2015–16
Undergraduate Catalog
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. 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, Jessica Telligman, Title IX Coordinator at 336-721-2702 or jessica.teligman@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 officials of other schools where she seeks to enroll (transcripts only);
4. to certain government agencies specified in the legislation;
5. to an accrediting agency in carrying out its function;
6. in emergency situations where the health or safety of the student or others is involved;
7. to educational surveys where individual identification is withheld;
8. in response to a properly issued judicial order or subpoena;
9. in concession with financial aid.

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

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

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

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

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

The Salem College 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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<td>Saturday</td>
<td>New Student Orientation begins</td>
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<td>August 24</td>
<td>Monday</td>
<td>Orientation</td>
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<tr>
<td>August 25</td>
<td>Tuesday</td>
<td>Opening Convocation (7:00 pm)</td>
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<tr>
<td>August 26</td>
<td>Wednesday</td>
<td>Classes begin (8:00 am)</td>
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<td>September 2</td>
<td>Wednesday</td>
<td>Deadline to drop or add courses without a grade (5:00 pm)</td>
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<td>September 23</td>
<td>Wednesday</td>
<td>Fall Fest Day (classes suspended)</td>
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<td>October 2</td>
<td>Friday</td>
<td>Fall Break begins (5:15 pm)</td>
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<td>October 7</td>
<td>Wednesday</td>
<td>Classes resume (8:00 am)</td>
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<tr>
<td>November 26</td>
<td>Wednesday</td>
<td>Thanksgiving Recess begins (8:00 am)</td>
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<tr>
<td>November 30</td>
<td>Monday</td>
<td>Classes resume (8:00 am)</td>
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<td>December 8</td>
<td>Tuesday</td>
<td>Last day of classes</td>
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<td>December 9</td>
<td>Wednesday</td>
<td>Reading Day</td>
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<td>December 10</td>
<td>Thursday</td>
<td>Examinations begin (8:30 am)</td>
</tr>
<tr>
<td>December 14</td>
<td>Monday</td>
<td>Examinations end (5:15 pm)</td>
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### 2016 January Term

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<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 4</td>
<td>Monday</td>
<td>January Term begins (8:00 am)</td>
</tr>
<tr>
<td>January 18</td>
<td>Monday</td>
<td>Martin Luther King, Jr. Day (classes suspended)</td>
</tr>
<tr>
<td>January 29</td>
<td>Friday</td>
<td>January Term ends (10:00 pm)</td>
</tr>
</tbody>
</table>

### 2016 Spring Term

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

### 2016 Summer Term I

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 23</td>
<td>Tuesday</td>
<td>Classes begin</td>
</tr>
<tr>
<td>June 23</td>
<td>Thursday</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>June 24</td>
<td>Friday</td>
<td>Examinations begin</td>
</tr>
<tr>
<td>June 25</td>
<td>Saturday</td>
<td>Examinations end</td>
</tr>
</tbody>
</table>

### 2016 Summer Term II

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 5</td>
<td>Tuesday</td>
<td>Classes begin</td>
</tr>
<tr>
<td>August 4</td>
<td>Thursday</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>August 5</td>
<td>Friday</td>
<td>Examinations begin</td>
</tr>
<tr>
<td>August 6</td>
<td>Saturday</td>
<td>Examinations end</td>
</tr>
</tbody>
</table>

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, communication, creative writing, criminal studies, dance and movement science, dance studies, design, economics, English, environmental studies, exercise science, French, history, integrative studies, international business, mathematics, music, not-for-profit management, philosophy, political science, psychology, race and ethnicity studies, religion, sociology, Spanish, teaching, schools and society, women’s studies

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

*Faculty:* 133 full and part-time faculty

*Student-faculty ratio:* 11:1

*Average size of classes:* 11 students

*Location:* Winston-Salem, NC (population approximately 236,000), within historic Old Salem

*Size of campus:* 70 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 128 students; also apartment-style accommodations for up to 30 students in Fogle Flats, a group of on-campus turn-of-the-century row houses; plus Bahnson House, an on-campus house for 16 juniors and seniors, and McHugh Sisters Flats, which accommodates approximately 90 students in apartment-style living.

*Geographical distribution of total undergraduate students:* 62% in-state, 38% out-of-state
Salem College: A History

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

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

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

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

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

The Moravians’ belief in the freedom and responsibility imposed by an education inspires Salem College’s exemplary programs today. The traditions of the early Moravians continue to play an important role in the life of the College. Moravian Lovefeasts, the Candle Tea celebration at Christmas and the Easter Sunrise Service are events that appeal to Salem students as well as visitors from around the world.
Salem College 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); Louisa Wilson Bitting Residence Hall (1930); and McHugh Sisters Flats (2015).

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

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

The Salem Commons contains the fitness center and dance studio. Bryant Hall, a “great hall” that opens onto a beautiful brick courtyard, serves as an ideal location for official Salem meetings as well as student mixers, dances and band parties that attract students from other nearby colleges and universities.
Academic Computing Facilities
Salem College keeps pace with advancing technology and the needs of today’s college students. Three Windows computer labs offer the Microsoft Office Suite of software as well as specialized software serving many academic departments. A Macintosh lab is reserved for film editing, music, art and design applications. All computer labs are open 24 hours a day excluding holidays. In addition to the Library Reading Room lab, the library has desktop and laptop computers available for checking the online catalog and other online resources. There are also two group-study rooms in the library equipped with large-screen monitors and PCs. Classrooms are equipped with multimedia equipped for presentations. A select number of classrooms have Smartboards installed as well. WiFi is available campus-wide. There is a password protected, encrypted network for student and faculty use and a separate open network for guests. Check www.salem.edu/technology for more details and the latest information concerning technology on Salem’s campus.

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

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

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

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

Library Services
The Salem College Libraries include the Dale H. Gramley Library, the main library on Church Street, and the Lorraine F. Rudolph Fine Arts Library (FAC Library) in the Robert Elberson Fine
Arts Center. The libraries support instruction and research at the undergraduate level and the education graduate level and hold membership in the American Library Association and the Music Library Association. The two library collections total over 138,500 volumes, 9,600 scores, 12,000 sound and video recordings and 72,000 ebooks. Subscriptions to more than 79 databases and 24,000 periodicals and serials, largely of scholarly content, are maintained at the libraries. The libraries share an online catalog, which provides access to electronic resources, journals and databases, all accessible via the campus network and on the Internet. Interlibrary loan services provide faculty, students and staff with materials from other libraries at no charge. Salem is also a member of the Triad Area Library Association (TALA), allowing students and faculty to borrow materials from nine area academic libraries.

Special Collections and the Salem Academy and College Archives are located in Gramley Library. Included in Special Collections are Samuel Johnson and James Boswell first editions, Southern women writers, Hogarth Press volumes and primary materials relating to the American slavery debate. An Education Resource Lab supporting the education curriculum is located in Gramley library, as well.

The libraries provide wireless internet access, desktop workstations, printing, copying, scanning and faxing. Laptops are available for checkout at Gramley library, and the FAC Library maintains listening equipment for playback of CDs and LPs. Private group study rooms and a classroom for library instruction are available for students and faculty in Gramley library. The libraries offer comprehensive reference and research services. Librarians work with individual classes across disciplines on research papers and one-on-one with students at all phases of the research process.

Gramley Library is open until midnight Sunday through Thursday, until 8pm on Fridays and 5pm on Saturdays during the fall and spring semesters. Extended hours are offered during midterms and finals. The FAC Library hours and a full description of Salem library resources and services are found at http://www.salem.edu/library.

**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 nearly endless. They include the Wake Forest University School of Medicine and Baptist Medical Center, Forsyth Medical Center, the Winston-Salem/Forsyth County public schools and local businesses as diverse as law firms and television stations. Informal courses and study programs in historic preservation are available at Old Salem and its Museum of Early Southern Decorative Arts (MESDA).

**Come Visit!**
Salem welcomes visitors to our beautiful campus. A map and more detailed information about touring the campus are available by calling the Salem College Office of Admissions at 1-800-32-SALEM or sending an e-mail message to admissions@salem.edu. For detailed admissions information, see below.
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. By definition, a visiting student is non-degree-seeking and is not eligible for federal, state or institutional aid. 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 at (336) 721-2619.

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:
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. Students may apply online with no application fee at www.salem.edu. Salem also accepts the Common Application, available on the Salem website or at www.commonapp.org. The paper application form is available upon request (contact the Office of Admissions at (336) 721-2621 or admissions@salem.edu) and must be accompanied by a non-refundable fee of $30. 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. Prior to enrollment, an admitted student must provide a final transcript which shows proof of high school graduation or a G.E.D.

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

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

A student whose native language is other than English should take the TOEFL (Test of English as a Foreign Language) in time for her scores to be reported to the College by March 1. Generally, 550 is the minimum acceptable TOEFL score for the paper-based exam, 213 for the computer test and 79 for the Internet exam. Information and registration forms may be obtained online at www.ets.org/toefl/ or by writing to the Test of English as a Foreign Language, Educational Testing Service, Princeton, New Jersey, U.S.A. 08540. The IELTS test may be submitted in place of the TOEFL with a minimum score of 6.5 required.
4. Recommendations. The College requires a letter of recommendation from a teacher in an academic subject. The appropriate form is included with the application and should be given to the individual serving as the applicant’s reference. Additional forms are available, if needed, through the Office of Admissions or on-line at www.salem.edu.

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

6. The School of Music requires an assessment performance of all candidates for the music major. 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 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 BA, BM, BS or BSBA 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 (advocacy).

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.

Female high school students in their junior or senior year are eligible to apply for dual enrollment classes at Salem. A high school student should apply through the Office of Admissions, submitting the required application form and essay and a copy of her high school transcript. Dual enrollment may include no more than two total courses in each regular semester (fall or spring). Questions about registration and all advising matters for dual enrollment students should be directed to 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. One letter of recommendation from a teacher.
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 pursues 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 a “course,” which is equivalent, for credit purposes, to four semester hours. 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.

**Mathematics Placement Information**
Before a student may enroll in a Mathematics course at Salem, she must complete the Salem placement test. The only exceptions to this rule are (a) first-time first-year students who submit
AP scores that result in receiving credit for MATH 100, or (b) transfer students with math credits of MATH 100 or higher.

After taking the placement test, the student may enroll in the course indicated as her placement by the Mathematics department. If placement is in a course for which she already has transfer credit(s), she may only enroll in the next-highest course if she signs a form stating that she is aware of the placement but is choosing to enroll in a course for which the department does not believe she is prepared. If she chooses to follow the department’s recommendation by enrolling in the course indicated by her placement, she will sign a form stating that she understands she is forfeiting her transfer credit for that math course.

**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 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) or IELTS results (score must be at least 6.5). See Conditional admission policy below
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.
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. AACRAO can be reached at www.aacrao.org/credential/. ECE can be reached at www.ece.org.

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

**Conditional Admission for International Students**

American Language Academy® (ALA) provides intensive English language program classes for students who require additional English language study prior to beginning their academic studies at Salem. Under an official memorandum of understanding between ALA and Salem College, students may be admitted to Salem College upon completing the ALA course of study in lieu of the TOEFL test, provided that they meet all other Salem admission requirements. ALA® Students may receive a Conditional Letter of Admission (CLA) to Salem College upon enrollment in our intensive English program. To apply for admission to American Language Academy®, please visit www.alaenglish.com or contact (336) 285-7318.

**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 $37,694.00 which includes the enrollment deposit, tuition, room, board, laboratory and health service fees. The College expects full-year enrollment because it reserves facilities and executes contracts to provide for the needs of the student during the entire academic year. Payments are scheduled as follows:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment deposit—(non-refundable)</td>
<td>$250.00</td>
</tr>
<tr>
<td>returning students—April 1</td>
<td></td>
</tr>
<tr>
<td>new students—May 1</td>
<td></td>
</tr>
<tr>
<td>First term payment—August 1</td>
<td>$18,722.00</td>
</tr>
<tr>
<td>Second term payment—January 2</td>
<td>$18,722.00</td>
</tr>
<tr>
<td>Total</td>
<td>$37,694.00</td>
</tr>
</tbody>
</table>

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

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

Optional charges (additional to regular room and board per term; non-refundable):

- Single-room fee: $850/term

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 $18,847 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 sections containing 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 $25,870.00 for the
academic year, which includes tuition, laboratory fees and health service fees. Payments are scheduled as follows:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment deposit—(non-refundable)</td>
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<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>$12,810.00</td>
</tr>
<tr>
<td>Second term payment—January 2</td>
<td>$12,810.00</td>
</tr>
<tr>
<td>Total</td>
<td>$25,870.00</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 $1,494 per course credit and $1,570 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 $1,640 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 $292 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 $600 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>$1,494.00</td>
</tr>
<tr>
<td>Enrollment of Fleer Center students for one-half credit course</td>
<td>$  747.00</td>
</tr>
<tr>
<td>Audit fee, per full course (reduced one-half for alumnae)</td>
<td>$  750.00</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**
Salem College students wishing to park a vehicle on campus are required to register their vehicles with Public Safety. The cost to register a vehicle is $60. Vehicle registrations expire at the end of each academic year. Failure to register your vehicle may result in a $25 fine every 48 hours until the vehicle is registered. Unpaid fines may affect your ability to register for classes or obtain grades/transcripts. For more information, go to http://www.salem.edu/public-safety/vehicle-registration.

