developing stroke technique. Class emphasizes stroke development and progression of water skills.

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PHED 144/244. Tennis  One-quarter course
Emphasis placed on skill acquisition of the basic strokes: forehand, backhand, serve and volley. Introduction to rules and scoring.

PHED 146/246. Women on Weights  One-quarter course
This course is designed to provide an introduction or to develop skills on free weights and equipment. Focus will be on sculpting, toning, muscular strength and endurance.

PHED 147/247. Yoga  One-quarter course
Emphasis on focus and deep breathing to increase strength, flexibility and relaxation. Yoga styles vary based on instructor.

PHED 149/249. Circuit Training  One-quarter course
This course involves cardio and muscle conditioning at a series of workout. Alternating between cardio and muscular development, this course emphasizes the entire body.

PHED 151/251. FIST: Functional Integrated Strength Training  One-quarter course
This course focuses on strength and flexibility through the use of exercise balls, hand weights, tubes and floor exercises.

PHED 152/252. Fit Walk  One-quarter course
Ideal for all students, this course uses walking as a fun and energetic exercise alternative.

PHED 156/256. Functional Fitness and Weight Management  One-quarter course
This course is designed for the beginning student with an emphasis on proper exercise technique and weight management.

PHED 157/257. Fit Swim  One-quarter course
Designed for the intermediate to advanced swimmer. This course promotes fitness through the use of varied swim workouts. Students will learn lap swimming terminology and techniques. Instruction will also be given on flip turns and fitness principles.

PHED 158/258 Bowling  One-quarter course
An activity course that examines and applies the fundamentals and skills of bowling. Students will demonstrate knowledge of bowling history, scoring, handicapping and skills in bowling and etiquette. Additional fees required.

PHED 159/259. Biking / Cycling  One-quarter course
Introduction to and practice in bicycling either off-road or road riding. Basic maintenance skills such as adjusting derailiers, brakes and changing tires will be presented. Information on cycling for fitness, racing and bicycle touring will be presented. Additional fee may be required.

PHED 163/263. Special Topics in Physical Education  One-quarter course
A physical education course not offered on a regular basis. The subject matter of the course will be announced prior to the beginning of pre-registration.

PHED 164/264. Aerobic Conditioning  One-quarter course
Using various aerobic dance forms, this course is designed to bring forth high aerobic exercise set to fast-paced contemporary music. The course may include workouts in a variety of forms, including Zumba, Hip-Hop, Jazz, Salsa, etc.
PHED 165/265. Cardio Toolbox  One-quarter course
This course utilizes various tools to involve cardio and muscle conditioning at a series of workout stations. Tools may include rings, jump ropes, agility ladders, tires, medicine balls, kettle balls and bands.

PHED 168/268. Core Conditioning  One-quarter course
This course is designed to use innovative exercise concepts to develop overall functional strength, muscular endurance, balance and coordination, particularly to the stabilizing muscles of the body, commonly referred to as the core muscles (body’s mid-section). Yoga and Pilates are often integrated into the course.

PHED 169/269. Hiking  One-quarter course
Get off campus to discover the natural wonder surrounding us. These outings provide skills necessary to go out on one’s own hikes. No experience necessary. Some weekend day trips will be required. A course fee may apply.

PHED 170/270. First Aid and CPR: Emergency Response  One-quarter course
Physics

Assistant Professor Ye

General physics courses are offered as an enrichment to other curricular offerings in the sciences. PHYS 210 and 220 are required courses in certain of the majors within the B.S. and B.A. degrees. There is no major or minor available in physics.

Physical Science Courses (PHSC)

PHSC 050. Physical Science One course
This course is designed for the non-science major. The laws and theories which describe the nature of the physical universe will be examined through lectures and demonstrations. Basic scientific literacy is the ultimate goal of the course. Three lectures. Offered as needed.

Physics Courses (PHYS)

PHYS 210. General Physics I One course
The fundamental principles of classical mechanics and fluids. Three lectures and one two-hour laboratory per week. Prerequisite: MATH 070 or 100 (or equivalent). Fall.

PHYS 220. General Physics II One course
The fundamental principles waves, electricity, magnetism and light. Three lectures and one two-hour laboratory per week. Prerequisite: PHYS 210. Spring.
Political Science
Associate Professor Foley, director; Assistant Professor Boyd

The department of history and political science offers a major and a minor in political science. The study of politics in the department is intended to acquaint the student with the major principles, institutions and problems which have historically shaped society and the state. Such a program of study includes the politics of America, Europe and the international order. Moreover, it includes the problems of conflict, of society’s organization and of the policy-making process both here and abroad. The study of politics is meant to prepare the student for advanced study or for a professional career. Courses in political science count toward the major in history.

Political Science Major (B.A.)
A major consists of eleven courses. Students majoring in political science are required to complete four core courses, to complete five courses within a particular track (Political Science track, Public Policy track or International Relations track), plus two additional POLI or approved interdisciplinary electives.

Core Courses:
- POLI 100. Survey of Political Science
- POLI 130. Research Methods
- POLI 210. Political Thought and Theory
- POLI 310. Senior Seminar in Political Science

Choose one of the following tracks:

Political Science:
- POLI 110. Introduction to International Relations
- POLI 120. American Politics and Public Policy
- POLI 140. Comparing Governments
- POLI 240. American Foreign Policy
- POLI 260. The Political Economy of the State

Public Policy:
- POLI 105. Introduction to Public Policy
- POLI 150. Public Policy Analysis
- POLI 160. Gender, Politics and Policy
- POLI 220. Ethics and Public Policy
- POLI 230. State, Regional and Local Government Policy

International Relations:
- POLI 110. Introduction to International Relations
- POLI 140. Comparing Governments
- POLI 225. International Security
- POLI 235. International Political Geography
- POLI 245. International Development
Additional Political Science Electives:
Select any two POLI electives or approved interdisciplinary courses  Two courses

Political Science Minor
The minor in political science requires the completion of five courses and must include POLI 100. At least three of the five courses must be taken at Salem.

Political Science Courses (POLI)

POLI 100. Survey of Political Science  One course
This class will provide the new student of Political Science with a general introduction to the discipline to include a survey of the filed studies of American, Comparative, International and Public Policy.

POLI 105. Introduction to Public Policy  One course
This course is designed as the gateway offering for students intending to pursue the field track in public policy. The course will introduce the student to public policy formulation and analysis, including agenda-setting strategies, problems of legitimating, policy adoption, implementation, and evaluation.

POLI 110. Introduction to International Relations  One course
International affairs with emphasis on international relations theory, foreign policy-making and efforts at global cooperation. Also includes discussion of contemporary issues confronting the world community. Fall.

POLI 120. American Politics and Public Policy  One course
Introduction to politics in America, with an emphasis on the institutions, policies and personalities of the national government through a consideration of power in American life with studies of the political environmental for public policy analysis in the United States.

POLI 130. Research Methods  One course
This course will provide the student with the basic research and analysis skills necessary to accomplish scholarship within the social science discipline. Students will be instructed in the development of research questions, hypotheses and empirical methods of analysis for both qualitative and quantitative study.

POLI 140. Comparing Governments  One course
An introductory study of selected contemporary governments with an emphasis on the general theory and techniques of the comparative analysis method. This course includes an outline of the process of political change and democratization, a discussion of alternative government forms and an analysis of the shared patterns of most governments. Fall, alternate years.

POLI 145. Politics and Society  One course
This course will provide a window of analysis on the study of how politics and society interrelate to form such conceptual identities as mass society, civic society, economic society, political society and civil societies. The processes and outcomes of political socialization is the core component of this course.
POLI 150. Public Policy Analysis  One course
This course focuses on strategies for, and actual practice of, conducting research relevant to public policy discussions. This course comprises part of the public policy track and introduces students to how policies are evaluated at the adoption, implementation, and evaluation stages. The course provides an opportunity to consider the utility of policy studies, and the various ways knowledge about particular issues is put to use. Prerequisites: POLI 105 or permission of the instructor.

POLI 160. Gender, Politics and Policy  One course
This course will introduce students to the study of women and politics. Students will consider how political institutions affect the opportunities for women to seek political office, the impact of women’s political presence on policy decisions, and how policy decisions mirror and shape sex roles in society. Students will learn the connection between public policy and the possibilities for social change.

POLI 200. Independent Study in Political Science  One-quarter to one course
Independent study under the guidance of a faculty advisor. Open to students with a 2.0 cumulative average and permission of the chair of the department. Independent study may take the form of readings, research, conference, project and/or field experience. Independent study may be taken for a total of four courses, no more than two in any term. Prerequisite: POLI 100 and one other POLI course, or permission of the instructor.

POLI 205. National Model United Nations  One course
This course provides an interactive and role-playing format for students interested in international organizations, international diplomacy and the workings of the United Nations organizations. Each student assumes the role of a delegate from an assigned country, researches the issues, countries and policy agendas assigned to that country delegation, and travel to New York City to participate as members of the Salem College delegation to this national conference. Spring.

POLI 210. Political Thought and Theory  One course
This course will survey ancient, modern, and contemporary philosophers to introduce students to the foundations of Western political thought. Topics covered will include democratic theory, social contract theory, social justice, and rights. Students will read texts from key thinkers such as Plato, Hobbes, Locke, Mill, Machiavelli, Rousseau, Kymlicka, and Rawls.

POLI 214. The Global Cold War  One course
Rather than viewing the Cold War solely as a struggle between the United States and the Soviet Union, this course seeks to reconceptualize the Cold War as a truly global conflict, shaped also by the peoples of Latin America, Africa, Asia and the Middle East. Cross-listed with HIST 214.

POLI 220. Ethics and Public Policy  One course
This course examines the nature and validity of arguments about vexing moral issues in public policy. Students examine a number of basic moral controversies in public life, focusing on different frameworks for thinking about justice and the ends of politics. The primary aim of the course is to provide each student with an opportunity to develop his/her ability to think in sophisticated ways about morally difficult policy issues. Prerequisites: POLI 100 or POLI 105 or permission of instructor.
POL I 225. International Security  One course
A review of the events and policy decisions which contribute to the formation of the international system and balance of power as it exists today, through a review of selected case study examples of real or potential security threats and an evaluation of the path to the many post-Cold War conflicts. Prerequisite: HIST 104 or POLI 110, or permission of the instructor.

POL I 230. State, Regional and Local Government Policy  One course
This course analyzes the public policy challenges faced by state and local communities. Particular emphasis will be placed on the problems of urban areas, including education, crime, poverty, economic development, housing and transportation. Throughout the course, students will use their home states, counties and/or towns (or another area of their choosing) as a case study of how specific communities have attempted to address similar challenges. The course examines the roles of citizens, non-profits and government agencies at all levels in accomplishing effecting change through local public policy outcomes. Prerequisite: POLI 100 or POLI 105 or POLI 120 or permission of the instructor.

POL I 235. International Political Geography  One course
Study of the enduring fascinations of human society with the way in which competing claims over the control and management of land and resources are played out. The course has a focus on the empires, nations, individuals organizations and interest groups which are continually vying with each other to promote their own interests, often destabilizing and changing the existing order and remaking the world in their own image. Prerequisite: HIST 104 or POLI 110. Fall, alternate years.

POL I 240. American Foreign Policy  One course
A study of U.S. foreign policy and of the decision-making process in the American foreign affairs establishment. Analysis of American foreign policy trends and contemporary political, military and economic policies. Prerequisite: HIST 104, HIST 106, POLI 110 or POLI 120. Fall, alternate years.

POL I 245. International Development  One course
The plight of the “undeveloped” regions of the world has been a focus of the “modernization” and “democratization” policies of the UN, Europe and the United States. In spite of all of this policy effort and investment, civil conflict, rebellion, genocide, mass (often forced) migration, poverty and disease continue to plague the developing countries of the world. This course will investigate selected examples and patterns of the problems encountered by emergent less developed countries, and outline some of the key policy issues that must be addressed. Prerequisite: HIST 104 or POLI 110, or permission of the instructor.

POL I 250. Special Topics in Political Science  One course
An issue or problem in contemporary politics will be studied intensively. The specific content and methods of study will be announced prior to the beginning of the course. Prerequisite: one political science course or permission of the instructor. As needed.

POL I 260. The Political Economy of the State  One course
PE is about the struggle for power and wealth within the national state and in the international system. With a focus on how the liberal state maximize wealth and link themselves to the international system and use state power in the international system in a way that maximizes their ability to generate new wealth. POLI 110 or permission of the instructor.
POLI 265. U.S. Constitutional and Legal History  
One course  
Studying the U.S. Constitution, Supreme Court decisions, and other legal documents from throughout the nation’s history, students consider how the law functioned to change, resist, and promote certain interests within society over time. Particular attention is devoted to legal constructions of race, gender roles and sexuality, the changing status of women within the legal system, and women’s activism concerning specific cases, policies, and legislation. Cross-listed as HIST 265.

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

POLI 290. Honors Independent Study in Political Science  
One course  
Advanced independent study under the guidance of a faculty advisor. Open to juniors and seniors with a 3.5 average in political science or international relations, subject to approval of the chair of the department. Honors independent study may be taken for a maximum of two courses. Prerequisites: POLI 100 and POLI 130, or permission of the instructor.

POLI 310. Senior Seminar in Political Science  
One course  
Advanced study of current problems in world affairs with an emphasis on international relations theory. Extensive discussion of current issues. Prerequisites: POLI 110 and POLI 130. Spring.
Psychology

Associate Professor Jacobsen, chair; Professor Dudley; Assistant Professor Blackwell

Psychology is the scientific study of behavior and mental processes. The objectives of the program in psychology are (1) to develop in students an understanding of the theories, principles, methodologies, research findings and applications of psychology; (2) to develop the students’ critical and analytical thinking skills and communication skills as they relate to the study of psychology and (3) to prepare students for admission to graduate or professional training in psychology or related fields.