**Installment Payments**
Salem offers a monthly installment payment plan each semester through our trusted partner, Tuition Management Systems. There are no finance charges, but a $45 per semester enrollment fee is charged. For further information, go to http://www.salem.edu/business-office/student-services.

**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
Withdrawal by any student after the start of the term may result in the required return of federal and/or state financial aid funds distributed to Salem College on the student’s behalf. In accordance with federal regulations, this could result in a balance being owed to Salem College by the withdrawing student.

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: first day of classes</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 enrollment is received in the business office prior to the first day of fall/spring classes, payments for room and board are refunded. After these dates there are no refunds for room fees; however, board charges may be returned on a pro-rata basis up to the twentieth business day prior to the end of the semester.

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 $5 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.
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 an 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 x 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 x .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 x .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 < = 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](http://www.salem.edu/financialaid).*

**Return of Title IV Funds Policy**

If a student finds it necessary to withdraw from all classes during a semester, they may be eligible to receive a refund of tuition based upon the timing of the withdrawal.

**Official Withdrawal**

Students who wish to withdraw from Salem 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 Graduate Students meet with the Director of Graduate Studies) and complete a written form. If the student withdraws from the College, their grades in those courses are governed by the published deadlines. 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.

**Unofficial Withdrawal**

A student who leaves Salem 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 date of withdrawal is the midpoint (50%) of the semester. 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.

**Determining Aid Earned**

If a student withdraws from Salem College, then the school, or the student, or both may be required to return some or all of the federal funds awarded to the student for that semester. The federal government requires a return of Title IV federal aid that was received if the student
withdraw on or before completing 60% of the semester. Federal funds, for the purposes of this federal regulation, include Pell Grant, Supplemental Educational Opportunity Grant, Unsubsidized Stafford Loans, Subsidized Stafford Loans, Perkins Loans, and Parent PLUS Loans. The formula used in this federal "return of funds" calculation divides the aid received into earned aid and unearned aid.

A student "earns" financial aid in proportion to the time they are enrolled up to the 60% point. The percentage of federal aid to be returned (unearned aid) is equal to the number of calendar days remaining in the semester when the withdrawal takes place divided by the total number of calendar days in the semester. For example, if a student was enrolled for 20% of the semester before completely withdrawing, 80% of federal financial aid must be returned to the aid programs. If a student stays through 50% of the semester, 50% of federal financial aid must be returned.

For a student who withdraws after the 60% point-in-time, there is no unearned aid. However, the school must still complete a return calculation in order to determine whether the student is eligible for a post-withdrawal disbursement.

**Return of Title IV Federal Financial Aid**
The school satisfies its responsibility by repaying funds in the student's package in the following order:

- Unsubsidized Stafford Loan
- Subsidized Stafford Loan
- Perkins Loan
- Parent PLUS Loan
- Pell Grant
- FSEOG
- Other Title IV Grant Funds

Keep in mind that when Title IV funds are returned, the student borrower may owe a balance to the institution and/or the U.S. Department of Education. If a student fails to repay federal funds, they may be ineligible for future federal financial aid.

**State Funds**
Please be aware the State requires that Salem College perform a return calculation based on your withdrawal date for any state grant funds received. Therefore, a portion of your state grant may be returned as a result of your withdrawal.

**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 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 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. Federal regulations limit subsidized loan borrowing to 150% of the published length of the program (i.e., 6 years for the standard 4-year undergraduate program). If a student reaches 150%, they will only be eligible for unsubsidized loans and lose their interest subsidy. 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/applications available from the Office of Admissions or the Martha H. Fleer Center, as appropriate. The application deadline for incoming traditional scholarship applications 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 Cottey 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.

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 or veteran’s dependent 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 www.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**

*Nikki Laird, 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 Career and 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- 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 internships 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**
*Laina Smith, RN, Director of Health Services*
*Dr. Jack LoCicero, Director of Counseling Services*
*Stephanie Campbell, 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. 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. 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) 723-7836. 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.

Salem students also 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, 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**
*Anna Rainey, 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.
In recent years, visiting speakers have included 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, and flute phenomenon Leone Buyse; and exhibits by Jaune Quick-to-See Smith and Four Emerging Ukrainian Photographers. Performances by Laurie Anderson, the Bill T. Jones/Arnie Zane Dance company, and Twyla Tharpe, 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 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

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. Students also 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 she is enrolled at Salem. No more than four January courses are required, regardless of how long a student is enrolled. Students who fail to choose a course will be enrolled in a course chosen by the associate dean for undergraduate studies in consultation with the student’s faculty advisor. 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 on-campus courses or Salem faculty-sponsored travel programs during 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 or to transfer students in their first term at Salem. 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 (noted a “P/NC” beside the course description). 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 a “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. For each full-credit course, each student is expected to spend at least 8 hours per week outside of class on course-related work. In addition, each full-credit course will either meet for at least 200 minutes per week for the semester; or, if the course meets for fewer than 200 minutes per week, will require students to engage in coursework that, in the opinion of the faculty (acting through the Curriculum Committee), justifies the assignment of a full credit to the course. Half-credit courses should meet for at least 100 minutes per week and quarter credit courses for at least 30 minutes per week. If either does not, each must provide similar justification to receive a half or quarter credit.

Graduation Requirements

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 full credits earned and at least ten full credits total for the degree must be taken at Salem. The student who enters as a senior must complete ten full-credit 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 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 after one calendar year or more or who returns to the College after a “step out” period of one calendar year or more will be bound by all requirements (including both general degree requirements and major requirements) of the catalog in effect at the time of re-enrollment.

Prior-year catalogs are viewable at www.salem.edu/catalog or at the Office of the Registrar.

**Latin Honors**
Latin graduation honors are awarded in accord with the graduation G.P.A. given below. Students must meet the minimum G.P.A. requirement on both the Salem G.P.A. and cumulative G.P.A. Grade point averages are not rounded up.

- *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. Waived courses do not count toward the required 16 courses at Salem College.

For information on College Honors Program and Departmental Honors, see the “Other Special Opportunities” section of this catalog.

**Applying for Graduation**
Degrees are conferred three times a year (August, December and May) with one commencement ceremony in May for all graduating students in that academic year. ALL students must apply to graduate.

**Fleer Students**
Students in the Martha H. Fleer Center must request a “senior letter” to review their progress toward graduation. To be eligible to receive a senior letter, students must have officially declared all majors/minors; have a minimum of 26 earned credits; and plan to complete their graduation requirements within the next three semesters. The Registrar’s Office will send a
senior letter to the student and the faculty advisor with a graduation application attached. The graduation application should be completed and returned to the Registrar’s Office. The Registrar’s Office will not accept the graduation application unless a senior letter has been requested and processed. If the planned graduation date changes, it is up to the student to inform the Registrar’s Office. Senior letters will be provided only once.

**Traditional Students**

Each summer, the Registrar’s Office will send a senior letter to all students who have senior status (26 completed credits) and are expected to graduate in the following May. A copy will also be sent to the student’s faculty advisor. Upon receipt of the senior letter, students must submit a graduation application to the Registrar’s Office. The Registrar’s Office will not accept the graduation application unless a senior letter has been processed. If the planned graduation date changes, it is up to the student to inform the Registrar’s Office. Senior letters will be provided only once.

**Deadlines for submitting graduation applications to the Registrar’s Office:**

- March 1st for May and August graduation;
- October 1st for December graduation

**Diploma Name and Legal Name Changes**

At the discretion of College, students may be permitted to use alternate first and/or middle names (not surname) on their diploma; however, only the student’s legal name will be reflected on official academic records. Students should be advised that discrepancies between names as they appear on official records and on the diploma may cause complications when providing information to third parties, particularly in foreign countries. Students who wish to change their legal names must provide legal documentation in support of the change (court records, driver’s license, Social Security card, etc.). Further information regarding legal name changes may be obtained through the Registrar’s Office.

**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 (BA, BS, BSBA and BM) 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 BA 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.

Students seeking two degrees concurrently must fulfill the general requirements for both degrees when those requirements differ. Such students are strongly encouraged to consult with the Associate Dean for Undergraduate Studies and their academic adviser(s). 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.

**Declaration of 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. (See below for policies governing declaration of majors for transfer students.)

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.

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. If a student repeats a course that is required for the major, only the highest grade earned will be used to calculate the major G.P.A.; all grades are used to calculate the overall G.P.A. 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. For majors within the BA, BS,
and/or BM degrees, students fulfill the general requirements only once. Students who pursue a BSBA in combination with any other degree must fulfill the general requirements of both degrees when those requirements differ. Such students are strongly encouraged to consult with the Associate Dean for Undergraduate Studies and their academic adviser(s). All students are expected to declare a major no later than the end of the sophomore year.

**Major Declaration, Transfer students**
Transfer students who enter Salem College with at least 17 credits, and who have been regular college students (not early college students/dual enrolled high school students) may declare their major upon matriculation, provided they are transferring in at least one course that would count towards the major. They must also take at least one Salem course that counts towards the major in their first semester and must make a 2.0 or better in that course or courses in order to continue as a major in that department.

**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 (BA)** 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, dance studies, dance and movement science, 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, dance and movement science, design, education, international business, and music.

**Bachelor of Science (BS)** The bachelor of science degree offers the student the opportunity to major in accounting, biochemistry, biology, chemistry, dance and movement science, exercise science or mathematics.

**Bachelor of Music (BM)** 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 (BSBA)** 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 accounting and business
administration (with concentrations in accounting, business entrepreneurship, economics, finance, health care management, international trade, marketing, sport management; or general business).

**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. To complete a minor, a student must obtain a 2.00 minimum G.P.A. in all courses required for the minor. In calculating the minor G.P.A., all courses specified as minor requirements will be included. If a student repeats a course that is required for the minor, only the highest grade earned will be used to calculate the minor G.P.A.; all grades are used to calculate the overall G.P.A.

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

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, design, economics, English, environmental studies, French, history, marketing, math, music, music entrepreneurship, musical theater, not-for-profit management, philosophy, political science, psychology, race and ethnicity studies, 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.

**General Requirements for the Bachelor of Arts (BA), Bachelor of Science (BS) or Bachelor of Music (BM)**

At least 36 courses, including a major and the Salem Signature general education, are required for the bachelor of arts (BA), bachelor of science (BS) or bachelor of music (BM). Every traditional-age, full time student must register for a January course each year she is enrolled at Salem. No more than four January courses are required, regardless of how long she is enrolled.

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.
Salem Signature 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.

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 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

*NOTE: Students in the Martha H. Fleer Center for Adult Education are required to complete an Information Ethics Workshop. Students enrolled in SIGN 112/130 during their first semester at Salem will complete this requirement in these classes. Students who are not enrolled in SIGN 112/130 during their first semester at Salem must complete the information Ethics Workshop when it is offered.

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.
- Global Awareness: One course from the Interdisciplinary Dimensions-Global Awareness 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 culture at the intermediate level or higher. Exceptions can be granted by the associate dean for undergraduate studies in the case of classical languages, with a recommendation from the academic advisor and with demonstrated proficiency 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. *(Courses meeting this requirement are designated with (SL) after the course description.)*

SIGN 270. Internship/Professional Development Experience or JANX 270. Experimental Internship or Departmental internship/professional development experience *(NOTE: One (full course) credit of internship work is required to fulfill the Signature requirement for graduation; however, students may meet this requirement with partial-credit internships taken in multiple semesters. It is left to the discretion of each department to determine the amount of credit that will fulfill major/minor internship requirements. Students should discuss these options with their advisers and/or the Associate Dean for Undergraduate Studies.)*

PHED 050. Wellness for Life

Two physical education activity courses.

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; enrollment beyond one total course credit will be on an audit-only basis.

A student shall not be permitted to repeat for credit an activity course which the student has already passed; repeating such a course will be on an audit-only basis.

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. A student may not substitute two team sports or two dance technique courses for both activity requirements.