Psychology Major (B.A.)
A major consists of nine courses in psychology:
Core Courses:
  - PSYC 010. Introduction to Psychology
  - PSYC 101. Statistics
  - PSYC 102. Research Methods in Psychology
  - PSYC 220. Tests and Measurement
  - PSYC 270. History and Systems in Psychology
  - One course

Experimental Psychology (choose one course):
  - PSYC 225. Experimental Psychology: Physiology
  - PSYC 240. Experimental Psychology: Cognition
  - PSYC 262. Experimental Psychology: Applied Human Learning

Applied Psychology (choose two courses):
  - PSYC 100. Developmental Psychology
  - PSYC 130. Social Psychology
  - PSYC 140. Abnormal Psychology
  - PSYC 150. Psychology of Personality

Elective
  - PSYC elective (other than PSYC 280; must be taken at Salem)

A student who intends to major in psychology is encouraged to complete PSYC 010 during her first year and PSYC 101 and 102 during her sophomore year. During the senior year, all majors must complete the major field achievement test in psychology. At least five of the courses necessary for a major in psychology must be completed at Salem.

Psychology Minor
The minor in psychology requires completion of five courses:
  - PSYC 010. Introduction to Psychology

Methodology (choose one course):
  - PSYC 101. Statistics
  - PSYC 102. Research Methods in Psychology
  - PSYC 220. Tests and Measurement

Experimental Psychology (choose one course):
  - PSYC 225. Experimental Psychology: Physiology
  - PSYC 240. Experimental Psychology: Cognition
  - PSYC 262. Experimental Psychology: Applied Human Learning

Applied Psychology (choose two courses):
  - Two courses
PSYC 100. Developmental Psychology
PSYC 130. Social Psychology
PSYC 140. Abnormal Psychology
PSYC 150. Psychology of Personality
PSYC 220. Tests and Measurement
At least three of the five courses must be taken at Salem.

Psychology Courses (PSYC)

PSYC 010. Introduction to Psychology
One course
Psychology as a science and a discipline. Survey of major subject areas such as biological bases of behavior, human growth and development, perception, learning, motivation, emotions, personality theory, social and abnormal psychology. Required for the major. Fall and Spring.

PSYC 100. Developmental Psychology
One course
Psychological development from conception through adulthood, with emphasis on cognitive, social and biological factors. Methodological questions are emphasized as is the nature/nurture issue. Prerequisite: PSYC 010. Fall.

PSYC 101. Statistics
One course
Elementary descriptive statistics and inferential statistics, both parametric and nonparametric. Emphasis on those statistical concepts and techniques useful in analyzing empirical data in both the behavioral and biological sciences. Discussion of these techniques within the context of their application to concrete research situations. Required for the major. Prerequisite: PSYC 010 or permission of the instructor. Fall and Spring.

PSYC 102. Research Methods in Psychology
One course
An introduction to methodology in psychology. Design, execution, analysis and critical evaluation of psychological research. Applications include laboratory and descriptive research. Includes lecture and laboratory periods. Required for the major. Prerequisite: PSYC 010. Spring.

PSYC 110. Psychology of Women
One course
Given the different life experiences of men and women, this course considers psychological theory and research from a feminist perspective in such areas as women’s development, achievement, sexuality and work. Prerequisite: PSYC 010. Spring, alternate years.

PSYC 130. Social Psychology
One course
An analysis of various current theories, topics and research methodologies in social psychology. Some of the topics covered include social perception, impression formation, attraction, pro-social and anti-social interpersonal behavior, attitudes, prejudice and discrimination, social roles, group influence on behavior, group dynamics, leadership and social ecology. Prerequisite: PSYC 010 or permission of instructor. Cross-listed as SOCI 205. Fall.

PSYC 140. Abnormal Psychology
One course
PSYC 150. Psychology of Personality  
A summary of major historical and contemporary theories of personality, including relevant research and evaluation of each theory with concern for current applications. Prerequisite: PSYC 010. Fall.

PSYC 160. Human Sexuality  
An analysis of the psychological, physiological and sociocultural aspects of human sexual behavior and attitudes. Prerequisite: PSYC 010. Fall, alternate years.

PSYC 180. Animal Behavior  
Exploration of the mechanisms, development, evolution, and adaptive functions of naturally-occurring behavior in animals, with an emphasis on vertebrates in the wild. Topics include learning, feeding, avoiding predators, reproduction, and social organization. Lectures and one three-hour laboratory. Cross-listed as BIOL 180. Prerequisites: Either BIOL 010, BIOL 100 or PSYC 010. Offered as needed.

PSYC 200. Independent Study in Psychology  
Independent study under the guidance of a faculty advisor. Normally open to students with a 2.0 cumulative average. Subject to approval of the chair of the department. Independent study may take the form of readings, research, conference, project, and/or field experience. Independent study may be taken for a total of four courses, no more than two in any term. Prerequisite: Previous study in psychology or permission of the department chair.

PSYC 220. Tests and Measurement  
Test theory and construction, including such areas as intelligence, aptitude, interest, personality and achievement testing. Practice in administering, evaluating and constructing tests. Required for the major. Prerequisite: PSYC 101 or permission of the instructor. Preference in registration will be given to juniors and seniors. Spring.

PSYC 225. Experimental Psychology: Physiology  
An examination of the relationship of the brain and the rest of the body to behavior. Topics covered include physiological mechanisms for visual and auditory perception, arousal and sleep, eating and drinking, emotionality and aggression, learning and reward, memory. Includes lecture and laboratory periods. Prerequisite: PSYC 010. Fall.

PSYC 240. Experimental Psychology: Cognition  
The theoretical and experimental issues in the area of perceptual and cognitive processes. Topics to be covered include problem solving, visual thinking, human information processing and attention. Includes lecture and laboratory periods. Prerequisite: PSYC 010. Fall.

PSYC 262. Experimental Psychology: Applied Human Learning  
A survey of how one’s experience affects subsequent behavior and thought. The course will address learning from both behavioral (operant conditioning) and cognitive (memory processes) perspectives. Emphasis is on both theory and empiricism. Includes both lecture and laboratory work. Prerequisite: PSYC 010. Spring.

PSYC 270. History and Systems in Psychology  
An introduction to the systems and schools of psychology with emphasis on their historical antecedents. The contributions of each system to contemporary psychology will be stressed. Required for the major. Generally taken in the senior (graduating) year. Prerequisite: PSYC 010. Spring.
PSYC 280. Internship in Psychology One course
An opportunity to use the knowledge and skills the student has learned in coursework to solve problems in a real work setting; the apprenticeship aspect of the internship implies that the student has some base of knowledge and will increase her knowledge and skills by direct contact with an experienced, knowledgeable mentor. Open to juniors and seniors with a 2.0 overall cumulative average and a 3.0 average in psychology courses taken. Prerequisites: PSYC 010 and at least one psychology course related to the area of the internship and permission of the department chair. Maximum credit per term is one course.

PSYC 282. Special Topics in Psychology One course
An issue or problem in contemporary psychology will be studied intensively. The specific content and methods for study will be announced prior to beginning of the course. Typical of topics addressed in the past few years are “Sleep and Dreams,” “Childhood Psychopathology,” “The Psychology of Art” and “Computers in Psychology.” Prerequisite: PSYC 010.

PSYC 290. Honors Independent Study in Psychology One course
Advanced independent study under the guidance of a faculty advisor. Open to juniors and seniors with 3.5 average in psychology, subject to approval of the chair of the department. Honors independent study will result in a major paper arising from empirical research and/or from a literature review. Honors work may be taken for a maximum of two courses. Prerequisite: Status as a psychology major.
Race and Ethnicity Studies

Assistant Professor Prosterman, coordinator

Race and Ethnicity Studies is an interdisciplinary major devoted to the critical examination of race and ethnicity, with particular emphasis on the social construction of these concepts and their comparative evolutions in different societies.

The program of study facilitates students’ critical analysis of how race and ethnicity intersect with conceptions of gender, nation, religion, sexuality, age and class. Complementing the College’s dedication to global awareness and inquiry, the program connects race and ethnicity to the creation of local, national and global systems of inequality. Both inside and outside of the classroom, the program fosters an exchange of ideas about identity, multiculturalism and diversity. Via a multidisciplinary program structure, students examine how various academic disciplines conceive of race and ethnicity and how their approaches differ, inform and ultimately complement one another. A substantial original research project is required.

Race and Ethnicity Studies Major (B.A.)
The major in race and ethnicity studies requires a three-course core and eight electives, taken from at least four different disciplines:

**Core Requirements:**
- REST 210. Critical Issues in the History of Race and Ethnicity (cross-listed as HIST 215) One course
- REST 202. Race and Ethnic Relations (cross-listed as SOCI 202) One course
- REST 380. Senior Project in Race and Ethnicity Studies One course

**Major Electives (from a minimum of four different disciplines)**

- BIOL 070. Issues in Biology for Women
- COMM 170. Intercultural Communication
- COMM 321. Community Communication
- DANC 104. History of Dance
- ENGL 249. Gender, Race, and Ethnicity in Shakespeare
- ENGL 293. The Culture of African American Literature
- ENGL 295. Dream and Reality: Literature of the American South
- ENGL 325. Modern Writings from Women of the Non-Western World: Global Literature
- ENGL 349. Race, Culture and Identity in Multi-Ethnic Literature of the United States
- FREN 216. Francophone Literature
- HIST 205. History of the American South
- HIST 209. African American History
- HIST 221. American Women’s History
- HIST 237. Europe’s Radical Century, 1815-1914
- HIST 257. Modern Europe, 1914 to the Present
- HIST 265. American Constitutional and Legal History
- HIST 269. America in Our Time: 1945-Present
- HIST 281. Ottoman Empire

Eight courses
HIST 285. Modern East Asia  
HIST 286. Modern Japan  
POLI 225. International Security  
POLI 245. International Development  
RELI 240. Religion in America  
REST 270. Internship in Race and Ethnicity  
SOCI 220. Social Stratification  
SOCI 230. Sociology of Gender  
SOCI 240. Globalization and Global Inequities  
SOCI 270. Criminology  
SOCI 280. Urban Community  
SPAN 228. Latin America  
SPAN 263. Hispanic American Literature  
WMST 204. Introduction to Women’s Studies  
WMST 210. Feminist Theory: Lenses and Methodologies  

Additional special topics, honors, and other courses under development may be approved as major electives by the major’s coordinator.

No more than four courses may count toward both race and ethnicity studies and toward a second major.

**Race and Ethnicity Studies Courses (REST)**

REST 200. Independent Study in Race and Ethnicity Studies  
Independent study under the supervision of a faculty advisor. Open to students with a 2.0 cumulative G.P.A. and permission of the coordinator. Independent study may take the form of readings, research or project. Independent study may be taken for a total of four courses, no more than two in any one term.

REST 202. Race and Ethnic Relations  
A socio-historical analysis of the interaction of racial and ethnic groups and the American environment. This will include the social, economic and political aspects of racial and ethnic groups in the United States. Cross-listed with SOCI 202. Fall.

REST 210. Critical Issues in the History of Race and Ethnicity  
This course introduces students to the critical analysis of race and ethnicity, with a focus on comprehending theoretical approaches to the study of race and ethnicity prevalent in the United States and throughout the world. Cross-listed with HIST 215. Spring.

REST 220. Special Topics in Race and Ethnicity Studies  
Intensive investigation of a topic or problem in the study of race and ethnicity. The specific content and methods of study will be announced prior to the beginning of the course.

REST 270. Internship in Race and Ethnicity Studies  
This course provides an opportunity to use the knowledge and skills learned in coursework to solve problems in a real work setting; the apprenticeship aspect of the internship implies that the student has some base of knowledge and will increase her knowledge and skills by direct contact with an experienced, knowledgeable mentor. Open to sophomores, juniors and seniors with a 2.0 cumulative
G.P.A. May be taken only once for credit toward the REST major. Prerequisite: permission of the coordinator.

REST 290. Honors Independent Study in Race and Ethnicity Studies One course Advanced independent study under the guidance of a faculty advisor. Open to juniors and seniors with a 3.5 G.P.A. in the courses constituting the major and permission of the coordinator. Honors Independent Study may be taken for a maximum of two courses.

REST 380. Senior Project in Race and Ethnicity Studies One course In this course, students will develop a substantial, original research project concerning race and/or ethnicity. Required of majors in their senior year. Juniors may take this course with permission of instructor. Spring.
Religion

Assistant Professor Adrian, chair of the department of religion and philosophy; Associate Professor Rushing; Assistant Professor Lipsett; Professor and Associate Dean Vinson; Chaplain Rio-Anderson

The study of religion is the investigation of the universal human quest for a meaningful existence and experience of transcendence. This involves an examination of the beliefs and practices of the various religions of the world, the individual spiritual journey and the role of religion in society and culture.

Religion Major (B.A.)
A major in religion requires a total of nine courses including RELI 310 and 390. At least five of the nine required courses, including RELI 390, must be completed at Salem.

Religion Minor
The minor in religion requires the completion of five courses. RELI 270 is excluded. Students must take at least three of the religion courses at Salem.

Religion Courses (RELI)

RELI 106. The Religious Dimension  
An introductory study of the nature of religion through an exploration of the significance of religious myth, symbolism and ritual within life and culture.

RELI 110. Introduction to Hebrew Scriptures  
A historical and literary study of the Hebrew Scriptures (Old Testament). Introduces students to the content of the scripture and methods of interpretation. Special attention will be given to the portrayal of women in these writings.

RELI 111. Introduction to the New Testament  
A historical and literary study of the New Testament. Students will examine the New Testament in its historical (Greco-Roman) and religious (Judaism) settings. Special attention is given to the historical Jesus and the role of women in the early Christian movement.

RELI 120. Western Religious Traditions  
An introduction to the three main Western religious traditions (Judaism, Christianity and Islam) and their mutual development. Emphasis is on understanding the rituals, theology, scripture and ethics of each tradition and their contributions to western culture.

RELI 130. Eastern Religious Traditions  
An introduction to the main Eastern religious traditions (Hinduism, Buddhism, Jainism, Confucianism, Taoism, Shinto and Sikhism). Emphasis is on understanding the beliefs and practices of each tradition as well as relationships between traditions. Special attention is given to the role of women in Eastern religious traditions.

RELI 160. The Moravian Experience  
An introduction to the history, culture, theology and influence of the worldwide Moravian religious tradition, particularly since 1722. Special attention is given to Salem.

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REL 200. Independent Study in Religion
Independent study under the guidance of a faculty advisor. Open to students with a 2.0 cumulative average and permission of the chair of department. Independent study may take the form of readings, research, conference, projects and/or field experience. Independent study may be taken for a total of four courses, no more than two in any term. Prerequisite: At least one RELI course and permission of the department.

REL 202. Christianity: The Way of the Cross
An examination of the diversity and unity of 2,000 years of Christian history with special attention to the worldwide spread and theological development of the church. Prerequisite: RELI 111 or 120, or permission of instructor.

REL 205. Biblical Topics
Focus on a single topic pertaining to either or both the Old and New Testaments; for example: the parables of Jesus, ancient and modern interpretations of Job, Biblical mythology, the prophetic movement, the Theology of Paul and the book of Revelation. May be taken more than once with a different topic. Prerequisite: RELI 110 or 111 or equivalent.

REL 220. Special Topics in Religion
Focus on a particular topic in the study of religion; for example: Native American religions, African religious traditions, women in the Christian tradition, history of Christian thought, feminist theology, theories of religion.

REL 221. Islam: The Straight Path
A study of the origins of Islam in Arabia and its spread throughout the world. Special attention is given to the relationship between religion and politics in Islam, the recent resurgence of Islam and the issues of gender and social change. Prerequisite: RELI 120 or permission of the instructor.

REL 231. Buddhism: The Middle Path
A study of the origins of Buddhism in India and its spread throughout the world. The emphasis on Buddhism’s many diverse expressions in China, Korea, Japan, Tibet, Southeast Asia and North America. Special attention is given to the role of women in Buddhism. Prerequisite: RELI 130 or permission of the instructor.

REL 240. Religion in America
The historical development of the various religions and religious groups in the United States and their impact on American culture and intellectual history. Prerequisite: One course in religion or U.S. history.

REL 255. Women in Ancient Judaism and Hebrew Scriptures
A study of texts from the Tanak (Old Testament), non-canonical texts and data from material culture that illuminate women’s lives and conceptions of women in ancient Judaism from the 10th century BCE to the 1st century CE. Prerequisite: RELI 110 or 111 or equivalent.

REL 256. Women in the New Testament and Early Christianity
A study of texts from the New Testament, non-canonical texts and data from material culture that illuminate women’s lives and conceptions of women in early Christianity and in the Roman Empire in the 1st-3rd centuries of the common era. Prerequisite: RELI 110 or 111 or equivalent.
REL 266. Religion and Ethics
An examination of contemporary moral issues from the standpoint of the ethical insights of various religious traditions. The central focus is upon how religious convictions influence moral judgments. Particular attention is paid to issues of concern to women. Prerequisite: One course in religion or permission of instructor.

REL 268. Jesus and the Gospels
One course
A study of the historical, social and religious context of Jesus, through analysis of the canonical gospels as well as of the non-canonical writings from the ancient Hellenistic and Jewish worlds. Prerequisite: RELI 110 or 111 or equivalent.

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

REL 280. Religion and the American South
One course
The history, institutions and cultural impact of religion in the American South. Prerequisite: One course in religion or one course in American history.

REL 290. Honors Independent Study in Religion
One to two courses
An advanced independent study under the guidance of a faculty advisor. Open to juniors and seniors with a 3.5 average in religion or philosophy, subject to the approval of chair of the department. Honors work may be taken for a maximum of two courses.

REL 302. Philosophy of Religion
One course
The main problems of the philosophy of religion (e.g., nature of the religious dimension of life, the problem of evil, justification of faith) as treated in the works of various philosophers. Cross-listed as PHIL 302. Prerequisite: a minimum of one course in religion or philosophy.

REL 310. The Study of Religion
One course
A survey of various methodological disciplines used in the study of religion. The goal of this course is to develop an informed and critical perspective on the study of religion through the study of myths, rituals and literature. This course does not promote any single definition of religion or particular methodological approach to the study of religion, but rather encourages participants to develop critical skills necessary for evaluating the strengths and weaknesses of a number of scholarly approaches to the subject. Required of all majors. Prerequisite: One 200-level course in religion and permission of the instructor.

REL 390. Senior Seminar in Religion
One course
Required of seniors. Advanced religion research project.
Building on the commitment of Salem’s founders to the education of women, the Salem Signature provides an innovative and rigorous liberal education. In a community devoted to scholarly inquiry, students participate in disciplinary and interdisciplinary courses and merge knowledge and practice through experiential learning. The dynamic examination of concepts, ideas and opinions broadens students’ perspectives, awakens their intellectual curiosity, and challenges them to put learning to work in the real world. The Salem Signature program equips students with knowledge, skills and competencies necessary to excel in a liberal arts institution and to make connections across space, time and disciplines. The Salem Signature program educates the whole person, realizes individual potential, fosters intellectual curiosity, develops leadership skills and cultivates women of change.

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

*Salem Signature Courses (SIGN)*

SIGN 110. **First Year Experience**
One course
This course provides first-year students with an interdisciplinary introduction to the liberal arts and enhances the critical thinking and communication skills necessary for academic success. In small seminars conducted by their faculty advisors, students explore significant social issues in a historical context and participate in collaborative creative projects. Students in the course also investigate the relevance of social issues to women. The course emphasizes communication skills: speaking, writing, accessing information, and using technology as a tool in communication. Students may select from a variety of course topics. A writing-intensive course. Only traditional-aged students may register for this course.

SIGN 111. **Honors First Year Experience**
One course
This course provides first-year students with an interdisciplinary introduction to the liberal arts and enhances the critical thinking and communication skills necessary for academic success. In small seminars conducted by their faculty advisors, students explore significant social issues in a historical context and participate in collaborative creative projects. Students in the course also investigate the relevance of social issues to women. The course emphasizes communication skills: speaking, writing, accessing information, and using technology as a tool in communication. Students may select from a variety of course topics. A writing-intensive course. Only first-year students in the College Honors Program may register for this course.

SIGN 112. **Academic Writing Seminar**
One course
This course provides students with intensive writing practice. In small groups students enhance drafting, revising, and editing skills for a variety of academic purposes. A writing-intensive course.
SIGN 120. Global Awareness Seminar
One course
This course expands first-year students’ global and environmental awareness in a historical context, and enhances critical thinking and communication skills. The course encourages students to view issues from the perspective of other cultures, to explore the interdependence of world populations and the relationship between humans and their environment, and to examine the dynamics of interacting with people from different cultures and socio-economic groups. Students may select from a variety of course topics. A writing-intensive course. Only traditional-aged students may register for this course.

SIGN 121. Honors Global Awareness Seminar
One course
This course expands first-year students’ global and environmental awareness in a historical context, and enhances critical thinking and communication skills. The course encourages students to view issues from the perspective of other cultures, to explore the interdependence of world populations and the relationship between humans and their environment, and to examine the dynamics of interacting with people from different cultures and socio-economic groups. Students may select from a variety of course topics. A writing-intensive course. Only first-year students eligible for the College Honors Program may register for this course.

SIGN 130. Transitions: A Changing Culture
One course
This course offers Fleer Center students an interdisciplinary introduction to the liberal arts and enhances the critical thinking and communication skills necessary for academic success. Students participate in collaborative creative projects in small seminars that investigate issues related to the changing global scene and its relevance to women. The course encourages students to view issues from the perspectives of other cultures, to explore the interdependence of world populations and the relationship between humans and their environment, and to examine the dynamics of interacting with people from different cultures and socio-economic groups. Students may select from a variety of course topics. A writing-intensive course. Enrollment limited to newly-enrolled students in the Martha H. Fleer Center for Adult Education or to Fleer Center students receiving special permission from the Director of the Salem Signature.

SIGN 210. Service Learning Seminar
One course
This course provides sophomores or juniors with a meaningful service experience within the community beyond Salem and enhances skills required for effective citizenship and leadership: critical thinking and problem-solving, communication, research and global awareness. Students perform a minimum of 30 hours of community service and develop a collaborative project related to the themes of community, self and leadership. A writing-intensive course.

SIGN 270. Internship/Professional Development Experience
One course
Students engage in a variety of internships, fieldwork or travel-study programs that satisfy the Signature requirement for an Internship or Professional Development experience. Permission of the advisor and the Associate dean for undergraduate studies required. Prerequisite: minimum of 2.0 cumulative G.P.A.

SIGN 350. Senior Interdisciplinary Seminar
One course
This interdisciplinary course offers an integrative learning experience in which seniors assume an active role in exploring a critical question from multiple perspectives, developing a creative response to that question and communicating that response effectively.
Science (Interdisciplinary) Courses
The Women in Science and Mathematics Program, in conjunction with the departments of biology, chemistry, mathematics and psychology, offers the following interdisciplinary science courses to qualified students.

Science Interdisciplinary Courses (SCIE)

SCIE 010. Special Topics in Science
An investigation of a topic of importance in contemporary science. The specific course content and methods of study will vary in response to recent developments in the Natural Sciences to meet the current needs of students in the General Education Program. The topic will be announced prior to pre-registration. All courses must be approved by the department chairs in the Division of Natural Science and Mathematics and all courses will involve the study of scientific inquiry and critical analysis. Prerequisites determined by instructor.

SCIE 030. Special Topics in Science with a Laboratory or Field Experience
An investigation of a topic of importance in contemporary science. The specific course content and methods of study will vary in response to recent developments in the Natural Sciences to meet the current needs of students in the General Education Program. The topic will be announced prior to pre-registration. All courses must be approved by the department chairs in the Division of Natural Science and Mathematics and all courses will involve the study of scientific inquiry and critical analysis. One 2-3 hour laboratory or field experience included. Prerequisites determined by instructor.

SCIE 040. Spreadsheets for Science and Mathematics
This course introduces the student to spreadsheet functionality as it relates to applications in biology, chemistry, mathematics, psychology and physics. Using Microsoft Excel, students will complete project-based assignments that expose them to many built-in features of modern spreadsheet packages. Topics include built-in mathematical and statistical functions, curve fitting, data analysis, graphing and simulations. Fall.

SCIE 100. First Year Science Seminar
This course is designed to introduce the student to the four major scientific disciplines at Salem College—biology, chemistry, mathematics and psychology. The focus is on asking questions and the methodology employed in finding answers to those questions in each of the four disciplines. Prerequisite: Permission of instructor. Fall.

SCIE 110. Scientific Writing with LaTeX
In this course, students will learn to use the open source software LaTeX® to create professional scientific documents and presentations. Students will learn to import and use basic packages, work with existing templates, utilize various LaTeX environments such as the enumerate, array and equation environments, as well as proper formatting and documentation techniques. Prerequisite: MATH 100.

SCIE 200. Independent Study in Science
Independent study under the guidance of a faculty advisor. Students may choose this independent study when the work involves extensive knowledge in at least two areas of science, including biology, chemistry, computer science, mathematics, statistics, psychology and physics. Paper and
presentation required. Prerequisites: Minimum cumulative G.P.A. of 2.0, permission of instructor, and permission of all relevant department chairs. May be taken for a maximum of two courses.

**SCIE 210. Clinical Laboratory Science**  
One-half course  
This course prepares students for research in Clinical Laboratory Science, introduces students to ethical and safety issues in the clinical labs, reinforces essential laboratory skills and will serve as the capstone course for the CLS major. Prerequisites: BIOL 100, CHEM 120, MATH 025.

**SCIE 270. Internship in Interdisciplinary Science**  
One course  
This internship is an opportunity for students to apply their knowledge in a professional setting. Students may choose this internship when the work involves extensive knowledge in at least two areas of science, including biology, chemistry, computer science, mathematics, psychology and physics. Paper and presentation required. Prerequisites: Minimum cumulative G.P.A. of 3.0, permission of instructor, and permission of all relevant department chairs.

**SCIE 300. Philosophy of Science**  
One course  
Assuming scientific but no philosophical knowledge, this course addresses the question, “What is science?” In it we examine the nature of the assumptions that serve as the foundation of our scientific beliefs. This course will cover fundamental themes in philosophy of science such as the nature of scientific reasoning, scientific explanation, revolutions in science and scientific realism. It will also acknowledge connections between philosophical debates and wider discussions about science including the challenges raised by the sociology of science, by feminism and by cognitive science. Prerequisites: Minimum G.P.A. of 3.0 and junior or senior standing with a major in biology, chemistry, mathematics or psychology.
## Sociology

*Associate Professor Smith, chair; Assistant Professors Black, Dennis and Windsor*

Sociology is the study of human interaction. Courses in sociology provide the student with the background and analytical skills needed to understand social institutions and social change. The major in sociology offers: (1) a general education especially directed toward understanding the complexities of modern society and its social problems by using basic research and statistical skills; (2) preparation for various types of professions, occupations and services dealing with people and (3) preparation of qualified students for graduate training in sociology.

### Sociology Major (B.A.)

The major in sociology requires a minimum of ten courses. Five of the ten courses must be taken at Salem, including SOCI 380, the senior capstone course. Students who desire immediate employment in human service organizations are encouraged to take SOCI 275.

**Required core courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 100. Introduction to Sociology</td>
<td>One</td>
</tr>
<tr>
<td>SOCI 201. Sociological Theory</td>
<td>One</td>
</tr>
<tr>
<td>SOCI 204. Analysis of Social Issues</td>
<td>One</td>
</tr>
<tr>
<td>SOCI 210. Sociology Research Methods</td>
<td>One</td>
</tr>
<tr>
<td>SOCI 215. Social Statistics</td>
<td>One</td>
</tr>
<tr>
<td>SOCI 380. Senior Seminar in Sociology</td>
<td>One</td>
</tr>
</tbody>
</table>

**Required electives:**

Students must choose two of the following courses to provide a foundation for the senior capstone course.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 202. Race and Ethnic Relations</td>
<td>One</td>
</tr>
<tr>
<td>SOCI 220. Social Stratification</td>
<td>One</td>
</tr>
<tr>
<td>SOCI 230. Sociology of Gender</td>
<td>One</td>
</tr>
</tbody>
</table>

**Other electives:**

Other electives may be chosen from among other sociology courses, and courses cross-listed with other departments, CRST 150, CRST 160 or MATH 242.