*Note: 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 270 and SIGN 350 (or equivalent internship course) are considered upper-division general education requirements.
**Courses which satisfy Salem Signature Requirements**

**Interdisciplinary Dimensions – Women’s Studies** *(Courses meeting the women’s studies interdisciplinary dimensions are designated with (WS) after the course description.)*

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

**Interdisciplinary Dimensions – Quantitative Interpretation/Evidence-Based Thinking** *(Courses meeting the quantitative interpretation/evidence-based thinking interdisciplinary dimensions are designated with (QI) after the course description.)*

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>ACCT 120.</td>
<td>Principles of Financial Accounting</td>
</tr>
<tr>
<td>BIOL 070.</td>
<td>Issues in Biology for Women</td>
</tr>
<tr>
<td>BIOL 205.</td>
<td>Biometry</td>
</tr>
<tr>
<td>BUAD 240.</td>
<td>Business Statistics</td>
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<tr>
<td>CHEM 207.</td>
<td>Solutions</td>
</tr>
<tr>
<td>CPSC 100.</td>
<td>Introduction to Programming with Java</td>
</tr>
<tr>
<td>ECON 100.</td>
<td>Principles of Economics</td>
</tr>
</tbody>
</table>
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

**Interdisciplinary Dimensions – Global Awareness** *(Courses meeting the global awareness interdisciplinary dimensions are designated with (GA) after the course description.)*
ARTD 160. Global Textiles
ARTH 140. Survey of the Art of Japan
EDUC 122. Learners in Context
FREN 220. Contemporary French Culture
FREN 231. French Poetry
FREN 313. French Cinema and Culture
HIST 103. World History I
HIST 104. World History II
HIST 215. Critical Issues in the History of Race and Ethnicity
HIST 286. Modern Japan
POLI 110. Introduction to International Relations
POLI 140. Comparing Governments
POLI 210. Political Thought and Theory
POLI 225. International Security
POLI 235. International Political Geography
POLI 240. American Foreign Policy
POLI 245. International Development
POLI 260. The Political Economy of the State
RELI 120. Western Religious Traditions
RELI 130. Eastern Religious Traditions
REST 202. Race and Ethnic Relations
REST 210. Critical Issues in the History of Race and Ethnicity
SIGN 120. Global Awareness Seminar
SOCI 202. Race and Ethnic Relations
SPAN 222. Spain
SPAN 261. Literature of Spain
SPAN 263. Hispanic American Literature
Disciplinary Dimensions – Science with Lab (Courses meeting the science with lab disciplinary dimensions are designated with (LS) after the course description.)

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 (Courses meeting the social science disciplinary dimensions are designated with (SS) after the course description.)

COMM 120. Oral Communication
COMM 170. Intercultural Communication
COMM 180. Visual Communication
CRST 100. Introduction to Criminology
ECON 100. Principles of Economics
EDUC 112. Historical and Social Foundations of Education
POLI 100. Survey of Political Science
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 (Courses meeting the arts disciplinary dimensions are designated with (AR) after the course description.)

ARTD 160. Global Textiles
ARTD 248. History of Design
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 164. Reading in Contemporary Japanese Manga
ARTH 170. Visual Literacy and the Western Graphic Novel
ARTH 180. Women and Art
ARTH 263. American Art
DANC 104. History of Dance
DANC 201. Choreography
MUSI 103. The Musical in America
MUSI 303. The Musical in America
MUSI 105/305. Women in Music
MUSI 107. Introduction to Music of the World
MUSI 109. Sacred and Secular: Music of the Moravians
MUSI 110. Women and Popular Music in the USA
MUSI 118.  Music History I
MUSI 307.  Introduction to Music of the World

**Disciplinary Dimensions – Humanities** *(Courses meeting the humanities disciplinary dimensions are designated with (HM) after the course description.)*

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.  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 Amer. Lit. 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 Mod. 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 Lit.
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 215.  Critical Issues in the History of Race and Ethnicity
HIST 221.  American Women’s History
HIST 222.  The Greco-Roman World
HIST 247.  History of Russia
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
REST 210.  Critical Issues in the History of Race and Ethnicity
General Requirements for the Bachelor of Science in Business Administration (BSBA)
The bachelor of science in business administration (BSBA) 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 BSBA, it is possible to major in accounting or business administration with specialties in accounting, business entrepreneurship, economics, finance, health care management, international trade, marketing, or sport management. Major requirements are found in the “Courses of Instruction” section under “Accounting” and “Business Administration.”

Salem Signature Requirements: BSBA 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 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
- 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 2.00 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.

Certificate Program in Accounting
Associate Professor Mike Cummings and Assistant Professor Tina Flowers, 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

<table>
<thead>
<tr>
<th>Course</th>
<th>Requirement</th>
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<tr>
<td>ACCT 120. Principles of Financial Accounting</td>
<td>One course</td>
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<tr>
<td>ACCT 140. Intermediate Accounting I</td>
<td>One course</td>
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</tbody>
</table>
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. Principles of Fraud Examination  
ACCT 170. Financial Management for Not-for-Profit Organizations  
ACCT 301. Auditing  
ACCT 304. Income Taxation II  
ACCT 303. Income Taxation I  
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 $9,077 (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 2015, Spring 2016, and Fall 2017. 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 ARTD 206)  
ARTD 248. History of Design
PRSV 250. Public History (cross-listed with HIST 211) One course
PRSV 240. Preservation-Sensitive Practices Sustainable Design 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-Coord Keyboard Tech 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)
- MUSI 226. Keyboardists’ Injuries: Causes and Cures

**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 $7,172 (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 2015 and 2.75 courses in Spring 2016. 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 BA 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 or
COMM 322. Campaign Communication

NOTE: ACCT 120 or equivalent is a pre-requisite for NFPM 170. ACCT 130
may not be substituted for NFPM170 in the certificate program.

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 $7,583 (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 2015 and Spring 2016, plus one course in Fall 2017. 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
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
Assistant Professor Laura Watts, 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**

*Assistant Professor Joanne Black, director and advisor; 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
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

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.

**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 Regan, 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 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/.

**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.

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 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) are in good academic standing, 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. Courses taken at Wake Forest are governed by Salem College’s academic rules, including repeat rules, not by Wake Forest’s rules.

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 charged for classes taken at Wake Forest during the fall and spring semesters, students must inquire with the appropriate officials at Wake Forest University to determine if any other fees apply. All cross-registered coursework taken at Wake Forest University is considered residential credit, not transfer credit when taken in a fall or spring semester. All grades earned during fall and spring semesters are transferred at face value. Tuition is charged for courses taken over the summer and grades are treated as transfer credit (see transfer credit policies in this catalog).
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 full-credit 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, biochemistry, exercise science, international business, not-for-profit management, race and ethnicity studies and women’s studies. These majors offer 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 (full course) credit of experimental internship that may or may not be related to their major. See section on Salem Signature requirements for more details.

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 WFU 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
- **Chemistry**: Glaxo Pharmaceuticals, Inc.; Targacept; Mayo Clinic; Green Chemistry Institute; WFU School of Medicine; WFU Department of Chemistry
- **Communication**: Turner Broadcasting, Atlanta; Panthere Communications; Poesis Magazine; News Santinel; Press 53; ABC 45 WXLV-tv & My48 WMYV
- **Economics**: Merrill Lynch; Wachovia; Smith Barney (Atlanta); Center for Micro Finance; Wells Fargo
- **English**: Children’s Theatre; Old Salem; Blair Publishing; DeHart and Company;
- **History**: N.C. Supreme Court; N.C. Museum of History; Legal Services of NC; Old Salem
- **Interior Design**: Dynasty Furniture; Furnitureland South; Angela Morton Interior Design
- **Music**: Winston-Salem Piedmont Triad Symphony; SoundLizzard Productions
- **Not-for-Profit Management**: The Little Theatre of Winston-Salem, Museum of Art, Scott Cares Foundation; Colours Performing Arts Troupe
- **Political Science**: N.C. GOP Headquarters; Office of the District Attorney, Guilford County
- **Religion**: St.Annes Episcopal Church; Crisis Control Ministry
- **Sociology**: Forsyth County Sheriff Department; Winston-Salem Police Department; YMCA
- **Spanish**: Missionary work in Honduras; work with local Hispanic newspaper; translating for the Department of Social Services; Que Pasa; The Hispanic League of Winston Salem
- **Studio Art**: Logo-design work for a local biotech company

Students interested in planning and participating in internships should discuss their ideas with their academic 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 for Traditional-age Students*
Three courses in each fall and spring term constitutes the minimum full-time registration for traditional-age students for financial aid purposes. All traditional-age students must be enrolled full-time in Salem courses during the fall and spring terms; however, to achieve graduation (minimum of 36 courses) in four years, the usual course load for traditional-age undergraduate students is four courses in each fall and spring term and one course during the January term. With the exception of the approved cross-registration program at Wake Forest University, traditional-age students are not permitted to be dually enrolled at other institutions during the fall or spring term. Students may carry between three-and-one-half to five courses in any fall or
spring term with the approval of the faculty advisor; an underload of less than 3.5 courses or an overload of more than 5 courses (including Wake Forest courses) requires permission from the Registrar or the Associate Dean for Undergraduate Studies (see details below).

**Academic Load for Fleer Center Students**
Students in the Martha H. Fleer Center for Adult Education register by the course. To be considered full-time, the student must enroll in at least three courses. For financial aid and billing purposes only, course credits attempted in the January term are combined with those attempted in the spring to determine full-time status; in other words, a Fleer student who registers for one course in January and two courses in spring would be considered a full-time student for the spring term for financial aid and billing purposes.

**Petitioning for an Over- or Under-Load:**

**Under-Loads (less than 3.5 courses):**
Traditional-age students must carry a minimum of 3.5 courses in each fall and spring term. If a student wishes to take less than 3.5 courses, she must submit a petition to the Registrar or the Associate Dean for Undergraduate Studies stating her reasons for wishing to do so, and her plans for achieving graduation.

Martha H. Fleer Center students are not required, by college policy, to carry a minimum course load, and therefore, no underload policy applies; however, students should verify whether scholarships and/or other forms of financial assistance require a minimum course load each semester. A Fleer Center student who does not earn at least a 2.00 G.P.A. in any term will be advised to reduce the academic load in the next term in which she enrolls.

**Over-Loads (more than 5 courses):**
All students must request permission to exceed five courses. Students requesting overloads will be expected to demonstrate sound academic standing, as evidenced by their Salem G.P.A. Therefore, students may not petition to take an overload during their first semester at Salem. Following the successful completion of one full semester, students who wish to petition for an overload should have at least a 2.67 (B-) overall Salem G.P.A. A course load of 5.25 to 5.75 requires permission of the student’s faculty adviser and the Registrar or the Associate Dean for Undergraduate Studies. Petitions for more than 5.75 courses will be considered only in the most extraordinary circumstances and require permission from the Subcommittee on Academic Appeals and should be submitted to the Registrar’s Office. To avoid registration delays, petitions should be submitted as part of preliminary registration for the upcoming semester.

**Drop/Add Policy**
To add or drop a course, a student must submit a change of registration card signed by the student’s academic advisor to the Office of the Registrar (traditional-age) or 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 may be added.

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

**Withdrawal from the College**
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.

Any student who is approved for readmission after one calendar year or more or who returns to the College after a “step out” period of one calendar year or more will be bound by all requirements (including both general degree requirements and major requirements) of the catalog in effect at the time of re-enrollment.

**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.

**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. Any student who is approved for readmission after one calendar year or more or who returns to the College after a “step out” period of one calendar year or more will be bound by all requirements (including both general degree requirements and major requirements) of the catalog in effect at the time of re-enrollment.

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.

**Readmission after administrative withdrawal**

A student who is administratively withdrawn and who wishes to return to Salem may apply for readmission after one or more terms of successful full-time 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 withdrawal (courses of study at another institution, job description if employed); an analysis of the factors which led to her withdrawal; a statement on how the term of withdrawal has helped her reassess her educational goals; and a statement of the plans she has in place to ensure her academic success. Students readmitted after an administrative withdrawal will be put on probation in their first semester upon return to Salem.

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.

**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.
**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.

Any student who is approved for readmission after one calendar year or more or who returns to the College after a “step out” period of one calendar year or more will be bound by all requirements (including both general degree requirements and major requirements) of the catalog in effect at the time of re-enrollment.

Students in the Martha H. Fleer Center who wish to pursue a leave of absence for any reason should make an appointment with the Dean of Martha H. Fleer Center for Adult Education.

**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

Exemption for General Education Language Requirement
Students whose native language is not English, or who are bi- or multi-lingual, may apply for a waiver of the general education language requirement by writing or emailing the associate dean for undergraduate studies and naming their first (or second) language. The associate dean, in consultation with the modern language department, will ask for documentation or a demonstration of fluency in the language.

Math Placement Policy
Before a student may enroll in a Math course at Salem, she must complete the Salem placement test. The only exceptions to this rule are (a) first-time, first-year students who submit AP scores that result in receiving credit for MATH 100, or (b) transfer students with math credits of MATH 100 or higher.

After taking the placement test, the student may enroll in the course indicated as her placement by the Math department. If she is placed in a course for which she already has transfer credits, she may only enroll in the next-highest course if she signs a form stating that she is aware of the math department’s recommendation and is choosing to enroll in a course for which the math department does not believe she is prepared. If she chooses to follow the math department’s recommendation, she will enroll in the course indicated by the placement test and sign a form stating that she understands she is forfeiting her transfer credit in that math course. For example, if a student transfers credit for MATH 020, but is placed in MATH 020 by her score on the placement test, she may only enroll in MATH 070 if she signs a form acknowledging that she is going against the math department’s recommendation, and may only enroll in MATH 020 if she signs the form acknowledging that she is giving up her transfer credit in order to retake the course at Salem.