### Sociology Minor

The minor in sociology requires the completion of six courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 100. Introduction to Sociology</td>
<td>One</td>
</tr>
<tr>
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<tr>
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<td>One</td>
</tr>
<tr>
<td>SOCI 210. Sociology Research Methods</td>
<td>One</td>
</tr>
<tr>
<td>SOCI electives (excluding SOCI 275)</td>
<td>One</td>
</tr>
<tr>
<td>CRST 150, CRST 160 or MATH 242</td>
<td>Two</td>
</tr>
</tbody>
</table>

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

### Anthropology Courses (ANTH)

**ANTH 110. Introduction to Cultural Anthropology**

An examination of the theories of cultural anthropology and cross-cultural analysis of social institutions throughout the world. Offered as needed.
Sociology Courses (SOCI)

SOCI 100. Introduction to Sociology  
The concepts, theories and methods that form the core of the sociological perspective on human social behavior, including such topics as structure, social process, socialization and culture.  
One course

SOCI 130. Making Change: Public Policy, Advocacy and Grassroots Organizing  
An introduction to public policy and to the means of effecting change in it. The principal focus of the course will be on lobbying, advocacy and grassroots organizing as tools for influencing public policy. Cross-listed as NFPM 130.  
One course

SOCI 140. Social Entrepreneurship  
An introduction to the creation of enduring change in social systems. The course will present historical models of social entrepreneurs as well as contemporary examples. Emphasis will be placed upon the transferable lessons that those examples represent. The subset of social entrepreneurship that emphasizes fiscal sustainability will also be presented. Cross-listed as NFPM 140.  
One course

SOCI 200. Independent Study in Sociology  
Independent study under the guidance of a faculty advisor. Open to students with a 2.0 cumulative average and permission of the chair of the department. Independent study may take the form of readings, research, conference, project and/or field experience. Independent study may be taken for a total of two courses, the maximum in any one term being two course credits. Prerequisite: permission of the department.  
One-quarter to one course

SOCI 201. Sociological Theory  
Contemporary theoretical perspectives are studied in relation to past theoretical development. The implications of the current sociological theory for the development of sociology as a discipline are emphasized. Prerequisite: SOCI 100.  
One course

SOCI 202. Race and Ethnic Relations  
A socio-historical analysis of the interaction of racial and ethnic groups and the American environment. This will include the social, economic and political aspects of racial and ethnic groups in the United States.  
One course

SOCI 204. Analysis of Social Issues  
This course introduces a range of sociological topics through a critical lens. It is designed to prepare students for studying the specialized areas of sociology related to social problems. It is a writing-intensive course that will develop skills in researching scholarly sources, organizing academic literature, and using proper citation and formatting guidelines. The course includes oral presentation components. Prerequisite: SOCI 100. Fall and Spring.  
One course

SOCI 205. Social Psychology  
An analysis of various current theories, topics, and research methodologies in social psychology. Some of the topics covered include social perception, impression formation, attraction, pro-social and anti-social interpersonal behavior, attitudes, prejudice and discrimination, social roles, group influence on behavior, group dynamics, leadership and social ecology. Cross-listed as PSYC 130. Prerequisite: PSYC 010 or permission of instructor.  
One course
SOCI 208. Sociology of the Mass Media
The process, structure, content and effects of mass communication will be studied. Contemporary issues surrounding mass communication will be considered as well as the relationship between mass media organizations and other social institutions.

SOCI 210. Sociology Research Methods
Methodological and theoretical approaches in the analysis of social phenomena, including theory building. Prerequisites: SOCI 100 or CRST 100 or permission of department chair. Required of all sociology majors.

SOCI 215. Social Statistics
The principles and methods for collecting and analyzing social data. Emphasis on tests of hypotheses; parametric and non-parametric techniques; multivariate analysis; data transformation and manipulation. Use of examples from sociology. Prerequisite: a college level math course.

SOCI 220. Social Stratification
Systems of social inequality (stratification) in human societies with emphasis on the nature, causes and consequences of social inequality in American society.

SOCI 222. Women and Reproduction
This course considers the issue of reproduction in women’s lives. Using a feminist perspective, which assumes that women have a right to access to the full range of information available on aspects of women’s reproductive health, this course examines such issues as body image, sexuality, menstruation, pregnancy, childbirth, and menopause. Students will examine social and cultural factors that affect current medical approaches to obstetrical care and other aspects of women’s health in the United States.

SOCI 230. Sociology of Gender
Causes and consequences of behavioral expectations associated with masculine and feminine gender roles in modern societies. Emphasis is given to social learning, role conflict and social movements associated with social inequalities related to sex status.

SOCI 232. Marriage and the Family
The institution of marriage and the family in various societies with special emphasis on the contemporary American family.

SOCI 240. Globalization and Global Inequities
This course addresses globalization both locally and internationally, exploring issues of global governance, global inequality, low-wage economics and the transnationalization of the globe. This course examines power differentials among nations, examining why some countries benefit from globalization while others do not. It acknowledges that globalization is more than an economic process and has deep implication for social, cultural and political systems around the world.

SOCI 252. Sociology of Aging
An examination of the major theories of aging, the demography of aging and the influence of longevity on social issues.
SOCI 254. Technology and Social Change  One course
A study of the impact of technology on contemporary social institutions. Topics include images of technology and theories of social change; computers and information transfer, security, privacy; issues in social forecasting and ethical dilemmas associated with new technologies. Special emphasis is placed upon the emergence of an information society and the resulting shifts in social values and lifestyles.

SOCI 265. Sociology of Sport  One course
An examination of sports using the sociological perspective. Consideration of the similarities and differences among play, game and sport will be considered from the American approach to the organization of sport in comparison to other cultures. Sociological theories will be used to analyze a number of social issues in sport, including discrimination, politics, violence, youth participation, media representations, commercialization and drug use. Particular attention is given to the relationship between sport and other social institutions such as the family, religion, politics, health and economics. This course places a strong emphasis on exploring how gender, race, class and sexuality intersect in the world of sports.

SOCI 270. Criminology  One course
This course examines crime and deviance from a sociological perspective. It looks critically at correlates of crime, the prevalence of crime, and crime control. This course provides a greater understanding of theoretical and social explanations of crime, how crime is measured and studied, the social costs of crime, and solutions to the problems of crime. Cross-listed with CRST 100.

SOCI 275. Internship in Sociology  One course
An opportunity to use the knowledge and skills the student has learned in coursework to solve problems in a real work setting; the apprenticeship aspect of the internship implies that the student has some base of knowledge and will increase her knowledge and skills by direct contact with an experienced, knowledgeable mentor. Open to sophomores, juniors and seniors with a 2.0 cumulative average; maximum credit per term is one course; admission by application only.

SOCI 280. Urban Community  One course
This course will examine the design of urban public space and the major demographic features of contemporary cities. It considers the impact that neighborhood context has on crime and criminal behavior. The development and structure of neighborhoods will be explored in relation to informal social control mechanisms in terms of socialization patterns of group membership and social cohesion; and formal social control mechanisms of law enforcement, the court system, and the corrections system.

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

SOCI 310. Special Topics in Sociology  One course
Contemporary issues in sociology. This course consists of intensive study of current topics in the field of sociology.
SOC 380. Senior Seminar in Sociology
One course
The senior seminar provides a capstone experience for students, applying a sociological perspective to contemporary social issues. This course requires a major research paper. Enrollment is limited to majors with senior standing or permission of the department chair. Fall and Spring.
Spanish

Associate Professor Yoon, chair of department of modern languages; Professor Ljungquist; Assistant Professor Leon-Tavora; Instructors Hines-Gaither and Boyst

A goal of any person seeking a liberal education is an understanding of the workings – phonemic, semantic, syntactic, stylistic – of language. Study of a modern language, for sake of contrast and comparison with one’s mother tongue, is highly desirable in producing such an understanding. In addition, study of a modern language is needed more than ever today for transcending cultural barriers. Study of modern languages and cultures promotes rapprochement among nations and peoples.

Spanish is one of the two languages offered by the department of modern languages. Foreign study forms a valuable part of education, and the department strongly encourages students to spend their junior year abroad. The department maintains a file of the many summer, semester and year-long programs abroad in which our students can participate so that each one can choose the type of program and location which best suits her interests.

Both a major and a minor in Spanish are offered.

Spanish Major (B.A.)
All Spanish courses offered above SPAN 030 may count toward the major and are conducted primarily in Spanish unless otherwise indicated. Nine such courses are required for the major. These must include SPAN 105, 206, and 390, unless exemptions are granted by the department. At least three of the required SPAN courses, including at least one 200-level course, must be completed at Salem. All majors will be expected to demonstrate an appropriate level of oral and written proficiency in Spanish.

Students are strongly urged to study abroad in a Spanish-speaking country. Salem annually offers January term course in Mexico, a total immersion program in which students live with Mexican families and attend six daily hours of classes. (See course description for SPAN 300 below.)

Spanish Minor
The minor in Spanish requires five courses above SPAN 030. These must include SPAN 105, SPAN 206 and one civilization course (SPAN 222 or 228). At least three of the five courses must be taken at Salem.

Spanish Courses (SPAN)

SPAN 010. Elementary Spanish I
One course
Introduction to the basic elements of understanding, speaking, reading and writing Spanish with emphasis on cultural awareness of the Hispanic world. Fall.

SPAN 020. Elementary Spanish II
One course
Continuation of Spanish 10. Further development of the basic elements of understanding, speaking, reading and writing Spanish with emphasis on cultural awareness of the Hispanic world. Prerequisite: Spanish 010 or proficiency equivalent. Spring.
SPAN 025. Intensive Elementary Spanish  
A comprehensive and intensive study of the basics of Spanish pronunciation, grammar, vocabulary, and structure. Practice in speaking, understanding, writing and reading Spanish of increasing difficulty. This class covers the same material as Spanish 010 and 020 combined. Designed for entering students with two or more years of Spanish who do not meet the proficiency requirement to enter Spanish 030. Fall.

SPAN 030. Intermediate Spanish I  
Intermediate development of skills in understanding, speaking, reading and writing Spanish through grammar review and cultural readings. Prerequisite: SPAN 020 or SPAN 025 or proficiency equivalent. Fall and Spring.

SPAN 105. Intermediate Spanish II  
Continuation of Spanish 030. Emphasizes speaking and listening ability, while deepening knowledge of Spanish grammar and understanding of Hispanic cultures. Prerequisite: SPAN 030 or placement by language test. Fall and Spring.

SPAN 110. Introductory Spanish Readings  
An introduction to cultural, literary and journalistic readings. This course emphasizes reading comprehension and vocabulary-building in order to prepare students for more advanced readings. Prerequisite: SPAN 105 or permission of instructor. Spring.

SPAN 111. Conversational Practice in Spanish  
An opportunity for students to speak Spanish in an informal setting. Topics may include current events, work, cultural issues and one’s personal life. Prerequisite: SPAN 105 or permission of instructor.

SPAN 200. Independent Study in Spanish  
Independent study under the guidance of a faculty advisor. Open to students with a 2.0 cumulative average or higher and permission of the chair of the department. Independent study may take the form of readings, research, conference, project and/or field experience. Independent study may be taken for a total of four courses, no more than two in any term. Prerequisite: previous study in Spanish or permission of the department.

SPAN 206. Spanish Grammar and Conversation  
Advanced study and practice of some of the finer points of grammar, stylistics, idiomatic expressions, pronunciation and translation. Further development of writing skills involving grammar review, writing, reading and conversation. Prerequisite: SPAN 105 or permission of the instructor. Fall and Spring.

SPAN 209. Advanced Composition and Introduction to Literary Analysis  
Focus on complex grammar structures and introduction to literary analysis. This is a bridge course required for advanced work in all areas. Prerequisite: SPAN 206.

SPAN 210. Business Spanish  
Practice in both oral and written forms of communication, with emphasis on their application to practical problems encountered in social or business situations. Attention to social and economic practices which differ from those of the U.S. Prerequisite: SPAN 206 or permission of the instructor. Spring.
SPAN 211. Medical Spanish  
Introduction to the study of the Spanish language used in health services. Practice in both oral and written forms of communication, with emphasis on their applications to common situations encountered in hospitals. Special attention will also be given to social practices which differ from those of the United States in order to develop cultural competency. Prerequisite: SPAN206.

SPAN 212. Spanish Translation  
Concepts, guidelines and practice of translation from English to Spanish. Prerequisite: SPAN 206.

SPAN 222. Spain  
An overview of the geography, history, culture and government of Spain. Prerequisite: SPAN 206. Spring, alternate years.

SPAN 228. Latin America  
An overview of the geography, history, culture and governments of Latin America. Prerequisite: SPAN 206. Spring, alternate years.

SPAN 250. Special Topics in Spanish  
A special period, issue or theme in Spanish or Hispanic American literature or culture is to be studied in depth. Topic and course content will be announced prior to registration. Course may be taught in English or Spanish. Spanish majors will be required to do their reading and writing in Spanish whenever possible. Prerequisite: SPAN 206. Offered as needed.

SPAN 261. Spanish Literature  
Reading and analysis of significant literary texts representative of important Spanish authors and literary movements from the Middle Ages to the present. Use of MLA style research methods. Prerequisite: SPAN 209. Fall, alternate years.

SPAN 263. Hispanic American Literature  
Reading and analysis of literary works written in Spanish in Latin America, from the colonial period to the present, with emphasis on recent fiction. Use of MLA style and research methods. Prerequisite: SPAN 209. Fall, alternate years.

SPAN 270. Internship in Spanish  
An opportunity to apply the knowledge and skills the student has learned in courses to real work settings; the apprenticeship aspect of the internship implies that the student has some base of knowledge and will increase her knowledge and skills by direct contact with an experienced, knowledgeable mentor. Open to juniors and seniors with a 2.0 cumulative average; may be taken only once for credit toward the major or minor; admission by application only. Fall and Spring.

SPAN 290. Honors Independent Study in Spanish  
Advanced independent study under the guidance of a faculty advisor. Normally open to juniors and seniors with a 3.5 major average in Spanish. Subject to the approval of the chair of the department. Honors work may be taken for a maximum of two courses.
SPAN 300. Mexico Immersion Program
Language and cultural immersion in Mexico during Salem College’s January term program. This course may substitute for SPAN 010, 020, 030 or 250, depending on the level of coursework completed.

SPAN 390. Senior Seminar
Required of all Spanish majors. Completion of a research project related to Hispanic culture, language and/or literature topic of interest to the student. Final paper and formal oral presentation required as part of senior assessment of departmental student learning outcomes. Spring.
Women’s Studies

Associate Professor Dulan, coordinator

Women’s studies is an interdisciplinary program focusing on the role of gender in the development of individuals, societies and cultures and on the construction of gender by societies and cultures. Emphasis is placed upon the intersection of gender with race, class, ethnicity, age and sexuality and on issues of bias, inequality and male privilege. Students in women’s studies are encouraged to think critically and analytically; to explore a variety of disciplinary approaches to the interpretation of human experience; to use their own gendered life experience while at the same time trying to see the world through others’ eyes; and to create bridges between the academic and the experiential.

Women’s Studies Major

The major requires 12 courses: a four-course women’s studies core, and completion of one of two eight-course concentrations as outlined below. At least six courses toward the major must be completed at Salem.

Women’s Studies Core

The women’s studies four-course core provides the basis for understanding the interdisciplinary nature of women’s studies; core knowledge of issues related to women and gender; and the study and application of gender as a category of analysis. The core includes:

- WMST 204. Introduction to Women’s Studies
- WMST 210. Feminist Theory: Lenses and Methodologies
- WMST 240. Women’s Activism and Advocacy
- WMST 380. Senior Project in Women’s Studies or
  WMST 290. Honors Independent Study in Women’s Studies

Concentration Option One: Feminist Studies: Intersectionalities

Placing women at the center, this concentration interrogates the intersectionalities of gender, race, class, sexuality, and other social categories, within a transnational and cross-cultural framework. In addition to the four-course women’s studies core, the concentration requires a three-course intersectionalities core, plus five more courses chosen from a list of approved courses.

Students in the Feminist Studies: Intersectionalities concentration are required to complete three of the following courses drawn from at least two different disciplines:

- BIOL 070. Issues in Biology for Women
- ENGL 325. Modern Writings from Women of the Non-Western World: Global Literature or
  ENGL 293. The Culture of African American Literature
- PSYC 110. The Psychology of Women or
  PSYC 160. Human Sexuality
- REST 202/SOCI 202. Race and Ethnic Relations or
  REST 210/HIST 215. Critical Issues in the History of Race and Ethnicity
- SOCI 230. Sociology of Gender
- A pre-approved WMST 220 course
- Any other course approved by the chair of the women’s studies program
In addition, the Feminist Studies: Intersectionalities concentration requires five of the following, including at least one course from two different disciplines:
- ARTH 180. Women and Art
- BIOL 070. Issues in Biology for Women
- COMM 223. Gender and Communication
- DANC 104. History of Dance
- ENGL 208. Early Modern Female Dramatists: Sinners, Saints, and Sapphons
- ENGL 288. Rooms of Their Own: Women Writers, 1900-present
- ENGL 293. The Culture of African American Literature
- ENGL 310. Toni Morrison: Reconstructing American Identity
- ENGL 325. Modern Writings from Women of the Non-Western World: Global Literature
- ENGL 348. The Rise of the Female Novelist, 1684-1900
- ENGL 349. Race, Culture and Identity in Multi-Ethnic Literature of the United States
- EXER 245. Women in Sport
- HIST 221. American Women’s History
- HIST 265. American Constitutional and Legal History
- HIST 269. America in Our Time: 1945 to Present
- HIST 286. Modern Japan
- MUSI 105. Women and Music
- MUSI 305. Women and Music
- PSYC 110. Psychology of Women
- PSYC 160. Human Sexuality
- RELI 255. Women in Ancient Judaism and Hebrew Scriptures
- RELI 256. Women in the New Testament and Early Christianity
- SOCI 222. Birth and Reproduction
- SOCI 230. Sociology of Gender
- SOCI 232. Marriage and the Family
- WMST 200. Independent Study
- WMST 220. Special Topics in Women’s Studies
- WMST 270. Internship in Women’s Studies
- WMST 290. Honors Independent Study in Women’s Studies

Other appropriate special topics and honors courses may be approved by the program coordinator.

**Concentration Option Two: Women’s Advocacy**

Eight courses

Courses in this concentration prepare students to work in organizations that seek to bring positive change to the lives of women. In addition to the four-course women’s studies core, the advocacy concentration requires a three-course advocacy core, plus five more courses chosen from a list of approved courses, with WMST 270 (Internship in Women’s Studies) strongly recommended.

Students in the Women’s Advocacy concentration are required to complete three of the following courses drawn from at least two different disciplines:
- COMM 225. Persuasion, Culture and Sustainability
- COMM 322. Campaign Communication
- NFPM 130. Making Change: Public Policy, Advocacy & Grassroots Organizing
- NFPM 301. Organizational Planning and Evaluation
- POLI 105. Introduction to Public Policy
POLI 150. Public Policy Analysis
A pre-approved WMST 220 course
Any other course approved by the chair of the women’s studies program

In addition, the advocacy concentration requires five of the following, including at least one course from two different disciplines:

- ARTH 180. Women and Art
- BIOL 070. Issues in Biology for Women
- COMM 223. Gender and Communication
- DANC 104. History of Dance
- ENGL 208. Sinners, Saints, and Sappho: Early-Modern Female Dramatists
- ENGL 288. Room of Their Own: Women Writers, 1900-present
- ENGL 293. The Culture of African American Literature
- ENGL 310. Toni Morrison: Reconstructing American Identity
- ENGL 325. Modern Writings from Women of the Non-Western World: Global Literature
- ENGL 348. The Rise of the Female Novelist, 1684-1900
- ENGL 349. Race, Culture and Identity in Multi-Ethnic Literature of the United States
- EXER 245. Women in Sports
- HIST 221. American Women’s History
- HIST 265. American Constitutional and Legal History
- HIST 269. America in Our Time: 1945 to Present
- HIST 286. Modern Japan
- MUSI 105. Women and Music
- MUSI 305. Women and Music
- PSYC 110. Psychology of Women
- PSYC 160. Human Sexuality
- RELI 255. Women in Ancient Judaism and Hebrew Scriptures
- RELI 256. Women in the New Testament and Early Christianity
- SOCI 222. Birth and Reproduction
- SOCI 230. Sociology of Gender
- SOCI 232. Marriage and the Family
- WMST 200. Independent Study
- WMST 220. Special Topics in Women’s Studies
- WMST 270. Internship in Women’s Studies
- WMST 290. Honors Independent Study in Women’s Studies

Other appropriate special topics and honors courses may be approved by the program coordinator.

Women’s Studies Minor
The Women’s Studies minor requires completion of six courses, of which no more than two may come from a single discipline, with the exception of Women’s Studies. At least three of the six courses must be taken at Salem.

WMST 204: Introduction to Women’s Studies and WMST 210: Feminist Theory: Lenses and Methodologies are required. Four courses must be chosen from the list below. At least two courses must be drawn from two different disciplines outside of Women’s Studies.

- ARTH 180. Women and Art
BIOL 070. Issues in Biology for Women
COMM 223. Gender and Communication
DANC 104. History of Dance
ENGL 208. Sinners, Saints, and Sapphos: Early-Modern Female Dramatists
ENGL 288. Room of Their Own: Women Writers, 1900-present
ENGL 293. The Culture of African American Literature
ENGL 310. Toni Morrison: Reconstructing American Identity
ENGL 325. Modern Writings from Women of the Non-Western World: Global Literature
ENGL 348. The Rise of the Female Novelist, 1684-1900
ENGL 349. Race, Culture and Identity in Multi-Ethnic Literature of the United States
EXER 245. Women in Sports
HIST 221. American Women’s History
HIST 265. American Constitutional and Legal History
HIST 269. America in Our Time: 1945 to Present
HIST 286. Modern Japan
MUSI 105. Women and Music
MUSI 305. Women and Music
PSYC110. Psychology of Women
PSYC160. Human Sexuality
RELI 255. Women in Ancient Judaism and Hebrew Scriptures
RELI 256. Women in the New Testament and Early Christianity
SOCI 222. Birth and Reproduction
SOCI 230. Sociology of Gender
SOCI 232. Marriage and the Family
WMST 200. Independent Study
WMST 220. Special Topics in Women’s Studies
WMST 240. Women’s Activism and Advocacy
WMST 270. Internship in Women’s Studies
WMST 290. Honors Independent Study in Women’s Studies
WMST 380. Senior Thesis in Women’s Studies

Other special topics and honors courses may count toward the minor, but approval of such courses by the program coordinator is necessary in advance.

**Women’s Studies Courses (WMST)**

**WMST 200. Independent Study in Women’s Studies** One-quarter to one course
Independent study under the guidance of a faculty advisor. Open to students with a 2.0 cumulative average and permission of the coordinator of the program. Independent study may take the form of readings, research, conference or project. Independent study may be taken for a total of four courses, no more than two in any term.
WMST 204. Introduction in Women’s Studies  One course
An interdisciplinary course focusing on the life experiences of women from diverse backgrounds and on the theoretical frameworks which feminist thinkers have used to analyze and transform cultural, political, and scientific ideologies. Includes a brief overview of the history of the women’s movement. Emphasis on the interconnections among gender, race, class and sexual orientation.

WMST 210. Feminist Theory: Lenses and Methodologies  One course
A study of the varieties of modern feminist theory, including Women’s Liberation; Marxist feminism; gynocentrism; the politics of difference; essentialism; theories of feminism related to lesbians, women of color, working class women; and global perspectives on women. Exploration of different models for using gender along with race, class, ethnicity and sexuality, as lenses of analysis will facilitate the development of critical and analytical methodologies. WMST majors and minors will develop a theoretical basis and research methodology in preparation for the senior project. Prerequisite: WMST 204 or permission of instructor.

WMST 220. Special Topics in Women’s Studies  One course
An issue or problem in women’s studies will be studied intensively. The specific content and methods for study will be announced prior to the beginning of the course. Spring and as needed.

WMST 240. Women’s Activism and Advocacy  One course
Building on an exploration of the involvement of women in historical and contemporary social movements for human equality and social justice, this course emphasizes ways in which women conceptualize, strategize, implement and assess social movements and organizations, particularly those whose goal is the betterment of women’s lives and opportunities. Prerequisite: WMST 204 or permission of the instructor.

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

WMST 290. Honors Independent Study in Women’s Studies  One course
Advanced independent study under the guidance of a faculty advisor. Open to juniors and seniors with a 3.5 cumulative G.P.A. and permission of the coordinator of the program. Honors Independent Study may be taken for a maximum of two courses.

WMST 380. Senior Thesis in Women’s Studies  One course
Advanced level investigation under the guidance of a faculty advisor, culminating in the completion of a major research paper using the lens of feminist theory. The topic must be related to the student’s concentration (Feminist Studies: Intersectionalities or Women’s Advocacy). Approval of the director of the women’s studies program is required before registration. Prerequisite: WMST 204, WMST 210 and senior status.
SALEM SCHOLARSHIP FUNDS

Endowment Scholarships
Endowed scholarships consist of money given to Salem to invest. A donor may request that Salem use the interest earned from his or her gift for a particular purpose; many donors request that the interest be used for scholarships.

The following is a list of all of Salem’s endowed scholarships:
General Scholarships
  Alamance County Scholarship
  The Aldridge Scholarship
  The Herbert W. and Maye S. Aldridge Memorial Scholarship
  The Herbert and Maye Aldridge Salem Signature
  The R. Worth Allen Sr. Scholarship
  Eva Sue Hodges Ambler Scholarship
  Maye McMinn Houston Anderson Scholarship
  Jane Armfield Scholarship
  Sallie Millis Armfield Scholarship
  Emily Diane Payne Arrowood C’49 Scholarship
  Carrie Bahnson Memorial Scholarship
  The Marjorie H. Bailey Third Century Scholarship
  Bethania Memorial Scholarship
  Louise Bitting Scholarship
  Boone Family Scholarship
  Mabel Douglas Bowen Scholarship
  Bradley Scholarship
  Brookes Sisters Scholarship
  Roy J. Campbell Scholarship
  Adele Pannill Carter Scholarship
  Charlotte Alumnae Scholarship
  Lucy Hanes Chatham Scholarship
  Church Family Scholarship
  Class of 1912 Scholarship
  Class of 1923 Scholarship
  Class of 1926 Scholarship
  John H. Clewell Scholarship
  William F. and Ethel Reich Clingman Scholarship
  Rhoda Ware Cobb Scholarship
  Correll–Brown Scholarship
  Ruth Hanes Craig Memorial Scholarship
  Mildred Ellis Culbreath Scholarship
  Dr. John Preston Davis Scholarship
  Sue Jones Davis Scholarship
  Margaret M. Dick Scholarship
  T.B. and Mary Neal Dixson Scholarship
  Nellie R. Seewald Doe Scholarship
Bessie Wellborn Duncan Scholarship
Virginia “V.V.” Garth Edwards Scholarship
Robert E. Elberson Scholarship
William Alexander Eliason and Mary Norman Eliason Scholarship
Doris McMillan Eller Scholarship
Thomas and Elizabeth Elrick Everett Scholarship
Alice Elaine Falls Scholarship
Mary Ruth Fleming Scholarship
Jessica T. Fogle Scholarship
Rosa Caldwell Foil C’26 Scholarship
Adelaide Fries Scholarship
Marguerite and Rosa Fries Scholarship
Sarah Fulcher Scholarship
Florence Clement Gaither Scholarship
Marion Norris and Wensell Grabarek Scholarship
Doris Collie Hall Scholarship
Violet, William, David and Earnest Hampton Memorial Scholarship
Martha Stockton Hancock Scholarship
Lizora Hanes Scholarship
The Margaret Hauser Scholarship
Nancy Hayes Scholarship
William Randolph Hearst Scholarship
Lynne Collins Heidenreich Scholarship
Elizabeth McRaven Holbrook Scholarship
Frances Goodwin Frye Howard Memorial Scholarship
John Jacobson Scholarship
Dell and Frank James Scholarship
Claudia Duval Jarrett C’61 Scholarship
The J. Clyde Johnson Scholarship
Virginia A. Johnson Scholarship
Mary Ann Wolff Jones Scholarship
Charles Henry and Glennora Rominger Kreiger Scholarship
Louise Pepper McClung Scholarship
McEachern Sisters Scholarship
Helen Johnson McMurray Scholarship
Mabel McInnis McNair Scholarship
Eleanor, Laura and Catherine Neal Scholarship
Mary Bryant Newell Scholarship
Paul O. & Freda Dietz Newman Memorial Scholarship
Corinne Baskin Norfleet Scholarship
Ruth Willingham Norfleet and Lila Norfleet Davis Scholarship
Abbie Leigh Ross Pepper Scholarship
William H. and Lena Morris Petree Scholarship
Rosalie Hanes Moore Rice Scholarship
Rocky Mount Alumnae Scholarship
Howard Edward Rondthaler Scholarship
Katherine B. Rondthaler Scholarship
Brona Nifong Roy Scholarship
Elizabeth H. Scholze Scholarship
Class of 1984 Scholarship
Jennie Richardson Shaffner Scholarship
Helen Shore Scholarship
Adelaide Caroline Winston Showalter Scholarship
Michele Garcin Siebert Scholarship
Charles and Clara V. Siewers Scholarship
T.A. and L.A. Sims Scholarship
Eleanor Stafford Scholarship
Elizabeth Leland Stanfield Scholarship
Stough Sisters Scholarship
Mary L. Stroud Scholarship
Linda Lyon Turner Scholarship
Molly Tuttle Scholarship
Sara A. Vogler Scholarship
Elizabeth M. Waynick Scholarship
Ann McPherson Weaver Memorial
Lucy Leinbach Wenhold Scholarship
The Carl and Virginia Flynt Weyand Scholarship
Elizabeth N. Whitaker Scholarship
Elizabeth Taylor Williams Scholarship
Tom and Ted Wilson Scholarship
Edith Willingham Womble Scholarship
Beulah May Zachary Scholarship
Webb Zenor Scholarship