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** (scores and credit are subject to change without prior notice)

<table>
<thead>
<tr>
<th>Dept/Area</th>
<th>AP Exam</th>
<th>AP Score</th>
<th>Salem credits</th>
<th>Salem Course Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Students may not receive AP, IB and/or CLEP course credit for the same subject.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>The unit of instruction at Salem College is the “course,” which is equivalent, for credit purposes, to 4 semester hours.</td>
</tr>
<tr>
<td>Art</td>
<td>Art History</td>
<td>4 or 5</td>
<td>1</td>
<td>ARTH 121 or 122 (pending departmental interview)</td>
</tr>
<tr>
<td></td>
<td>Studio Art</td>
<td>4 or 5</td>
<td>1</td>
<td>ARTS 020 or 111 (pending review of portfolio)</td>
</tr>
<tr>
<td>Biology</td>
<td>Biology</td>
<td>4</td>
<td>1</td>
<td>BIOL 010</td>
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<tr>
<td></td>
<td>Biology</td>
<td>5</td>
<td>1</td>
<td>BIOL 100</td>
</tr>
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<td>Chemistry</td>
<td>Chemistry</td>
<td>3</td>
<td>0</td>
<td>Placement out of CHEM 110</td>
</tr>
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<td></td>
<td>Chemistry</td>
<td>4 or 5</td>
<td>2</td>
<td>CHEM 110 and 120</td>
</tr>
<tr>
<td>Computer Science</td>
<td>Computer Science A</td>
<td>4 or 5</td>
<td>1</td>
<td>CPSC 100</td>
</tr>
<tr>
<td>Economics</td>
<td>Macroeconomics</td>
<td>4 or 5</td>
<td>1</td>
<td>ECON 100--score of 4 or 5 is required on BOTH tests to earn credit</td>
</tr>
<tr>
<td></td>
<td>Microeconomics</td>
<td>4 or 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>English Language</td>
<td>4 or 5</td>
<td>1</td>
<td>ENGL 000 (English elective)</td>
</tr>
<tr>
<td></td>
<td>English Literature</td>
<td>4 or 5</td>
<td>1</td>
<td>ENGL 000 (English elective)</td>
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<td></td>
<td>credit for ENGL 000 may only be received once</td>
</tr>
<tr>
<td>Environ. Science</td>
<td>Environ. Science</td>
<td>4 or 5</td>
<td>1</td>
<td>ENVS 100</td>
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<td>French Language</td>
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<td>1</td>
<td>FREN 105</td>
</tr>
<tr>
<td></td>
<td>French Literature</td>
<td>3</td>
<td>0</td>
<td>Placement out of FREN 030</td>
</tr>
<tr>
<td></td>
<td>French Literature</td>
<td>4 or 5</td>
<td>1</td>
<td>FREN 100</td>
</tr>
<tr>
<td></td>
<td>German Language</td>
<td>3</td>
<td>0</td>
<td>Placement out of foreign lang. requirement</td>
</tr>
<tr>
<td></td>
<td>German Language</td>
<td>4 or 5</td>
<td>1</td>
<td>MDFL 000 (elective) and placement out of foreign lang. requirement</td>
</tr>
<tr>
<td></td>
<td>Latin</td>
<td>3</td>
<td>0</td>
<td>Placement out of LATN 030</td>
</tr>
<tr>
<td></td>
<td>Latin</td>
<td>4 or 5</td>
<td>1</td>
<td>MDFL 000 (elective and placement out of the foreign lang. requirement</td>
</tr>
<tr>
<td></td>
<td>Spanish Language</td>
<td>3</td>
<td>0</td>
<td>Placement out of SPAN 030</td>
</tr>
<tr>
<td></td>
<td>Spanish Language</td>
<td>4 or 5</td>
<td>2</td>
<td>SPAN 105 and 206</td>
</tr>
<tr>
<td></td>
<td>Spanish Literature</td>
<td>3</td>
<td>0</td>
<td>Placement out of SPAN 030</td>
</tr>
<tr>
<td></td>
<td>Spanish Literature</td>
<td>4 or 5</td>
<td>2</td>
<td>SPAN 206 and 209</td>
</tr>
</tbody>
</table>

*For scores of 4 or 5 on BOTH Spanish Lang and Lit, 3 credits granted: SPAN 105, 206 and 209*
<table>
<thead>
<tr>
<th>History</th>
<th>European History</th>
<th>4 or 5</th>
<th>2</th>
<th>HIST 103 and 104</th>
</tr>
</thead>
<tbody>
<tr>
<td>US History</td>
<td>4 or 5</td>
<td>2</td>
<td></td>
<td>HIST 105 and 106</td>
</tr>
<tr>
<td>World History</td>
<td>4 or 5</td>
<td>2</td>
<td></td>
<td>HIST 103 and 104</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Calculus AB</td>
<td>4 or 5</td>
<td>1</td>
<td>MATH 100</td>
</tr>
<tr>
<td></td>
<td>Calculus BC</td>
<td>1, 2,</td>
<td>1</td>
<td>MATH 100 if the Calculus AB subscore is 4 or 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>or 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Calculus BC</td>
<td>4 or 5</td>
<td>2</td>
<td>MATH 100 and 101</td>
</tr>
<tr>
<td>Music</td>
<td>Music Theory</td>
<td>4 or 5</td>
<td>1</td>
<td>MUSI 111</td>
</tr>
<tr>
<td>Physics</td>
<td>Physics B</td>
<td>3</td>
<td>0</td>
<td>Placement out of PHYS 210</td>
</tr>
<tr>
<td></td>
<td>Physics B</td>
<td>4 or 5</td>
<td>2</td>
<td>PHYS 210 and 220</td>
</tr>
<tr>
<td>Political Science</td>
<td>Gov't &amp; Pol: Comp</td>
<td>4 or 5</td>
<td>1</td>
<td>POLI 140</td>
</tr>
<tr>
<td></td>
<td>Gov't &amp; Pol: US</td>
<td>4 or 5</td>
<td>1</td>
<td>POLI 120</td>
</tr>
<tr>
<td>Psychology</td>
<td>Psychology</td>
<td>4 or 5</td>
<td>1</td>
<td>PSYC 010</td>
</tr>
<tr>
<td></td>
<td>Statistics</td>
<td>4 or 5</td>
<td>1</td>
<td>PSYC 101</td>
</tr>
<tr>
<td>SIGN</td>
<td>Human Geography</td>
<td>4 or 5</td>
<td>1</td>
<td>SOSC 000 (social science elective)</td>
</tr>
</tbody>
</table>

Any exam not listed will be evaluated by the Director of the Salem Signature, in consultation with relevant departments.

Courses for which zero credits are earned serve as a pre-requisite where needed.

**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>Accounting</td>
<td>50</td>
<td>ACCT 120</td>
</tr>
<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 US I: Early Colonization to 1877</td>
<td>50</td>
<td>HIST 105</td>
</tr>
</tbody>
</table>
Students in the Martha H. Fleer Center are awarded Credit for:

<table>
<thead>
<tr>
<th>CLEP Exam (cont’d)</th>
<th>Minimum Score</th>
<th>Students in the Martha H. Fleer Center are awarded Credit for:</th>
</tr>
</thead>
<tbody>
<tr>
<td>History of the US 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>Info Systems &amp; Computer Applications</td>
<td>50</td>
<td>BUAD 111</td>
</tr>
<tr>
<td>Intro 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 Macro-/Microeconomics</td>
<td>50</td>
<td>ECON 100 (both exams/scores required)***</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>Spanish Language (Level II)</td>
<td>63</td>
<td>SPAN 030</td>
</tr>
<tr>
<td>Western Civ. I: Ancient Near East to 1648</td>
<td>50</td>
<td>HIST 103</td>
</tr>
<tr>
<td>Western Civ. 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.

*** For students who earn a score of 50 on both the Macroeconomics and the Microeconomics exams, credit will be granted for ECON 100. A score of 50 on one test, but not the other will not yield any credit for Salem College course equivalents.

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:

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

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 (CPL)
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 CPL.

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>GPA</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.

Midterm grades are assigned only for courses in which the student is earning a C- or less. These grades are available to the students through Salem’s student information system, but are not part of the student’s permanent record and do not appear on the official transcript.

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 overall G.P.A. If a student repeats a course that is required for the major, only the highest grade earned will be used to calculate the major G.P.A. All grades 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” or an “NR” 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 grades will be included in the overall G.P.A. computation; if a student repeats a course that is required for the major, only the highest grade earned will be used to calculate the major G.P.A. All grades 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.

**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 audited courses cannot be repeated for academic credit at a later date. (Students who enroll in certificate programs at Salem and who audited courses required for the certificate prior to their matriculation in the program may repeat courses audited prior to Fall
2009 for academic credit.) An audit course may be changed to a credit course and a credit course may be changed to an audit status only before the end of the drop/add period.

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

Pass/No Credit Courses
By vote of the faculty, certain courses are always evaluated as pass/no credit (P/NC) for all students enrolled. These include MUSI 223 and JANX courses. 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). Courses offered on a pass/no credit basis only are marked with “P/NC” following the course description.

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 officials of other schools where she seeks to enroll (transcripts);
4. to certain government agencies specified in the legislation;
5. to an accrediting agency in carrying out its function;
6. in emergency situations where the health or safety of the student or others is involved;
7. to educational surveys where individual identification is withheld;
8. in response to a properly issued judicial order or subpoena;
9. in concession with financial aid.

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

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

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

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

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

**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.

Any student who is approved for readmission after one calendar year or more or who returns to the College after a “step out” period of one calendar year or more will be bound by all requirements (including both general degree requirements and major requirements) of the catalog in effect at the time of re-enrollment.

**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.

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.

**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. Grade point averages are *not* rounded up.

- *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. Waived courses do not count toward the required 16 courses at Salem College.

**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 normally be used to substitute for a
regular course in the curriculum. However, in certain circumstances (e.g., a student needs a course to stay on track to graduate, and the course is cancelled for low enrollment, or will not be offered by the College in a timely fashion), the student’s request for an independent study to satisfy a catalog requirement, should a faculty member be willing to teach it, may be approved by the chair of the department offering the independent study and by the associate dean for undergraduate studies. 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) for one (full course) credit; however, students may meet this requirement with partial-credit internships taken in multiple semesters. It is left to the discretion of each department to determine the amount of credit that will fulfill major/minor internship requirements. Students should discuss these options with their advisers and/or the Associate Dean for Undergraduate Studies.

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 internship contract, supervisor’s evaluation and 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.

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

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

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

**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.

**Key to Course Numbering**
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.
COURSES OF INSTRUCTION

Accounting

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 Delise, Flowers, Johe, and Regan.

Accounting Major (BS) (BSBA)

The accounting major is intended to educate the student in accounting principles and practices within the wider business and societal context. The degrees also offer 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 and ACCT 160.

The bachelor of science and the bachelor of science in business administration with a major in accounting requires the following 19 courses in addition to the Salem Signature general education requirements:

Required core course credits for the major in accounting (18 courses):

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 301. Auditing
ACCT 303. Income Taxation I
ACCT 304. Income Taxation II
ACCT 350. Accounting for Not-for-Profit Organizations
BUAD 111. Management Information Systems
BUAD 201. Principles of Management
BUAD 220. Business Law
BUAD 240. Business Statistics
Select one additional elective Accounting course from the following:
- ACCT 165. Principles of Fraud Examination
- 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

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

Select two elective accounting courses from the following:
- ACCT 155. Intermediate Accounting III
- ACCT 165. Principles of Fraud Examination
- ACCT 170. Financial Management for Not-for-Profit Organizations
- ACCT 301. Auditing
- ACCT 303. Income Taxation I
- ACCT 304. Income Taxation II
- 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. (QI)

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. Credit cannot be received for both ACCT 130 and ACCT 160. 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: ACCT 140 and MATH 070 or MATH 100.

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 MATH 070 or MATH 100.

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. Credit cannot be received for both ACCT 130 and ACCT 160. 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 120 and NFPM 100 or permission of instructor. Cross-listed as NFPM 170.
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 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. (SL)

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.
Art
Assistant Professor Otero, chair of the department of art and design; Professor Varnadoe; Associate Professors Griffin and Hutton; Instructor Hardin

Course offerings in the studio art program 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 (BA)**
The department of art and design 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 BA 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 “Education” entry under “Courses of Instruction.”