**English**
Winfield and Polly Blackwell Scholarship
Jess Byrd Scholarship
Mina Fleshman/Geraldine Pratt Scholarship

**Math and Science**
The Herbert and Maye Aldridge Math & Science Scholarship
Class of 1938 Roy Campbell Scholarship (Science)

**Music**
Stuart A. and Marie V. Bellin Music Scholarship
Marilyn Shull Brown Scholarship
Mary Norris Cooper Music Scholarship
Margaret McCall Copple Scholarship
Dr. Benjamin C. Dunford Scholarship
Jo Ann Wade Eaves Scholarship
Fogle Organ Scholarship
Nell Folger Glenn Scholarship
Maude Hawks Music Scholarship
Louise Bahnsen Haywood Scholarship
Margaret Louise Johnson Scholarship
Mary V. Jones Scholarship
Marjorie Roth Kennickell Scholarship
Margaret Mason McManus Scholarship
John and Margaret Mueller Organ Scholarship
Pfohl Scholarship in Music
Gerri Pratt Scholarship (Music Composition)
Clemens & Margaret Vardell Sandresky Scholarship
H. A. Shirley Scholarship
Margaret T. and Ralph M. Stockton Sr. Music Scholarship
Luther E. & Ruby N. Tesh Music Scholarship
Evelyn Tatum Traver C’51 Endowed Music Scholarship
Charles G. Vardell Music Scholarship
Gretchen Wampler Welch Music Scholarship

Miscellaneous
Stuart A. Bellin Fund for Continuing Studies (Fleer Center Students)
Dr. W. Douglas Cardwell, Jr. French Scholarship (French)
Robert E. Elberson Scholarship for Female Adult Education (Fleer Center Students)
Patricia Ann Etheridge Scholarship (Humanities)
Elaine Fasul Scholarship (Sociology)
Eva (Hassell) Hackney Hargrave C’31 Scholarship (Art History or English)
Martha Hinkle Fleer Prime Times Scholarship (Fleer Center Students)
Ivy May Hixson Memorial Scholarship (Study Abroad)
International Scholarship Fund (Study Abroad)
Mila Kabatnik Scholarship (Design)
James Leinbach Scholarship
Elizabeth Reeves Lyon Scholarship (Arts Management)
Patricia Calametti McAleer Scholarship for Continuing Studies (Fleer Center Students)
J. Frank and Laura Turnage McNair Scholarship (Religion)
Moravian Scholarship
Ruth Virginia Neely Scholarship (Elementary Education)
Nan Norfleet Early Art Scholarship
Constance Pfohl Scholarship (Moravian)
Frances Caldwell Prevost Scholarship (Elementary Education)
Shirley Danner Shouse Scholarship (Fleer Center Students)
Gertrude Siewers Scholarship (Moravian)
Harry and Hannah Smith Scholarship (Humanities)
Minnie J. Smith Scholarship (Humanities)
Hattie Strong Scholarship (Foreign Students)
Edith Witt Vogler Scholarship (Moravian)
Women’s Fellowship of Home Moravian Church Scholarship (Moravian)
Term Scholarships
The following is a list of term scholarships. These scholarships are funded annually by the donors, and the money is then given to qualified students.
- Algernon Sydney Sullivan Scholarship
- Atlanta Alumnae Club
- BB&T Merit Scholarship
- Kathleen Adkins Blackwell Scholarship
- Broyhill Family Foundation Scholarship
- Duke Energy Scholarship
- Durham–Chapel Hill Alumnae Club
- Golden Leaf Foundation Scholarship
- Cynthia Curtis and Lucy Grimsley Memorial Scholarship
- Lehman Scholars (Science and Math)
- Piedmont Natural Gas Company Scholarship
- Tidewater Alumnae Club
- UPS Scholarship
- Vulcan Materials Scholarship
- Wachovia Scholarship
- Washington, DC–Baltimore Alumnae Club
- Westmoreland Lowe Scholarship (Traditional Age Day Student)
- Lettie Pate Whitehead Foundation Scholarship Program
- Winston–Salem Alumnae Club
AWARDS AND PRIZES

Algernon Sydney Sullivan and Mary Mildred Sullivan Awards
Established in 1925 by the Algernon Sydney Sullivan Foundation (formerly the New York Southern Society) these awards recognize the continuing influence and noble characteristics of high-minded individuals with distinctive qualities and whose spiritual standards are representative of the awarding institution. Salem College was selected by the Foundation to make these student awards beginning in 2002 in any year when an exceptional student or students meet the qualifications and characteristics.

Ann MacPherson Weaver Award
This award is given to a rising junior who exemplifies the courage, sense of humor and self-effacing qualities that were characteristics of Ann Weaver. This student is known for facilitating harmonious relationships within the Salem College community and maintains high academic standards. Established to honor Ann MacPherson Weaver.

Anne Woodward Student-Athlete of the Year
This award is presented to the Salem College athlete who has achieved team and individual greatness during the academic year. The person is nominated by coaches and voted on by the athletic department staff.

Athletic Academic Achievement Award
This award is given yearly to the athletic team with the highest cumulative G.P.A.

Carroll Lennon Residential Life Award
This award is given to a student who exemplifies the spirit, enthusiasm and concern for fellow students that was characteristic of Carroll Lennon C’69. The award recipient is selected by a committee of student government officers, the dean of students and representatives of her staff.

Clark A. Thompson Community Service Award
Established to honor the late Dr. Clark A. Thompson for his years of dedicated service to the College and to the larger community, this award recognizes a Salem student who has made a substantial commitment to volunteer community service beyond course requirements.

Davis Education Award
The Davis Education fund was established to support a student in the Education M.A.T. Program, with preference for a student continuing directly from the teacher licensure program at Salem College.

Elisabeth Oesterlein Award
Named in recognition of Salem’s first teacher when it was founded as a school for girls in 1772, the Oesterlein Award is presented annually at Founders Day to the senior who, during her four years at Salem, has made notable contributions to the quality of life at Salem College. The award recognizes both outstanding leadership and scholarship.

Fleer Center Leadership Award
Given to a senior (or seniors) who truly exemplifies the spirit of Salem. Award winners conduct their day-to-day lives as adult learners at Salem with passion and compassion, logic and emotion, intelligence and grace.

Fleer Center Leadership Award
Established to honor a senior or seniors who exemplify a quality of leadership above and beyond expectation. Recipients exhibit compassion for others and a belief in the power of the Salem Community that has enabled them to develop their unique potential and prepared them to change the world.
**Fleer Center Spirit Award**
Given to a senior or seniors who truly exemplify the spirit of Salem in all that she/he does. The recipients conduct their day-to-day lives as adult learners here at Salem with passion and compassion, logic and emotion, intelligence and grace. They are exceptional role models for all Salem students.

**H.A. Pfohl Awards**
Established by the children and grandchildren of a long-time trustee of Salem Academy and College, the H.A. Pfohl Awards are given annually to: (1) a senior who exemplifies strong campus citizenship, Christian character, loyalty and effective service to the College; and (2) a faculty member who has demonstrated sound service, loyalty, Christian influence and effective teaching.

**Inzer Byers History Award**
Sponsored by the Phi Alpha Theta Honor Society, this award recognizes excellence in an emerging scholar in history, political science or international relations and is given to a junior or senior showing outstanding potential in the skills of the historical discipline, including careful examination of evidence, analytical thinking and effective communication of ideas.

**Jess Byrd Scholar-Athlete Award**
This award is presented to a graduating senior who for four years has attained a strong academic record and exhibited qualities of sportsmanship, athletic ability and leadership. The award is named in honor of Jess Byrd ’27, a distinguished Lehman Professor of English (1937-1967) and a strong advocate for the academic advancement of women.

**Katherine B. Rondhaler Awards**
The Alumnae Association of Salem College presents awards to students each year for the best creative work in art, literature and music.

**Lovin History Award**
Established in 2002 to honor a distinguished Salem Alumna whose life interests included a passion for creative writing, this award recognizes a Salem student with a minor in creative writing who has submitted an outstanding portfolio of work.

**Lucy Bramlette Patterson Award for Creative Writing**
Established in 2002 to honor a distinguished Salem Alumna whose life interests included a passion for creative writing, this award recognizes a Salem student in creative writing who has submitted an outstanding portfolio of work.

**Penelope Niven Creative Writing Award**
Established in 1998 with a gift from Pauline Sims Medlin, a member of the Center for Women Writers board, this award honors Penelope Niven, writer-in-residence at Salem College, and recognizes outstanding work by a Salem College junior or senior in creative writing.

**Nan Tilley Athletic Department Service Award**
Presented to an individual for exemplary service, selfless dedication and commitment to the athletic department’s philosophy and mission. This award is not given every year and is not necessarily awarded to an athlete.

**President’s Prizes**
Established by the Alumnae Association of Salem College in 1958, the awards are made to recognize high academic achievement at the College. An award is also given to the first-year and to the junior with the highest G.P.A., provided she returns for the academic year immediately following.
Sarah Covington Fulcher Leadership Award
Established in 1988 by Sarah Fulcher this award is given to an upper-class student displaying outstanding qualities of leadership. The recipient will have impacted the College or wider community and demonstrated tenacity and determination; the ability to make decisions and implement them; the ability to communicate clearly and effectively; and integrity, loyalty and dedication.

Scholar Athlete of the Year Award
This award recognizes a sophomore, junior or senior athlete letter-winner who has the highest cumulative G.P.A.

Sophisteia Award
The Sophisteia Award for traditional students is a gift to Salem College from the Class of 1978, in conjunction with the Class of 1973. Established in 1978, it is presented to the senior graduate with the highest G.P.A. over four years. The Sophisteia Award for Fleer Center students, established by the Prime Times Alumnae Club, honors the Fleer Center graduate who has achieved the highest G.P.A. with full time enrollment over a minimum of two full years of study at Salem, the high standards and requirements that Salem College holds for its students.

Winnie Warlick Simpson Awards
Established by the children of Winnie Warlick Simpson, a Salem College alumna. Awards are given to students who excel in music theory and music composition.

Women in Science and Mathematics Program Prize
Awarded to a junior or senior majoring in one of the four disciplines in the science division, who has achieved as G.P.A. of 3.0 or higher and who has exemplified citizenship and scholarship by participating in the activities sponsored by the Women in Science and Mathematics program, tutoring and the honor societies. The recipient must show strong scholarship in the classroom and in research.
HONOR ORGANIZATIONS

Alpha Epsilon Delta
Alpha Epsilon Delta, the Salem Premedical Honor Society, promotes communication, scholarship and community service among premedical students at the College. Its membership is limited to Salem students and alumnae whose general scholastic average is 3.0 or greater and who rank in the upper 35% of their class.

Alpha Lambda Delta
Alpha Lambda Delta is a nationally recognized first-year honor society. Its purpose is to promote intelligent living, high standards of learning and superior academic achievement in a student’s first year at Salem. To be admitted to Alpha Lambda Delta, a student must take a full academic load and earn a G.P.A. of 3.5.

Alpha Psi Omega
Alpha Psi Omega honors students who achieve a high standard of work in dramatics. Students who complete a minimum of 60 hours on stage and in some area of crew work are eligible for membership.

Alpha Sigma Lambda
Alpha Sigma Lambda, the premier and largest chapter-based honor society for full and part-time adult students, was established in 1946 to recognize outstanding scholarship and leadership in adult students pursuing their first undergraduate degree. Alpha Sigma Lambda recognizes students in this population who have taken a minimum of six graded courses in liberal arts/sciences at Salem (not including transfer course credits), are drawn from the top 20% of students in the undergraduate degree program whether full or part time, and have a minimum cumulative G.P.A. of 3.2.

Beta Beta Beta
Beta Beta Beta is the national biological honor society which emphasizes scholarship, dissemination of scientific knowledge and promotion of biological research. Regular members of the Beta Alpha chapter must be biology majors of junior or senior standing and possess a 3.0 or higher. Associate members are those undergraduates whose interests include the like sciences, but who are ineligible for regular membership.

Kappa Delta Pi
Kappa Delta Pi, the International Honor Society in education, is dedicated to scholarship and excellence in education. The Society, as a community of scholars, recognizes scholarship, promotes worthy educational ideas and practices, enhances professional growth and leadership, fosters inquiry and reflection on significant educational issues and maintains a high degree of professional fellowship. Members of the Salem College chapter of KDP are selected in the spring term.

Lambda Pi Eta
Lambda Pi Eta is a national honor society for communication majors. Membership is open to juniors and seniors with outstanding achievement in communication studies. Faculty may also be members.