**Studio foundation core courses (required of all majors):**
- ARTS 020. Introduction to Two-Dimensional Design
- ARTS 025. Advanced Two-Dimensional Design
- ARTS 030. Three-Dimensional Design se
- 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: 5 courses**
- 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
Required courses (and recommended sequence) for a printmaking concentration: 5 courses
ARTS 135. Introduction to Printmaking
ARTS 235. Advanced Printmaking
ARTS 310. Senior Studio
ARTS 214. Senior Tutorial
ARTS 390. Senior Seminar
ARTS Elective. Any course in studio art outside printmaking

Required courses for the licensure concentration: 4 courses
ARTD 040. Graphic Design and Communication
ARTS 113. Introduction to Painting
ARTS 135. Introduction to Printmaking
ARTS 211. Sculpture I or ARTS 233. Ceramics
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
ARTS 025. Advanced Two-Dimensional Design
ARTS 111. Drawing
ARTS 113. Introduction to Painting
ARTS 135. Introduction to Printmaking
ARTH 121. Survey of Western Art I or ARTH 122. Survey of Western Art II
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 BA 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.

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.
ARTS 030. Three-Dimensional Design
One course
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.

ARTS 110. Photography I
One course
A basic course in photography, including a history of photography, camera mechanics, camera techniques, composition, film processing, proofing techniques, enlarging procedures and methods of matting and mounting. Offered as needed.

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

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

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

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

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

ARTS 200. Independent Study in Studio Art
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.

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

ARTS 212. Sculpture II
One course
Continued introduction to relief sculpture, skeletal structure, carving, kinetic motion, modeling and casting. Six-hour lab. Prerequisite: ARTS 211.
ARTS 214. Senior Tutorial One-half course
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.

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

ARTS 230. Photography II One course
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 instructor.

ARTS 233. Ceramics One course
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 One course
Various advanced printmaking processes including soft ground, aquatint and monoprints will be presented. Prerequisite: ARTS 135.

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

ARTS 290. Honors Independent Study in Studio Art 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.

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

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

Course offerings in the art history program are designed to provide a broad background for both the major and non-major. A student may major or minor in art history. See also: Studio Art and Design.

Art History Major (BA)
Required core courses:
- ARTH 121. Survey of Western Art I
- ARTH 122. Survey of Western Art II (*to be taken first year if possible*)
- ARTH 180. Women and Art
- ARTH 244. Late Modern Art
- ARTH 245. Renaissance Painting 1300-1500
- ARTH 270. Internship in Art History
- ARTH 300. Methods of Art History
- ARTH 390. Senior Seminar in Art History
- ARTS 020. Introduction to Two-Dimensional Design or ARTS 111. Drawing
- ARMN 100. Introduction to Arts Management or ARMN 110. Arts in the Community
- ARMN 120. The Artist as Entrepreneur or ARMN 210. Museums and Galleries

An additional five courses (at least one from each of the following five groups) will be chosen with the guidance of the faculty advisor depending on availability of courses.

Group 1
- ARTH 231. Ancient Art
- ARTH 232. Medieval Art

Group 2
- ARTH 240. Northern Renaissance
- ARTH 245. Renaissance Painting 1300-1500
- ARTH 246. European Painting and Sculpture 1550-1850

Group 3
- ARTH 243. Early Modern Art
- ARTH 263. American Art

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

Group 5
- ARTH 164. Reading in Contemporary Japanese Manga
- ARTH 170. Visual Literacy and the Western Graphic Novel

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:

Required courses:
ARTH 121. Survey of Western Art I
ARTH 122. Survey of Western Art II
ARTH 240. Northern Renaissance or ARTH 245. Renaissance Painting 1300-
ARTH 243. Early Modern Art or ARTH 244. Late Modern Art

Select two additional ARTH elective courses
Four of the six courses must be taken at Salem.

Visual Literature Minor
The minor in visual literature requires the completion of seven courses:

ARTH 160. The Art of Japanese Manga and Anime: Origins and Evolution
ARTH 164. Reading in Contemporary Japanese Manga
ARTH 170. Visual Literacy and the Western Graphic Novel
ARTS 020. Introduction to Two-Dimensional Design or ARTS 111. Drawing
ENGL 245. Hayao Miyazaki: Anime Master Storyteller and His Influences
ENGL 299. Shakespeare Meets Manga

Visual Arts Entrepreneurship Minor
The minor in Visual Arts Entrepreneurship is intended for students pursuing a BA 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. (AR)

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. (AR)

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. (AR), (GA)

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

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 examples of Japan’s early visual literature while developing an awareness of Japanese visual culture. A focus will be placed on works produced following the
end of World War II, especially the books of Osamu Tezuka, whose compassion and talent led him to seek a new beginning for a society left in the shadows of the atomic age. His manga were full of exciting possibilities and promise for children of the war, and mark the beginning of a new modern branch of literature with global appeal. Manga became a leading industry in Japan, and an important part of Twentieth Century Visual Literature. (AR)

**ARTH 164. Reading in Contemporary Japanese Manga**  
One course

This course gives students the opportunity to explore and analyze contemporary Japanese Manga. Recent publications will be chosen for significant cultural and global content as well their popularity with *otaku*, (Manga fans). Topics may include: Trans-Humanism and Post Modern Theories, Social Issues, Politics, Robotic Science and Vision Quests. Readings will change over time, and may include: Tsugumi Ohaba’s *Death Note*, Tadashi Agi’s *The Drops of God*, and Inio Asano’s *Solanin*.

**ARTH 170. Visual Literacy and the Western Graphic Novel**  
One course

A course in how to “read” works of art- in which students will explore sources for the storytelling methods common in Western (as opposed to Asian) graphic novels. Such visual features as poses, gestures, facial expression, visual composition, setting and the incorporation of text are all used to tell stories in modern graphic novels, but precedents for these techniques are found in the visual culture of many pre-modern periods, from Egypt to the Baroque, as well as in children’s picture books, early comic books and silent film. Brief discussion of theories of visual literacy and visual culture will be incorporated at the beginning of the course and where appropriate.

**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. (WS, AR)

**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 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.

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.

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.

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

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.

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

ARTh 246. European Painting and Sculpture 1550-1850
One course
Developments in European Art following the Renaissance, from the beginnings of the Baroque ca. 1550 to the middle of the Nineteenth Century. The course will focus on changes in style and content in their historical context in sculpture, painting, and architecture. Artists discussed will include Caravaggio, Bernini, Rubens, Rembrandt, Watteau, David, Ingres, Goya, Delacroix, and Gericault. Prerequisite: ARTH 121 or 122.

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. (AR)

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**

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 instructor.

**ARTH 390. Senior Seminar in Art History**

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.

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**Arts Management**

*Assistant Professor Berg, director*

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

**Arts Management Major (BA)**

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 Acct or NFPM 170. Financial Mgmt for Not-for-Profit Organizations
- ARMN 100. Introduction to Arts Management
- ARMN 110. The Arts in the Community
- ARMN 120. The Artist as Entrepreneur
- ARMN 270. Arts Management Internship
- ARMN 390. Senior Seminar
- ARMN 395. Senior Project
- NFPM 100. The Not-for-Profit Corporation
- NFPM 150. Web-Based Marketing and Fundraising Techniques or COMM 322. Communication Campaigns
- NFPM 250. Not-for-Profit Fundraising
- NFPM 301. Organizational Planning and Evaluation
- NFPM 310. Not-for-Profit Management and Governance

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

Four courses

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

Four courses

Required: ARMN 215. Performing Arts Management

Then choose any three additional courses from the list below. Some courses are worth less than one full course credit; total of course credits 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 Sapphies
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 150. Musical Theater
MUSI 151. Acting
MUSI 021 through 046. (music performance)
MUSI 050, 051, 052, 053, 054, 055, 056. (performing ensembles)

Students with minors in creative writing, dance, music, and musical theatre, plus ARMN 215, (but not entrepreneurship or dance management minors) may use those courses toward this requirement, subject to the limitations on double-counting of courses between a major and a minor (see “Degrees and Requirements” section of this catalog).

Recommended Electives:

COMM 120. Oral Communication
ECON 100. Principles of Economics
MKTG 230. Principles of Marketing

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

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 BA or BM 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 (One course)
- ARMN 110. The Arts in the Community (One course)
- ARMN 120. The Artist as Entrepreneur (One course)
- ARMN 215. Performing Arts Management (One course)

Visual Arts Entrepreneurship Minor
The minor in Visual Arts Entrepreneurship is intended for students pursuing a BA 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 (One course)
- ARMN 110. The Arts in the Community (One course)
- ARMN 120. The Artist as Entrepreneur (One course)
- ARMN 210. Museums and Galleries (One course)

Arts Management Courses (ARMN)

ARMN 100. Introduction to Arts Management (One course)
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 (One course)
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. (SL)
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
One-quarter to one course
Independent study under the guidance of a faculty advisor. Open to students with a 2.0 cumulative G.P.A. Independent study may take the form of readings, research, conference, project and/or field experience. 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
One course
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 Director. (SL)

ARMN 215. Performing Arts Management
One course
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 Director. (SL)

ARMN 270. Arts Management Internship
One course
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
One course
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
One course
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
One-half course
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  
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 ARMN 390 may be continued in ARMN 395.

Biochemistry  
*Associate Professor McKnight; Assistant Professors Linebarrier and Ye; Lab Coordinator and Instructor Rockett*

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 110</td>
<td>General Chemistry</td>
<td>One course</td>
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<tr>
<td>CHEM 120</td>
<td>General Chemistry with Qualitative and Quantitative Analysis</td>
<td>One course</td>
</tr>
<tr>
<td>CHEM 201</td>
<td>Organic Chemistry I</td>
<td>One course</td>
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<tr>
<td>CHEM 202</td>
<td>Organic Chemistry II</td>
<td>One course</td>
</tr>
<tr>
<td>BIOL 100</td>
<td>Cell and Molecular Biology</td>
<td>One course</td>
</tr>
<tr>
<td>BIOL 101</td>
<td>Biodiversity</td>
<td>One course</td>
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<tr>
<td>BIOL 310</td>
<td>Advanced Genetics</td>
<td>One course</td>
</tr>
<tr>
<td>CHEM 207</td>
<td>Solutions <em>or</em> BIOL 205. Biometry</td>
<td>One course</td>
</tr>
<tr>
<td>BCHM 305</td>
<td>Biochemistry I</td>
<td>One course</td>
</tr>
<tr>
<td>BCHM 306</td>
<td>Biochemistry II</td>
<td>One course</td>
</tr>
<tr>
<td>BCHM 307</td>
<td>Biochemistry Lab</td>
<td>One-half course</td>
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<tr>
<td>BCHM 390</td>
<td>Senior Seminar</td>
<td>One course</td>
</tr>
<tr>
<td>MATH 100</td>
<td>Calculus I</td>
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<tr>
<td>MATH 101</td>
<td>Calculus II</td>
<td>One course</td>
</tr>
<tr>
<td>PHYS 210</td>
<td>General Physics I</td>
<td>One course</td>
</tr>
<tr>
<td>PHYS 220</td>
<td>General Physics II</td>
<td>One course</td>
</tr>
<tr>
<td>BIOL or CHEM electives</td>
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<td>Two courses</td>
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</tbody>
</table>

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 200. Independent Study in Biochemistry 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.

BCHM 305. Biochemistry I One course
Modern biochemistry with emphasis on the structure, chemical properties and metabolism of biologically important molecules. Four hours of lecture. Prerequisite: CHEM 202 and BIOL 100, or permission of instructor.

BCHM 306. Biochemistry II One course
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. Four hours of lecture. Prerequisites: CHEM 305.

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. One lecture, one 3-hour lab. 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; 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 (BA)
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 One course
- BIOL 101. Biodiversity One course
- BIOL 205. Biometry* One course
- BIOL 210. Ecology One course
- BIOL 310. Advanced Genetics One course
<table>
<thead>
<tr>
<th>Course</th>
<th>Requirement</th>
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</thead>
<tbody>
<tr>
<td>BIOL 311. Evolution</td>
<td>One course</td>
</tr>
<tr>
<td>BIOL 390. Senior Seminar</td>
<td>One course</td>
</tr>
<tr>
<td>BIOL elective</td>
<td>One course</td>
</tr>
<tr>
<td>CHEM 110. General Chemistry</td>
<td>One course</td>
</tr>
<tr>
<td>CHEM 120. General Chemistry with Qualitative and Quantitative Analysis</td>
<td>One course</td>
</tr>
<tr>
<td>MATH 070. Essential Calculus or higher</td>
<td>One course</td>
</tr>
</tbody>
</table>

*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 (BA) must be taken at Salem.

**Biology Major (BS)**
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:

<table>
<thead>
<tr>
<th>Course</th>
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</tr>
</thead>
<tbody>
<tr>
<td>BIOL 100. Cell and Molecular Biology</td>
<td>One course</td>
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<td>BIOL 311. Evolution</td>
<td>One course</td>
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<tr>
<td>BIOL 390. Senior Seminar</td>
<td>One course</td>
</tr>
<tr>
<td>BIOL electives</td>
<td>Three courses</td>
</tr>
<tr>
<td>CHEM 110. General Chemistry</td>
<td>One course</td>
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<td>CHEM 120. General Chemistry with Qualitative and Quantitative Analysis</td>
<td>One course</td>
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<td>CHEM 201. Organic Chemistry I</td>
<td>One course</td>
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<td>CHEM 202. Organic Chemistry II</td>
<td>One course</td>
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<tr>
<td>PHYS 210. General Physics I</td>
<td>One course</td>
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<tr>
<td>PHYS 220. General Physics II</td>
<td>One course</td>
</tr>
<tr>
<td>MATH 100. Calculus I or higher</td>
<td>One course</td>
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</table>

At least five of the 10 biology courses required for the major (BS) must be taken at Salem. A student intending to be a BS 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** One course
- **BIOL 101. Biodiversity** One course
- **BIOL 210. Ecology** One course
- **BIOL 310. Advanced Genetics** One course
- **BIOL elective** One course

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** One course
An introductory course in biological science for non-majors. Emphasis is on general principles, including the scientific method, biochemistry, cytology, metabolism, cellular respiration, photosynthesis, cell division, classical and molecular genetics, evolution and ecology. This course will not substitute for any biology course for majors in biology. Three lectures, one two-hour laboratory. (LS)

**BIOL 070. Issues in Biology for Women** One course
The major emphasis of this course will be placed on the scientific principles behind many issues directly related to women’s lives. Designed for non-majors, this course will 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. Fulfills the Women’s Studies and Quantitative Interpretation requirements for the Salem Signature Liberal Arts Interdisciplinary Dimensions. (WS, QI)

**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 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. (LS)
BIOL 101. Biodiversity
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.

BIOL 114. General Botany
The course covers the distinguishing characteristics of major plant families, evolutionary relationships between major plant groups, how to use botanical keys and the dominant and identifying species within local habitat communities. Students will also learn how to use herbaria and how to prepare specimens for storage within them. During lab students will learn how to identify common and habitat-specific plant species of the Southeastern United States. The course is primarily a field course so students must expect to be outside every week. On several occasions during the semester, the lecture and lab sections of the class will meet in one continuous session to enable exploration of more remote vegetation communities. Two lectures, one three-hour lab. Prerequisite: BIOL 101 or permission of instructor.

BIOL 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 PSYC 180. Prerequisites: Either BIOL 010, BIOL 100 or PSYC 010. Offered as needed.

BIOL 200. Independent Study in Biology
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 instructor.

BIOL 205. Biometry
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 BIOL010 and ENVS 100; MATH 025, 070 or higher; or permission of instructor. (QI)

BIOL 210. Ecology
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.

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**
One course

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

**BIOL 218. Anatomy and Physiology I**
One course

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

**BIOL 219. Anatomy and Physiology II**
One course

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

**BIOL 220. Special Topics in Biology**
One course

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 instructor.

**BIOL 235. Microbiology**
One course

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.

**BIOL 240. Research Methods**
One course

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 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.

**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.

**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 instructor. Course in statistics strongly recommended.

**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 310, or permission of instructor.

**BIOL 390. Senior Seminar**  
One course  
Fundamental problems in the biological sciences with emphasis on current research. Students will write a literature review based on a biological question and will present their findings to the
class. Open only to seniors for credit, but sophomores and juniors are encouraged to attend the seminars. Writing intensive. Prerequisites: BIOL 311 or permission of instructor.

**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 Delise, Flowers, Johe, and Regan.*

**Business Administration Major (BA or BSBA)**

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 sequence in accounting, principles of economics, 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 BA degree or the BSBA degree. Students enrolled in the College through the Martha H. Fleer Center for Adult Education who are seeking the BSBA 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 core courses and three courses in a selected area of concentration (accounting, business entrepreneurship, economics, finance, health care management, international trade, marketing or sport management. 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 One course
- BUAD 111. Management Information Systems One course
BUAD 124. Business Ethics. One course
BUAD 201. Principles of Management One course
BUAD 220. Business Law One course
BUAD 240. Business Statistics One course
BUAD 350. Senior Seminar in Strategic Management One course
MATH 070. Essential Calculus or MATH 100. Calculus I One course
ACCT 120. Principles of Financial Accounting One course
ACCT 130. Principles of Managerial Accounting One course
FINC 302. Corporate Finance One course
ECON 260. International Trade and Business One course
MKTG 230. Principles of Marketing One course

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:
   POLI 110. International Relations
   ECON 210. Intermediate Macroeconomics

Marketing:
   MKTG 231. Marketing Research Methods
   MKTG 234. International Marketing
   MKTG 235. Service Marketing
Sport Management:
BUAD 202. Sport Management
MKTG 236. Sport Marketing
EXER 245. Women in Sport

The major in business administration requires a maximum of 16 courses including the area of concentration, some of which may be used to fulfill certain general education requirements.

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

Business Administration Minor
For a minor in business administration the following courses are required:
- ECON 100. Principles of Economics
- 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. This minor is not available to students who are taking a business entrepreneurship concentration in the business administration major.

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  
  One course
- MKTG 236. Sport Marketing  
  One course
- EXER 245. Women in Sport  
  One course
- BUAD 240. Business Statistics  
  One course
- BUAD 270. Internship in Management  
  One course
- *One of the following:*
  - BUAD 220. Business Law  
    One course
    One course

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

**Business Administration Courses (BUAD)**

All business administration courses require a minimum of first-year standing or permission of instructor in addition to any other prerequisites noted.

**BUAD 111. Management Information Systems**  
One course

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.

**BUAD 124. Business Ethics**  
One course

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

**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 from the Industrial Revolution to today’s Globalization. Specific attention is devoted to the management functions – planning, organizing, leading and controlling – within the context of topics such as planning and goal setting, globalization, human resources, business ethics, motivation, leadership, teamwork, decision-making, communications, diversity, and information technology.
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 of instructor. (QI)

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 instructor, graduating senior status, BUAD 201 and 240, FINC 302, MKTG 230 and ACCT 120.

BUAD 390. Senior Seminar in International Business  
One-half course  
Intensive study of selected topics in international business with an emphasis on current research. Students will be required to complete and present a major research paper. Required of all senior majors.

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

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

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

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

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

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

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

**Finance Courses (FINC)**

**FINC 101. Personal Finance**
One course
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**  
One course  
A course of study concerned primarily with the management of capital sources and uses and factors influencing the financial structure, capital budgeting administration and analysis methods.  
Prerequisites: MATH 070 or MATH 100; ACCT 120.

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

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

**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**  
One course  
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 instructor.

Chemistry
Associate Professor McKnight, chair; Assistant Professors Linebarrier and Ye; Lab Coordinator and Instructor, Rockett

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 (BA)
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 (BS)
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**

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. (LS)

**CHEM 110. General Chemistry**

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. (LS)

**CHEM 120. General Chemistry with Qualitative and Quantitative Analysis**

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.

**CHEM 200. Independent Study in Chemistry**

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.

**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.

**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.

**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 as well as the methods used 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. Three lectures. Prerequisite: CHEM 120 and MATH 025 or equivalent. (QI)

**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.

**CHEM 309. Physical Methods Laboratory I**  
One-half course  
Methods of chemical analysis based on spectroscopy and laboratory computers. One lecture, one 3-hour lab. Prerequisite: CHEM 202 and PHYS 220.
CHEM 310. Physical Methods Laboratory II  
A continuation of CHEM 309 with emphasis on chromatography and electrochemistry. One Lecture, one 3-hour lab. Prerequisite: CHEM 309 and PHYS 220.

CHEM 311. Physical Chemistry I  
Thermodynamics, gas laws and colligative properties. Four hours of lecture. Prerequisite: four chemistry courses, PHYS 220, and MATH 102 or permission of instructor.

CHEM 312. Physical Chemistry II  
Kinetics, quantum mechanics and spectroscopy. Four hours of lecture. Prerequisite: CHEM 311.

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. Three lectures. Prerequisite: CHEM 202 or CHEM 207.

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. Three lectures. Prerequisite: CHEM 201 or equivalent.

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

Classical Studies  
Associate Dean for Undergraduate Studies Vinson, coordinator

Greek Courses (GREK)

GREK 010. Elementary Attic Greek I  
An introduction to the literary written Greek of the fifth century BCE through the Roman imperial period. The focus is on reading proficiency, with instruction in grammar and vocabulary building.

GREK 020. Elementary Greek II  
A continuation of GREK 010 at a more advanced level. By the end, students should be able to translate passages from Thucydides (or other examples of historical narrative). Prerequisite: GREK 010 or proficiency equivalent.

GREK 030. Intermediate Greek I  
A reading course, designed to give the students practice with more complex grammar and literacy forms. Prerequisite: GREK 020 or proficiency equivalent.
GREK 100. Readings in Ancient Greek One course
Students will read and translate selections from a variety of writers and genres, with the aim of learning to handle different styles and/or dialects. Prerequisite: GREK 030 or proficiency equivalent.

GREK 220. Special Topics in Ancient Greek One course
Focus on a particular topic or body of literature in ancient Greek. Prerequisite: GREK 030 or proficiency equivalent.

Latin Courses (LATN)

LATN 010. Elementary Latin I One course
An introduction to the literary written Latin of the first century BCE through the second century CE. The focus is on reading proficiency, with instruction in grammar and vocabulary building.

LATN 020. Elementary Latin II One course
A continuation of LATN 010 at a more advanced level. By the end, students should be able to translate passages of simple Latin prose. Prerequisite: LATN 010 or proficiency equivalent.

LATN 030. Intermediate Latin I One course
A reading course, designed to give the students practice with more complex grammar and literacy forms. Prerequisite: LATN 020 or proficiency equivalent.

LATN 100. Readings in Classical Latin One course
Students will read and translate selections from a variety of writers and genres, with the aim of learning to appreciate a variety of styles. Prerequisite: LATN 030 or proficiency equivalent.

LATN 220. Special Topics in Classical Latin One course
Focus on a particular topic or body of literature in classical Latin. Prerequisite: LATN 030 or proficiency equivalent.

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 HONR290 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; Assistant Professor Duvall*

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 (BA)**

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 resumé and make professional contacts for mentoring relationships. Students are also encouraged to use elective courses to build minors in areas that complement the communication major, such as marketing and not-for-profit management.

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

Communication Foundations—Required core courses
- COMM 120. Oral Communication
- COMM 170. Intercultural Communication or COMM. 100 Intro to Comm 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 also be counted as an elective.

Communication Minor
The minor consists of five courses in communication:
- COMM 120. Oral Communication
- COMM 100. Intro to Communication Studies or COMM 170. Intercultural Comm.
- COMM 223. Gender and Comm. or COMM 224. Old Media/New Media Criticism
- COMM electives

Students must take at least three of these courses at Salem.
Courses that may be used to satisfy the elective requirements for the major or the minor:

- 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 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. (SS)
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. (SS)

COMM 180. Visual Communication
One course
Introduction to principles and theories for evaluating and developing visual images and
presentations. Visual and written projects required. (SS)

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.

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

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

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

COMM 223. Gender and Communication
One course
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. (WS)

COMM 224. Old Media / New Media Criticism
One course
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**  
One course  
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**  
One course  
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**  
One course  
Critical analysis and practice of photo storytelling, with emphasis on composition, lighting and the law and ethics of photojournalism. Student must have access to a digital camera. Requires group project, digital portfolio and presentation. Prerequisites: COMM 180 or permission of instructor.

**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. (SL)

**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. (SL)

**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.

**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.
Computer Programming and Computer Applications

*Professor Young, Assistant Professor Mattox*

Computer programming and computer applications courses allow the student to become more fluent in the use and understanding of computers in a way that is complementary to her academic and career goals. Computer programming skills develop logical and critical thinking as one must develop a plan to solve a problem in a coherent, seamless, user-friendly, and error-free manner. In addition, computer applications skills are an integral part of our modern world, facilitating communication and the sharing of information and ideas. The courses within this program provide starting points for students to develop these skills.

*Computer Science Courses (CPSC)*

**CPSC 100. Introduction to Programming with Java**

One course

Computer programming in the object-oriented language of Java for algorithmic problem solving. Programming concepts such as classes, objects, inheritance, variables and data types, methods, looping, strings, arrays, basic sorting, basic GUI applications, and scientific computations will be introduced. Prerequisite: MATH 100 or higher. (Q1)

**CPSC 110. Special Topics in Computer Science**

One course

This course will cover a significant topic or problem in the discipline of computer science such as computer architecture or graphical user interface; will offer student to learn to program in another language besides Java; database programming; or will provide an opportunity for students to learn advanced Java programming skills. Offered on demand. Prerequisite: CPSC 100 or permission of instructor.

**CPSC 120. Special Topics in Computer Applications**

One course

This course will cover a computer application or computer informations systems topic. It may include advanced usage of readily available software, web site design, database usage, Internet security, or other topic of interest to faculty and students. Offered on demand. Prerequisite will vary by topic.