Mortar Board
Mortar Board is a national honor society for seniors who have demonstrated distinguished ability in scholarship, leadership and service to the college and the community. Members are tapped for the society at the end of their junior year.
Omicron Delta Epsilon
Omicron Delta Epsilon is an international honor society that encourages and recognizes academic excellence in economics. Students are required to have a 3.0 overall G.P.A. and a 3.0 average in at least four economics classes. ODE is committed to advancing the field of economics through dialogue and academic exchange both on and off campus.

Omicron Delta Kappa
Omicron Delta Kappa, a national leadership honor society, recognizes junior and senior students who have attained success in scholarship, athletics, service, journalism and creative arts through effective leadership and constructive participation in the life of the community.

Phi Alpha Theta
Phi Alpha Theta, the national history honor society, encourages and recognizes outstanding achievement in that field of study. Both faculty and students may be inducted into this society.

Phi Sigma Iota
Phi Sigma Iota is the national honor society in modern languages. It is open to faculty, juniors and seniors who meet high standards of performance in advanced French, German and Spanish.

Pi Gamma Mu
Pi Gamma Mu is the international social science honor society. It recognizes achievement in the social sciences and is open to juniors and seniors who meet its high standards through their course work in history, political science, economics, sociology and psychology.

Pi Kappa Lambda
Pi Kappa Lambda is the most prestigious national college honor society in music. It recognizes the highest levels of musical achievement and academic scholarship in colleges, universities and other institutions of higher learning which must offer music degree programs in one or more fields. Membership is open to juniors and senior who have demonstrated high academic achievement in music.

Sigma Beta Delta
Sigma Beta Delta is the international honor society in business, management and administration. Its purposes are to encourage and recognize scholarship and achievement among students of business, management and administration as well as to encourage and promote personal and professional improvement and a life distinguished by honorable service to humankind. To be eligible for membership in Sigma Beta Delta, students must be business, accounting, economics or international business majors of junior or senior standing and possess a 3.7 G.P.A.

Sigma Tau Delta
The Alpha Eta Kappa chapter of Sigma Tau Delta, the International English Honor Society, honors distinction for high achievement in undergraduate English studies. Students must have completed three semesters at Salem, maintain a 3.0 in more than two English/creative writing at the 200-level or higher, and rank in the top 35% of her class.

Theta Alpha Kappa
Theta Alpha Kappa is the national honor society for theology and religious studies. Its purpose is to encourage, recognize and maintain excellence in these fields of study. Theta Alpha Kappa sponsors a scholarly journal which publishes the works of undergraduate students.
EMERITI FACULTY/ADMINISTRATION

Doug Borwick, B.M., Ph.D.
  Professor of Not-for-Profit Management, Arts Management and Music, Emeritus
Michel Bourquin, B.A., M.A.
  Professor of French, Emeritus
Mildred Inzer Byers, A.B., M.A., Ph.D.
  Ivy May Hixson Professor of Humanities, Emerita
W. Douglas Cardwell, Jr., A.B., Ph.D.
  Professor of Modern Languages, Emeritus
Errol Clauss, B.A., M.A., Ph.D.
  Professor of History, Emeritus
James W. Edwards, A.B., M.S., Ph.D.
  Professor of Biology, Emeritus
Doris M. Eller, B.S.
  Director of Alumnae Relations, Emerita
Todd L. Fay, B.A., M.S., Ph.D.
  Professor of Psychology, Emeritus
Louise Y. Gossett, B.A., M.A., Ph.D.
  Professor of English, Emerita
Mary E. Homrighous, A.B., M.A., Ph.D.
  Professor of English, Emerita
Joan E. Jacobowsky, B.S., M.A.
  Professor of Voice, Emerita
Virginia A. Johnson, B.S., M.Ed.
  Dean of Students, Emerita
William G. Mangum, B.A., M.A.
  Professor of Art, Emeritus
Craig H. Miller, B.S., Ph.D.
  Professor of Chemistry, Emeritus
Thomas Mowbray, B.A., M.A., Ph.D.
  Professor of Biology, Emeritus
  Professor of Organ, Emeritus
Margaret S. Mueller, B.M., M.M.
  Professor of Organ and Theory, Emerita
Stephen R. Nohlgren, B.A., M.S.P.H., Ph.D.
  Professor of Biology, Emeritus
Dorothy S. Russell, B.A., M.A., Ed.D.
  Professor of Education, Emerita
Margaret Vardell Sandresky, B.M., M.M.
  Professor of Composition and Theory, Emerita
Dudley D. Shearburn, A.B., M.Ed., Ph.D.
  Associate Professor of Education, Emerita
Rose Simon, A.B., M.A., M.S.L.S., Ph.D.
  Director of Libraries, Emerita
Adam Stiener, B.A., M.A.
    Associate Professor of German, Emeritus
Wenzhi Sun, B.S., M.S., Ph.D
    Associate Professor of Mathematics, Emeritus
Nan Rufty Tilley, B.S., M.F.A.
    Associate Professor of Physical Education, Emerita
William Beckler White, B.A., B.S., M.A., Ph.D.
    Professor of English, Emeritus
ORGANIZATION OF THE COLLEGE

Board of Trustees 2013-2014

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Winston-Salem, NC

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Winston-Salem, NC

Winston-Salem, NC

Winston-Salem, NC

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Winston-Salem, NC

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Cincinnati, OH

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Tampa, FL

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Winston-Salem, NC

G. Dee Smith (2014)
Winston-Salem, NC

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Winston-Salem, NC
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Holly Springs, NC

Julie Barton C’74 (2016)
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Durham, NC

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Winston-Salem, NC

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Raleigh, NC

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Baltimore, MD

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Winston-Salem, NC

Winston-Salem, NC

Rosemary Hege C’79 (2015)
Lexington, NC

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Winston-Salem, NC

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Winston-Salem, NC

Henry H. Jordan II (2014)
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Raleigh, NC

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Richard L. Sides (2015)
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Virginia Mewborne Spykerman A’86 (2014)
Charlotte, NC

Winston-Salem, NC

Laura Sides Watson A’94, C’99 (2014)
Winston-Salem, NC
Administration, Faculty and Staff

Office of the President
Susan E. Pauly (2006)

President, Salem Academy and College
B.A., University of Arkansas at Little Rock; M.A., Ph.D., University of Arkansas at Fayetteville
Wanda R. Motsinger (1991)
Executive Secretary
Lynne Stewart (2005)
Director of Board Relations
B.A., Salem College

Office of the Vice President for Academic and Student Affairs and Dean of the College
Susan Calovini (2011)
Vice President for Academic and Student Affairs and Dean of the College
B.S., Ohio University; M.A., Ph.D., The Ohio State University
Richard Vinson (2008)
Associate Dean for Undergraduate Studies and Professor of Religion
B.A., M.A., Samford University; M.Div., Southern Baptist Theological Seminary; Ph.D., Duke University
Ida Turner Davis (2000)
Director of Academic Support
B.B.A., University of Central Arkansas; M.A., Webster University
Sydney Davis-Richardson (2007)
Director of the Writing Center, Assistant Professor of Education and Writing
B.A., University of North Carolina at Greensboro; M.A., North Carolina Agricultural andTechnical University; Ph.D., University of North Carolina at Greensboro
Ramona P. Raines (1998)
Staff Associate, Academic Programs
B.S., North Carolina Central University
Gail Adams (2010)
Coordinator of Cultural Events
B.B.A., Belmont University
Executive Assistant
B.A., George Mason University; M.A., North Carolina State University

Martha H. Fleer Center for Adult Education
Suzanne Williams (1996)
Dean, Martha H. Fleer Center for Adult Education
B.A., Converse College; M.S.W., University of North Carolina at Chapel Hill
Anne Alexander Donovan (2013)
Administrative Assistant
B.A., Salem College
Betty S. Telford (2007)
*Coordinator of Student Services and Courses for the Community*
B.S.Ed., M.A.Ed., Western Carolina University; Ed.S., Appalachian State University

Jan Carey (2013)
*Admission Counselor/Academic Advisor*
B.A., University of California, Santa Cruz; M.A., American University

Gerry Hayes (2008)
*Program Associate/Faculty Administrative Assistant*

**Office of Graduate Studies in Education**
Mary Ann Davis (2001)
*Instructor of Education, Director of Teacher Education*
B.A., Salem College; M.A., Gardner-Webb University

John Gerstmyer (2011)
*Assistant Professor of Education and Director of Graduate Education*
B.A., M.Ed., McDaniel College; Ph.D., The University of Pennsylvania

Phyllis Vaughn (2008)
*Administrative Assistant for Teacher Education and Graduate Education*
B.A., Salem College

**Office of the Registrar**
Jeannette M. Rork (2012)
*Registrar, Director of Institutional Research*
B.A., University of North Carolina at Greensboro; M.A., Wake Forest University

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

Susan C. Brawley (2008)
*Administrative Associate*
B.S.Ed., University of North Carolina at Greensboro

**The Library**
Elizabeth Novicki (2009)
*Director of Libraries*
B.A., M.L.I.S., University of North at Carolina at Greensboro

Peter Austin (2000)
*Technical Services Librarian*
B.A., Warren Wilson College; M.L.I.S., University of North Carolina at Greensboro

Terrence Collins (1993)
*Serials and Technical Services Assistant*
B.S., North Carolina State University

William King (2000)
*Part-time Reference Librarian*
B.A., M.A.T., M.S.L.S., University of North Carolina at Chapel Hill
Laura Lyons (2011)
  Part-time Reference Librarian
  B.A., Indiana University – Bloomington; M.L.I.S., University of North Carolina at Greensboro

Kay McKnight (2007)
  Library Acquisitions Assistant
  B.A., Salem College

Anna Rainey (2007)
  Circulation Assistant
  B.A., Davidson College

Donna Rothrock (1999)
  Fine Arts Center Librarian
  B.M.Ed., University of North Carolina at Chapel Hill; M.M.Ed., University of Colorado at Boulder; M.L.I.S., Ed.D., University of North Carolina at Greensboro

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

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

Kris Kelley (2011)
  Systems Administrator
  A.A.S., Forsyth Technical Community College; B.S., East Carolina University

Ronald C. Lewis (2001)
  PC Support Technician
  A.A.S., Forsyth Technical Community College

Ed Watson (2006)
  PC Support Technician
  A.A.S., B.A., M.A.T., Marshall University

Faculty Secretaries
Robert Cortes (2011)
  Administrative Assistant, School of Music/Art, Coordinator of the Fine Arts Center
  B.A., Florida International University; M.A., University of South Florida

Gerry Hayes (2008)
  Faculty Administrative Assistant/Program Associate

Suzanne (Suzy) Moore (1996)
  Secretary, Science Building
  B.A., University of Pittsburgh
Office of the Dean of Students
Krispin W. Barr (2000)
Dean of Students
B.A., Appalachian State University; M.A., The Ohio State University; Ph. D, North Carolina State University
Monica D. Boyd (2013)
Director of Student Professional Development
B.A., Salem College; M.A., University of Phoenix
Emily Long (2013)
Director of Student Activities
B.A., Hollins University; M.A., University of Central Florida
Leslie Rogers (2007)
Assistant Dean of Students
B.A., Indiana Wesleyan University; M.Ed., University of North Carolina at Greensboro
Julie Collins (2011)
Administrative Assistant, Office of the Dean of Students

College Health Services
Beth Graham, RN, BSN (2005)
Director of Health Services
B.S.N., University of North Carolina at Greensboro
Jack LoCicero (2005)
Director of Counseling Services
B.A., University of North Carolina at Greensboro; M.Ed., Wake Forest University;
Ph.D., Mississippi State University
Rachel Scott, CNA, CPT (2005)
Nursing Assistant
B.A., Salem College

Office of the Chaplain
Chaplain, Salem Academy and College
B.A., Greensboro College; M.Div., Duke Divinity School, Duke University; D.Min.,
Wesley Theological Seminary

Athletics
Melissa Barrett (2011)
Athletic Director
B.A., Belmont Abbey College; M.B.A., University of North Carolina at Greensboro
Betsy Pryor (2003)
Assistant Athletic Director, Director of Aquatics, Instructor of Physical Education
B.S., St. Lawrence University; M.A.T., University of North Carolina at Chapel Hill
Jay Callahan (2005)
Soccer Coach, Sports Information Director, Instructor of Physical Education
B.S. West Virginia University; M.Ed., Salem College
Kevin Fleck (2013)
  Head Tennis Coach
  B.S., Clemson University
Anita P. Howard (2012)
  Basketball Coach
  B.A., Armstrong Atlantic State University
Scott Long (2010)
  Softball Coach
  B.A., Winston-Salem State University
Eddie Stevens (2006)
  Athletic Trainer, Instructor of Physical Education
  B.S., Winston-Salem State University; M.S., West Virginia University
Dana Wall (2012)
  Volleyball Coach
James Williams (2011)
  Cross-Country and Track/Field Coach
  B.A., Emory and Henry College

Office of Admissions and Financial Aid
Katherine Knapp Watts (1992)
  Dean of Admissions and Financial Aid
  B.A., Salem College; M.A.L.S., Wake Forest University
Kathy Marakas Barnes (2007)
  Associate Dean of Admissions
  B.A., Salem College
Christy Ann Chesnut (2000)
  Assistant Director of Financial Aid
  A.A.S., Forsyth Technical Community College
Paul Coscia (2013)
  Director of Financial Aid
  B.A., Guilford College
Shari White Dallas (2008)
  Director of Transfer Recruitment and Special Events
  B.A., Salem College
Brynn Lewallen (2010)
  Financial Aid Counselor
  B.A., Denison University
Krystyna Martin (2012)
  Admissions Counselor
  B.A., Salem College
Kathy S. McAdams (1997)
  Office Systems Manager
  A.A., Davidson County Community College
Meredith Perritt (2012)
  Admissions Counselor
  B.A., Salem College
Linda Pritchard (2003)  
*Receptionist/Administrative Assistant*

Jessica Cecil Rogers (2013)  
*Assistant Dean of Admissions*  
B.A., Salem College

Anna Rucker (2012)  
*Admissions Counselor*  
B.A., Elon University

Carmen Sauls (2010)  
*Admissions Counselor*  
B.A., Salem College

Mary Ivey Stewart (2013)  
*Admissions Counselor*  
B.A., Salem College

Erin VanBuskirk  
*Admissions Counselor*  
BA., Salem College

Jean Williams (2005)  
*Administrative Assistant*

**Business Office**

Derek R. Bryan, CPA (2008)  
*Chief Financial Officer*  
B.B.A., Campbell University; M.S., Appalachian State University; J.D., Wake Forest University