Creative Writing

*Assistant Professor Sáma, director*

The Creative Writing major and 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 revisions, students will be prepared to pursue graduate degrees in writing and to avail themselves of the many careers that value writing skills and critical thinking.

Students who major in both English and Creative Writing must fulfill all of the requirements for both majors.
**Creative Writing Major (BA)**
The creative writing major requires 12 courses; eight (8) of these courses are offered in Creative Writing and four are offered in English.

Students will begin their studies with the gateway course, CRWR 212: Introduction to Creative Writing. After successful completion of this course, students will take both CRWR 217 (Introduction to Fiction/Creative Nonfiction) and CRWR 218 (Introduction to Poetry). Students will take at least one 300-level workshop-based course (313: Intermediate Fiction; 319: Intermediate Creative Non-Fiction; 321: Intermediate Poetry), an intensive professionalism and editing course (390: Managing a Literary Award and Editing for Publications), 2 CRWR electives and the Senior Seminar in Creative Writing (395).

**Required Creative Writing Courses**
- CRWR 212. Introduction to Creative Writing
- CRWR 217. Introductory fiction and Creative Non-Fiction Workshop
- CRWR 218. Introductory Poetry Workshop
- CRWR 313. Intermediate Fiction Workshop or CRWR 319. Intermediate Creative Non-Fiction Workshop
- CRWR 321. Intermediate Poetry Workshop
- CRWR 390. Managing a Literary Award and Editing for Publication
- CRWR 395. Senior Seminar in Creative Writing

*Select two additional CRWR electives*

Five of the eight creative writing courses (including 212 and 395) must be taken at Salem.

In addition to the above-mentioned creative writing courses, the creative writing major requires students to complete three courses in English literature and/or literary theory, as well as an English elective, as follows:

*One from Category I (Literature and language before 1700):*
- ENGL 208, 231, 249, 348, 352

*One from Category II (Literature and language between 1700 and 1900):*
- ENGL 231, 232, 292, 293, 341, 346, 348

*One from Category III (Literature and language after 1900):*
- ENGL 223, 232, 288, 293, 294, 295, 298, 320, 325, 347, 349, 399

*One literature or literary studies elective*

**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**

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. (HM)

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 223. Current Trends in Creative Writing
One course
This exploratory course will address current trends in creative writing, including but not limited to collaborations with other disciplines, genre literature, translations, and digital archive & research. The course will be reading and writing intensive. Students may take the course a maximum of two (2) times as part of their course of study at Salem College. Prerequisite: CRWR 212 or permission of Instructor or Director. Offered January Term.

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. Managing a Literary Award and Editing for Publication
One course
This is a two-prong course: (1) Students will serve as preliminary screeners for the International Literary Awards, which is offered annually in fiction, poetry and creative non-fiction. Students will use editorial criteria to read, evaluate, and discuss entries, and students will be responsible for the preliminary selection process. They will help with the tasks of managing the entries, creating databases for the entries, communicating with entrants, promotion and marketing of the award, and will assist in the announcement of winners. (2) Students will submit creative work in their primary and secondary genre, to be read, evaluated, critiqued, and edited by members of the class. We will pay particular attention to the editorial side of these submissions instead of the drafting and revision side, so students will be expected to enter the course with polished work, ready for submission. We will identify, through research, several literary journals, contests, writing retreats/colonies, and grants that are open to emerging writers; students will select journals and contests to submit to and grants and retreats to potentially apply for. Each student will submit a proposal that includes a list of journals, contests, retreats, etc. that they will send their work, along with a timeline to do so. Students will, finally, learn to draft cover letters, grant
proposals, and statements of purpose. Prerequisite: CRWR 212 and one additional creative writing course, that does not include a Special Topics course (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
Assistant Professor Dennis, coordinator; Professor Smith; Assistant Professors Black, Bruce, 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 (BA)
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
- 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
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

Three courses
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**

<table>
<thead>
<tr>
<th>Course</th>
<th>One course</th>
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<tbody>
<tr>
<td>CRST 100. Introduction to Criminology or SOCI 270. Criminology</td>
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<tr>
<td>CRST 110. Introduction to Criminal Justice</td>
<td></td>
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<tr>
<td>CRST 201. Criminological and Criminal Justice Theory</td>
<td></td>
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<tr>
<td>SOCI 210. Sociology Research Methods</td>
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</tbody>
</table>

**Minor Electives** 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. (SS)

**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.

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 280. Criminal Law
This course will examine the substantive law of crimes and defenses including the basic concepts
of criminal law. The course will examine crimes against persons as well as crimes against
property and will use case law and current issues in America to understand complex legal topics.
Prerequisite: CRST 110.
**CRST 285. Criminal Procedure**  
One course  
This class will introduce students to the criminal process that is undertaken when a citizen is suspected of committing a specific crime. Topics addressed will include a brief introduction to criminal procedure, search and seizure (including stop and frisk law), arrests, interrogations/confessions, and the Exclusionary Rule. The bulk of the course will address the 4th Amendment to the Constitution, specifically Search and Seizure law. These areas will be examined in context to the changing United States Constitution and current and past members of the Supreme Court of the United States. Prerequisite: CRST 110.

**CRST 290. Honors Independent Study in Criminal Studies**  
One course  
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**  
One course  
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.

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**Dance**  
*Associate Professor Echols, chair*

The Dance Studies Department will serve a wide range of students preparing to discover the dynamic possibilities of a career in the arts or health related fields, The BA in Dance Studies will position itself as a degree that allows women to explore their passions and to reach their artistic goals. The BA is an interdisciplinary program that combines dance theory and technique with various different departmental courses that allow students to cultivate their own interests.

The BA and BS degrees in Dance and Movement Science are a combination of dance theory with technique, and a significant focus on human science and movement. This degree will empower students to prepare for health related careers such as dance and physical therapy, fitness education, exercise physiology, and somatic instruction.

**Dance Studies Major (BA)**  
The Dance Studies major requires fifteen courses.

**Required Core Courses**  
- DANC 104. History of Dance  
- DANC 201. Choreography  
- DANC 202. Movement Research/Somatic Study  
- DANC 210. Dance in the Community  
- DANC 270 Internship in Dance Studies  
- DANC 350. Research Methods in Dance
Dance Technique Courses
Choose from the list below to total 3 courses: 
- DANC 034. Level I Ballet
- DANC 035. Level II Ballet
- DANC 036. Level I Jazz
- DANC 037. Level II Jazz
- DANC 038. Level I Modern
- DANC 039. Level II Modern
- DANC 220. Special Topics

Dance Ensemble Courses
Choose from the list below (select at least two different courses) to total 1 course credit:
- DANC 020. Dance Company Performance
- DANC 021. Dance Company Choreography
- DANC 022 Dance Company Production

Dance Studies Electives
Choose from the list below to total 5 courses:
- ARMN 120. The Artist as Entrepreneur
- ARMN 215. Performing Arts Management
- COMM 120. Oral Communication
- COMM 180. Visual Communication
- DANC 230. Independent Study in Dance
- EXER 250. Prevention and Care of Athletic Injuries
- MUSI 223. Alexander Technique
- MUSI 151. Acting

Dance and Movement Science Major (BA)
The BA in Dance and Movement Science major requires fifteen courses.

Required Core Courses
- DANC 104. History of Dance
- DANC 202. Movement Research/Somatic Study
- DANC 270 Internship in Dance Studies
- DANC 350. Research Methods in Dance

Dance Technique and Ensemble Courses
Choose from the list below to total 3 courses:
- DANC 034. Level I Ballet
- DANC 035. Level II Ballet
- DANC 036. Level I Jazz
- DANC 037. Level II Jazz
- DANC 038. Level I Modern
- DANC 039. Level II Modern
- DANC 220. Special Topics
- DANC 020. Dance Company Performance
- DANC 021. Dance Company Choreography
- DANC 022 Dance Company Production
### Science Courses

- **BIOL 100. Cell and Molecular Biology**
- **BIOL 101. Biodiversity**
- **BIOL 218. Anatomy and Physiology I**
- **BIOL 219. Anatomy and Physiology II**
- **EXER 240. Psychology of Sport and Exercise**
- **EXER 250. Prevention and Care of Athletic Injuries**
- **EXER 310. Exercise Physiology**

### Exercise Science Elective

Choose from the list below to total 1 course:

- **EXER 150. Philosophy and Fundamentals of Coaching Competitive Sports**
- **EXER 210. Nutrition**
- **EXER 320. Biomechanics of Sport and Exercise**

### Dance and Movement Science Major (BS)

The BS in Dance and Movement Science major requires eighteen courses.

#### Required Core Courses

- **DANC 104. History of Dance**
- **DANC 202. Movement Research/Somatic Study**
- **DANC 270 Internship in Dance Studies**
- **DANC 350. Research Methods in Dance**

#### Dance Technique and Ensemble Courses

Choose from the list below to total 2 courses:

- **DANC 034. Level I Ballet**
- **DANC 035. Level II Ballet**
- **DANC 036. Level I Jazz**
- **DANC 037. Level II Jazz**
- **DANC 038. Level I Modern**
- **DANC 039. Level II Modern**
- **DANC 220. Special Topics**
- **DANC 020. Dance Company Performance**
- **DANC 021. Dance Company Choreography**
- **DANC 022 Dance Company Production**

### Science Courses

- **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**
- **EXER 250. Prevention and Care of Athletic Injuries**
- **EXER 310. Exercise Physiology**
- **EXER 320. Biomechanics of Sport and Exercise**
- **MATH 100. Calculus I or MATH 070. Essential Calculus**
- **PHYS 210. General Physics I**
**Exercise Science Elective**
Choose from the list below to total 1 course:
- EXER 150. Philosophy and Fundamentals of Coaching Competitive Sports
- EXER 210. Nutrition
- EXER 240. Psychology of Sport and Exercise

**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 5 courses

The following 3 courses are required for the minor:
- DANC 104. History of Dance
- DANC 201. Choreography
- DANC 202 Movement Investigation/Somatic Study or DANC 210. Dance in the Community

**Dance Technique and Ensemble Courses**
Choose from the list below to total 2 courses:
- DANC 034. Level I Ballet
- DANC 035. Level II Ballet
- DANC 036. Level I Jazz
- DANC 037. Level II Jazz
- DANC 038. Level I Modern
- DANC 039. Level II Modern
- DANC 220. Special Topics
- DANC 020. Dance Company Performance
- DANC 021. Dance Company Choreography
- DANC 022 Dance Company Production

**Dance Management Minor**
The following 4 courses are required for the minor:
- 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

Two terms of dance technique courses chosen from one of the following sequences are required:
- DANC 034. Level I Ballet and DANC 035. Level II Ballet or
- DANC 036. Level I Jazz and DANC 037. Level II Jazz or
- DANC 038. Level I Modern and DANC 039. Level II Modern

Two additional terms of another dance technique sequence chosen from the above list, totaling one course credit, OR two terms of DANC 020, DANC 021 or DANC 022 (Salem College Dance Company), totaling one-half course credit. NOTE: DANC 020, DANC 021 and DANC
may be taken for a total of 2 course credits, but students may only count one-half credit toward the minor.

_Dance Courses (DANC)_

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.

**DANC 020. Salem College Dance Company Performance**  One-quarter credit
Performance of dance piece in a formal dance company concert. Dances may be choreographed by faculty, guest artists or students. Fall and Spring (P/NC)

**DANC 021. Salem College Dance Company Choreography**  One-quarter credit
Choreography of a dance piece that is performed in a formal dance concert. Spring. (P/NC)

**DANC 022. Salem College Dance Company Production**  One-quarter credit
Assisting with production aspects of a formal dance company concert. Can include assistance behind stage, lights and sound, marketing and audience relations. Fall and Spring. (P/NC)

**DANC 034. Level I Ballet**  One-half course
This course is an introduction to the basic Ballet vocabulary. Full term.

**DANC 035. Level II Ballet**  One-half course
This course is further development of Ballet vocabulary and personal technique. Full term.

**DANC 036. Level I Jazz**  One-half course
An introduction to basic Jazz vocabulary through various exercises and combinations. Full Term.

**DANC 037. Level II Jazz**  One-half course
Further development of Jazz vocabulary and personal technique. Full Term.

**DANC 038. Level I Modern**  One-half course
Introduction of basic Modern vocabulary through floor work, center exercises, locomotion. Full Term.

**DANC 039. Level II Modern Dance**  One-half course
Further development of Modern vocabulary with more complex movements and phrases. Full Term.

**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. (WS, AR)

**DANC 201. Choreography**  One course
The art of making dances by studying the elements of structure, time, space and dynamics and movement invention. Approaches to choreography and techniques of handling choreographic material. (AR)
DANC 202. Movement Research/Somatic Study  One course
Movement Research is a movement class for people who love to be in motion and want to take time to understand how the body works, how movement is created and maintained. It is a somatic class that will explore improvisation, movement principles, and body awareness. This class is for all levels of movement experience. Spring.