Nikki B. Brock (1971)  
*Accounts Receivable Manager*

Jason B. Clubb, CPA (2010)  
*Controller*  
B.S., University of North Carolina at Wilmington

Cheryl Hamilton (2010)  
*Payroll and Benefits Administrator*  
B.A., Vanderbilt University

Heather Hubbard (2012)  
*Business Office Associate/Cashier*  
B.A., Salem College

Judy Sigmon (2007)  
*Senior Accountant, Accounts Payable Manager*

**Institutional Advancement**

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

Laura Slawter (2009)  
*Director of Major and Planned Giving*  
B.A., Salem College
Cindy Wright Stubblefield (2007)  
*Director of Annual Giving*  
B.S., High Point University; Post-baccalaureate certificate, Not-Profit-Management  
Kelly Bodsfird (2005)  
*Director of Donor Relations*  
B.A., Salem College  
Jane Carmichael (1998)  
*Director of Foundation and Corporate Relations*  
B.A., Elon College; M.A., Wake Forest University  
Judy Eustice (2000)  
*Director of Development Operations*  
B.A., M.B.A., East Carolina University  
Judy R. Line (1993)  
*Director of Special Events*  
Rosanna Mallon (1992)  
*Assistant Director of Alumnae Affairs*  
Melissa Wilson (2007)  
*Executive Assistant to the VP for Institutional Advancement*  
Ellen Yarbrough (1998)  
*Assistant Director of Major and Planned Giving*  

**Communications and Public Relations**  
Michelle Melton (2012)  
*Director of Communications and Public Relations*  
B.S., Frostburg State University  
Jennifer Handy (2011)  
*Communications and Social Media Manager*  
B.A., North Carolina State University  
Mark Jones (2008)  
*Webmaster*  
B.M., California State University at Northridge  

**Administration**  
Anna Gallimore (1999)  
*Director of Administration*  
B.A., Salem College  
Goldia Anderson (2000)  
*Administrative Assistant*  
B.S., Winston-Salem State University  
Christopher Batista  
*Chief of Public Safety*  
North Carolina Private Protective Services Certification  
George Morales  
*Director of Physical Plant*  
B.S., State University of New York College at Old Westbury
Tommy Williamson (2002)
   Coordinator of Institutional Services
Alice Smith (2009)
   Mail and Supply Center Attendant
       B.S., Bob Jones University
Janice Tuttle (2006)
   Call Center Attendant
College Faculty
Susan Calovini (2011)
Vice President for Academic and Student Affairs and Dean of the College
B.S., Ohio University; M.A., Ph.D., The Ohio State University
Kathryn Adams (2011)
Visiting Assistant Professor of Education
B.S., University of North Carolina at Greensboro; M.A., Appalachian State
University; Ph.D., University of North Carolina at Greensboro
Marlin Adrian (1997)
Assistant Professor of Religion
B.A., University of Kansas; M.A., Mennonite Biblical Seminary; M.A., Ph.D., University
of Virginia
Melissa Barrett (2011)
Athletic Director
B.A., Belmont Abbey College; M.B.A., University of North Carolina at Greensboro
Melissa W. Beeson (2013)
Assistant Professor of Education
B.A., Elon University; M.Ed., Elon University; Ph.D., University of North Carolina at
Greensboro
Joanne Black (2011)
Assistant Professor of Sociology and Criminal Studies
B.A., University of Wisconsin, Madison; M.S., University of New Haven; J.D., Gonzaga
University School of Law
Katharine A. Blackwell (2013)
Assistant Professor of Psychology
B.S., University of Rochester; M.A., University of Colorado at Boulder; Ph.D.,
University of Colorado at Boulder
Shawn Bowman-Hicks (2006)
Adjunct Instructor of Dance
B.A., Columbia College; M.F.A., The Ohio State University
R. Carr Boyd (2013)
Visiting Assistant Professor of Political Science and Public Policy
B.A., Hampden-Sydney College; M.P.A., University of North Carolina at Charlotte;
Ph.D., University of North Carolina at Charlotte
John R. Boyt (1998)
Instructor of Spanish
B.S., Appalachian State University; M.A., University of North Carolina at Greensboro
DeAnne Davis Brooks (2013)
Assistant Professor of Exercise Science
B.A., University of North Carolina at Chapel Hill; M.Ed., University of Georgia; Ed.D.,
University of North Carolina at Greensboro
Crissy Lynn Brown (2010)
Instructor of Voice
B.A., Artist’s Diploma, North Carolina School of the Arts
Ronald O. Cardwell, CPA, CMA (2009)
Assistant Professor of Accounting
B.S., University of North Carolina at Greensboro; M.Acct., Virginia Polytechnic Institute and State University; J.D., Wake Forest University

Michael M. Cummings, CPA (1992)
Associate Professor of Accounting
B.S., George Mason University; M.B.A., East Carolina University

Mary Ann Davis (2001)
Instructor of Education, Director of Teacher Education,
B.A., Salem College; M.A., Gardner-Webb University

Sydney Davis-Richardson (2007)
Director of the Writing Center, Assistant Professor of Education and Writing
B.A., University of North Carolina at Greensboro; M.A., North Carolina Agricultural and Technical State University; Ph.D., University of North Carolina at Greensboro

Lisa Delise (2013)
Assistant Professor of Business Administration
B.S., Tulane University; Ph.D., University of Tennessee at Knoxville

Kimya Dennis (2010)
Assistant Professor of Sociology and Criminal Studies
B.A., The University of Richmond; M.S., Virginia Commonwealth University; Ph.D., North Carolina State University

Kathy S. Duckett (2005)
Biology Laboratory Coordinator; Staff Coordinator, Clinical Laboratory Science Program
B.S., Mars Hill College; Medical Technology Certification, Bowman Gray School of Medical Technology

Linda Motley Dudley (1971)
Professor of Psychology
B.A., University of North Carolina at Chapel Hill; M.A., Ph.D., University of North Carolina at Greensboro

Jo Dulan (1997)
Associate Professor of English, Director of Honors Program
B.A., M.A., Northern Michigan University; Ph.D., Wayne State University

Rebecca C. Dunn (1996)
Associate Professor of Biology; Director of Women in Science and Mathematics Program
A.B., University of Chicago; Ph.D., Duke University

Carol R. Dykers (1995)
Associate Professor of Communication
B.A., University of North Texas; M.A., Ph. D., University of North Carolina at Chapel Hill

Heidi Echols (2001)
Associate Professor of Dance
B.A., University of North Carolina at Chapel Hill; M.F.A., University of North Carolina at Greensboro
*Coordinator of Historic Preservation Certificate Program and Lecturer in Art*
  B.A., University of North Carolina at Greensboro, M.A., Middle Tennessee State University

David Foley (2006)
*Associate Professor of Political Science*
  B.A., M.A., Ph.D., The State University of New York at Buffalo

Alyson Francisco (2010)
*Mary Ardrey Slough Kimbrough Chair in Business and Economics*
  B.S., North Carolina State University; M.B.A., Duke University

Nicole Herron Galloway (2010)
*Assistant Professor of Education*
  B.A., Florida State University; M.A., M.A., University of South Florida, Tampa; Ph.D., University of North Carolina at Chapel Hill

John Gerstmyer (2011)
*Assistant Professor of Education and Director of Graduate Education*
  B.A., M.Ed., McDaniel College; Ph.D., The University of Pennsylvania

Penny Griffin (1975)
*Associate Professor of Art*
  B.A., Appalachian State University; M.A., Florida State University

Sharon Hardin (2002)
*Instructor of Art*
  B.A., Western Illinois University

Deborah L. Harrell (1980)
*Assistant Professor of Mathematics*
  B.S., Wake Forest University; M.S., North Carolina State University

*Instructor of Spanish*
  B.A., Salem College; M.Ed., Wake Forest University

Karen Avery Hixson
*Associate Professor of Exercise Science*
  B.S., Springfield College; M.A., University of North Carolina at Chapel Hill; Ph.D., University of North Carolina at Greensboro

John W. Hutton (1990)
*Associate Professor of Art*
  A.B., Princeton University; M.A., University of London; M.A., Ph.D., Harvard University

Mary E. Jacobsen (2005)
*Associate Professor of Psychology*
  B.S., University of Minnesota; M.A., Psy.D., University of St. Thomas

Richard E. Johe (1988)
*Assistant Professor of Business Administration*
  B.A., Dickinson College; M.A., University of Idaho; M.B.A., University of North Carolina at Greensboro; Ph.D., Duke University
Tekla Agbala Ali Johnson (2010)
Assistant Professor of History
B.A., M.A., Ph.D., University of Nebraska-Lincoln

Dane Kupping (2010)
Assistant Professor of Biology
B.S., Emory University; M.S., Audubon Expedition Institute at Lesley University;
Ph.D., University of North Carolina at Chapel Hill

Ana Léon-Távora (2011)
Assistant Professor of Spanish
B.A., M.A., Ph.D., Universidad de Sevilla

Douglas L. Linebarrier (2013)
Assistant Professor of Chemistry
B.S., University of North Carolina at Greensboro; Ph.D., Yale University

B. Diane Lipsett (2013)
Assistant Professor of Religion
B.A., University of Alberta, Canada; M.A., University of Alberta, Canada; Ph.D.,
University of North Carolina at Chapel Hill

Barbara Lister-Sink (1986)
Director, School of Music; Professor of Piano; Artist-in-Residence; Salem Distinguished
Professor
A.B., Smith College; Soloist Diploma and Prix d’Excellence, Utrecht Conservatory

Gary Ljungquist (1979)
Professor of Modern Languages
B.A., Clark University; Ph.D., Cornell University

Johnna Lyons (2009)
Assistant Professor of Education
B.S., West Virginia State College; M.S., Longwood College; Ed.D., University of
Sarasota

Wade Mattox (2012)
Assistant Professor of Mathematics
B.S., M.S., Ph.D., Virginia Polytechnic Institute and State University

George F. McKnight (1978)
Associate Professor of Chemistry
B.A., LaSalle College; M.S., Ph.D., University of Illinois

Ronald Montaquia (2010)
Executive-in-Residence in Education
B.A., East Carolina University; M.Ed., Ed.D., Duke University

Edyta K. Oczkowski (1994)
Associate Professor of English
B.A., Albright College; M.A., Ph. D., Lehigh University

Timothy Olsen (2009)
Associate Professor of Organ, Assistant Director of the School of Music
B.M., Concordia College; M.A., M.M., D.M.A., Eastman School of Music
Rosa D. Otero (2007)
Assistant Professor of Design, Director of Design Program
B.Ed., University of Puerto Rico; M.Arch., Virginia Polytechnic Institute and State University; M.S.Arch., Ph.D., University of Pennsylvania

Teresa Anne Porter (2001)
Associate Professor of Biology
B.A., Carleton College; Ph.D., University of Wisconsin

Daniel Prosterman (2008)
Assistant Professor of History
B.S., Northwestern University; M.A., Ph.D., New York University

Betsy Pryor (2003)
Assistant Athletic Director, Director of Aquatics, Instructor of Physical Education
B.S., St. Lawrence University; M.A.T., University of North Carolina at Chapel Hill

Eve Rapp (2009)
Associate Professor of Business
B.S., DePaul University; Ph.D., University of Illinois at Urbana-Champaign

Debra L. Reuter-Pivetta (1993)
Adjunct Instructor in Flute
B.M., North Carolina School of the Arts

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

Darlene Rodriguez (2012)
Assistant Professor of Not-for-Profit Management
B.A., Florida International University; M.P.A., Rutgers University, M.S.W., Ph.D., University of Georgia

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

Metta S. Sáma /Lydia Melvin (2013)
Assistant Professor of Creative Writing
B.A., University of Tennessee at Chattanooga; M.A., Western Michigan University; M.F.A., Western Michigan University; Ph.D., SUNY-Binghamton

Sonja Sepulveda (2010)
Assistant Professor of Music, Director of the Choral Program
B.M.E., M.M., Winthrop University; D.M.A., University of South Carolina

Megan Silbert (2011)
Assistant Professor of Economics
B.S.B.A., M.Ed., Ph.D., University of Florida

Teresa Rust Smith (1998)
Associate Professor of Sociology
B.S., M.A., Ph.D., University of Florida

Eddie Stevens (2006)
Athletic Trainer, Instructor of Physical Education
B.S., Winston-Salem State University; M.S., West Virginia University
  Assistant Professor of Music; Director, Center for Musical Excellence at Salem College
  B.M., Minnesota State University; M.M., University of North Carolina at Greensboro;
  Ph.D., University of Oklahoma

Andrew Thomas (2007)
  Assistant Professor of History
  B.A., University of Utah; M.A., Ph.D., Purdue University

Kimberly Varnadore (1994)
  Associate Professor of Art
  B.F.A., University of South Alabama; M.F.A., Memphis State University

Natasha Veale (2011)
  Assistant Professor of Education
  B.S., University of North Carolina at Greensboro, B.S., North Carolina Agricultural and
  Technical State University; M.Ed., University of North Carolina at Greensboro; Ph.D.,
  Capella University

Richard Vinson (2008)
  Professor of Religion and Associate Dean for Undergraduate Studies
  B.A., M.A., Samford University; M.Div., Southern Baptist Theological Seminary; Ph.D.,
  Duke University

Laura Watts (2012)
  Assistant Professor of Biology
  B.S., B.S.B.A., University of Mary Hardin-Baylor; Ph.D., University of Texas
  Southwestern

Elroi Windsor (2011)
  Assistant Professor of Sociology
  B.A., Chatham College; M.A., Ph.D., Georgia State University

Jing Ye (2011)
  Assistant Professor of Chemistry
  B.E., Guizhou University; Ph.D., Florida Atlantic University

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

Paula G. Young (1993)
  Associate Professor of Mathematics
  B.S., University of Arkansas-Monticello; M.S., Ph.D., University of Arkansas

Janet S. Zehr (1985)
  Associate Professor of English
  B.A., State University of New York, College of Geneseo; M.S., Columbia University;
  Ph.D., University of Illinois at Urbana-Champaign

Date following name indicates year of initial appointment.
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