DANC 210. Dance in the Community  One course
This service learning course engages students in classroom preparation through exploration of theories and ideas finding ways to facilitate creative expression using movement, text, experiences, activities and workshops. The service activity develops and informs the classroom context; structured reflection ties service experience to specific learning goals. Students will work in the community setting of their choice to facilitate creative expression through dance. Fall. (SL)

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

DANC 230. Independent Study in Dance  One-half to one course
Independent study under the guidance of a faculty advisor. This independent study may take the form of readings, research, project or field experience. Open to students with a 2.0 cumulative G.P.A. Permission of chair of the department required. May not be taken for more than a total of two courses.

DANC 270. Internship in Dance  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 and experienced, knowledgeable mentor. Open to juniors and seniors with at least a 2.0 cumulative average, admission by application only. Fall and Spring.

DANC 350. Research Methods in Dance  One course
This senior capstone course examines the current trends, ideas, technology and theory associated with dance studies. Students will design, propose, conduct, write and present a substantive research endeavor. They will examine up-to-date disciplinary ideology and discuss these topics. Spring.

Design
Assistant Professor Otero, chair of the department of art and design; Professor Varnadoe; Associate Professors Griffin and Hutton; Instructor Fearnbach, coordinator of the Historic Preservation Certificate Program

The design program, offered by the art department at Salem, requires coursework in studio art, art history and design. (See also the separate entries for studio art and art history.)

For a description of the Certificate Program in Historic Preservation, see the section on certificate programs earlier in this catalog.
Design Major (BA)
The major in design requires 18 courses, comprised of 10 core courses, 6.5-7.5 courses within a particular concentration, and electives as needed to reach 18 courses.

Required Core Courses for the Design Major (10 courses)

**ARTH 121. Survey of Western Art I**
One course

**ARTH 122. Survey of Western Art II**
One course

**ARTS 020. Introduction to Two-Dimensional Design**
One course

**ARTS 025. Advanced Two-Dimensional Design**
One course

**ARTS 111. Drawing**
One course

**ARTD 180. Representation and Documents**
One course

**ARTD 203. Business Practices in Design**
One course

**ARTD 209. Digital Design**
One course

**ARTD 270. Internship in Design**
One course

**ARTD 248. History of Design**
One course

Complete one of the following three concentrations (6.5-7.5 courses)

**Interior Design (7.5 courses)**

**ARTD 102. Design**
One course

**ARTD 160. Global Textiles**
One course

**ARTD 201. Residential Design**
One course

**ARTD 202. Contract Design**
One course

**ARTD 204. Architectural Details**
One course

**ARTD 205. Computer Assisted Drafting/Design**
One course

**ARTD 380. Advanced Design Studio**
One course

**ARTD 391. Senior Seminar in Design**
One-half course

**Graphic Design (6.5 courses)**

**ARTS 110. Photography**
One course

**MKTG 230. Principles of Marketing**
One course

**ARTD 040. Graphic Design and Communication**
One course

**ARTD 261. Computer Graphic Application**
One course

**ARTD 210. Web Design and Development**
One course

**ARTD 380. Advanced Design Studio**
One course

**ARTD 391. Senior Seminar in Design**
One-half course

**Architectural Studies (7.5 courses)**

**ARTS 030. Three-Dimensional Design**
One course

**ARTD 102. Introduction to Design**
One course

**ARTD 204. Architectural Details**
One course

**ARTD 205. Computer Assisted Drafting/Design**
One course

**ARTD 206. Historic Preserv or PRSV 240. Preserv-Sensitive Sustainable Design**
One course

**ARTD 211 Advanced CAD and BIM**
One course

**ARTD 380. Advanced Design Studio**
One course

**ARTD 391. Senior Seminar in Design**
One-half course

Electives: Choose any ARTD course(s) to reach the 18 courses required for the major
**Design Minor**
The Design Minor requires 6 courses: the 3 core courses and 3 electives from the list below.

**Required Core Courses (3 courses)**
- ARTS 020. Introduction to Two-Dimensional Design
- ARTS 111. Drawing
- ARTD 248. History of Design

**Minor Electives (3 courses)**
Choose three from:
- ARTD 040. Graphic Design and Communication
- ARTD 102. Introduction to Design (prerequisite ARTS 020)
- ARTD 201. Residential Design (prerequisite ARTD 102)
- ARTD 205. Computer Assisted Drafting/Design (prerequisite ARTD 102)
- ARTD 209. Digital Design
- ARTD 211. Advanced CAD and BIM (prerequisite ARTD 205)
- ARTD 261. Computer Graphic Application (prerequisite ARTD 040)

**Design Courses (ARTD)**

**ARTD 040. Graphic Design and Communication**
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.

**ARTD 102. Design**
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.

**ARTD 160. Global Textiles**
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. (GA)

**ARTD 180. Representation and Documents**
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.

**ARTD 200. Independent Study in Design**
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.
ARTD 201. Residential Design  One course
An introduction to space planning and furnishing residential interiors. Kitchen and bath design is
covered in detail. Prerequisite: ARTD102.

ARTD 202. Contract Design  One course
Space planning of commercial, institutional and environmental spaces. The emphasis is on total
design concept for client presentation with plans, lighting design, furnishings and material
samples, specifications and presentation. Prerequisite: ARTD 201.

ARTD 203. Business Practices in Design  One course
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.

ARTD 204. Architectural Details  One course
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. (SL)

ARTD 205. Computer Assisted Drafting/Design  One course
An introductory course in Computer-Assisted Drafting/Design (CADD). Students will learn the
basic commands and parameters of CADD, as well as how to draw floor plans, elevations and
other design drawings on-line. Prerequisite: ARTD 102.

ARTD 206. 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. Cross-listed with PRSV 230.

ARTD 209. Digital Design  One course
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  One course
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  One course
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  
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. (AR)

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

ARTD 270. Internship in Design  
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  
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  
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.

ARTD 391. Senior Seminar in Design  
Senior thesis work. Required of all design majors. Prerequisite: senior standing in major.

Economics  
Associate Professor Rapp, chair of department of business and economics; Assistant Professor Regan, program director; Assistant Professor Francisco, Mary Ardrey Stough Kimbrough Chair in Business and Economics; Associate Professor Cummings; Assistant Professors Delise, Flowers, 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 (BA)

Required Core Courses for the Economics Major:

- ECON 100. Principles of Economics  
- ECON 210. Intermediate Macroeconomics  
- ECON 220. Intermediate Microeconomics  
- ECON 320. Econometrics  
- ECON 390. Senior Seminar

One course

Additional Required Courses

- MATH 070. Essential Calculus or MATH 100. Calculus I

One course

Economics Electives

Choose from ECON 200, 201, 205, 260, 270, 280, and 310.

Three or four courses

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

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

Economics Minor:

A total of six courses are required

Required core courses:

- ECON 100. Principles of Economics

One course

One of the following:

- ECON 210. Intermed Macroecon or ECON 220. Intermed Microecon

One course

One of the following:


One course

Economics electives

Two to three courses

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

Four of the six courses must be taken at Salem:

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. (QI, SS)

ECON 200. Independent Study in Economics

One-quarter to one course

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.

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.

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.

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.

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

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

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

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

ECON 310. Current Issues in Economics
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.
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.

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.

Education
Director Long; Assistant Professors Beeson, Gerstmyer, Lambert, and Lyons; Visiting Assistant Professor Adams; Professional in Residence Kirby

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 Core Academic Skills for Educators (Reading, Writing, and Mathematics) with composite scores of 468+)
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

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 Director of Teacher Education early in their degree programs.

**Teaching, Schools and Society Major (BA)**

The Teaching, Schools, and Society major provides an interdisciplinary course of studies providing students with a strong cross-curricular foundation firmly grounded in the liberal arts. Students select a concentration within the major and can pursue a licensure curriculum of professional studies courses (listed below the major itself), maintained to ensure that teacher
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
- PSYC 010. Introduction to Psychology
- SOCI 100. Introduction to Sociology
- EDUC 390. Senior Seminar
- Choose three from:
  - COMM 107. Digital Storytelling
  - COMM 120. Oral Communications
  - COMM 170. Intercultural Communication
  - COMM 321. Community Communication
  - HIST 209. African American History
  - HIST 211. Public History
  - HIST 221. American Women’s History
  - POLI 100. Survey of Political Science
  - PSYC 100. Developmental Psychology
  - PSYC 130. Social Psychology (cross-listed as SOCI 205)
  - PSYC 150. Psychology of Personality
  - NFPM 100. The Not-for-Profit Corporation
  - NFPM 130. Making Change: Public Policy, Advocacy, Grassroots Organizing (cross-listed as SOCI 210)
  - NFPM 140. Social Entrepreneurship (cross-listed as SOCI 140)
  - SOCI 202. Race and Ethnic Relations
  - SOCI 220. Social Stratification
  - SOCI 232. Marriage and the Family

Teaching, Schools and Social Sciences Concentration (7 courses)
- HIST 103. World History I
- HIST 104. World History II
- HIST 105. United States History to 1877
- HIST 106. United States History Since 1877
- POLI 235. International Political Geography or SOCI 240. Globalization and Global Inequities
- POLI 120. American Politics and Public Policy or
  - POLI 100. Survey of Political Science
- ECON 100. Principles of Economics
Teaching, Schools and Literature Concentration (7 courses)

Two non-duplicated courses in American literature (at least one must be at the 300-level), chosen from:

Two courses

ENGL 292. First Contact through the Civil War: Survey of Amer.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 (at least one must be at the 300-level), chosen from:

Two courses

ENGL 208. Early Modern Women Dramatists: Sinners, Saints and Sapphos
ENGL 231. Writing of and by Women: Survey of English Literature, 1370-1789
ENGL 232. Romantic to the Post-Modern: Survey of English Literature, 1789-Present
ENGL 249. Gender, Race and Ethnicity in Shakespeare
ENGL 341. Visions, Violence, and Violets: The Romantic Era, 1786-1832
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

One of the following World/Global Literature courses:

One course

ENGL 293. The Culture of African American Literature
ENGL 325. Modern Writings from Women of the Non-Western World
ENGL 349. Race, Culture and Identity in Multi-Ethnic Literature of the United States

One of the following Women’s Literature courses:

One course

ENGL 208. Early Modern Women Dramatists
ENGL 288. Rooms of Their Own: Women Writers, 1900-Present
ENGL 310. Toni Morrison: Reconstructing American Identity
ENGL 348. The Rise of the Female Novelist, 1684-1900

Any English Elective

One course

Teacher Licensure for Elementary (K-6) or General Curriculum Special Education (grades K-12)

Successful completion of Salem College curricular requirements does not guarantee licensure. To obtain a professional teaching license in any area, candidates must pass all state-required licensure tests.

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 |
| BLOCK I | EDUC 112. Historical and Social Foundations of Education |
| BLOCK II | EDUC 120. Text in Context |
| BLOCK II | EDUC 122. Learners in Context |
| BLOCK III | EDUC 330. Instructional Design |
| BLOCK III | EDUC 332. Development and Cognition |
| BLOCK IV | EDUC 394. Teachers as Practitioners Seminar |
| BLOCK IV | 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)*

Successful completion of Salem College curricular requirements does not guarantee licensure. To
obtain a professional teaching license in any area, candidates must pass all state-required licensure tests.

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 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. Development and Cognition

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

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; state/national standards; academic reading and writing; and electronic portfolio creation and use. Field experience is a required component of this course.

EDUC 112. Historical and Social Foundations of Education
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. (SS)

EDUC 120. Text in Context
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. Field experience is a required component of this course.

EDUC 122. Learners in Context
This course introduces diversity issues and potential implications for 21st century teaching and learning. After an exploration of their personal cultural context, students will explore diversity issues of race/ethnicity, language, gender, socio-economic status, age and development, exceptionalities, religions and family/community structures. Field experiences will connect culturally-responsive teaching practices with various aspects of diversity. Students will also be introduced to School Improvement Plans (SIP) and the interdependency of context and SIP relevance.

EDUC 200. Independent Study in Education
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 290. Honors Independent Study in Teaching, Schools, and Society
An advanced independent study under the guidance of a faculty advisor. This course is open to juniors and seniors with a 3.5 G.P.A. in the major (Teaching, Schools, and Society), and permission of the Director of Teacher Education. May be repeated once.

EDUC 330. Instructional Design
This course introduces students to instructional design models, curriculum development and assessment (formative, summative and performance.) Candidates will master instructional planning that is aligned with state/national standards. Instructional planning and implementation will be explored from the constructivist perspective. A variety of teaching strategies will be presented and various differentiation strategies will be explored. Integration across disciplines will be modeled, with an emphasis on integration of the arts. Classroom management issues will be examined and analyzed. Candidates will plan and construct an instructional unit specific to their area of teaching specialty. Field experience is a required component of this course. Admission to Teacher Education required.

EDUC 332. Development and Cognition
This course explores social, emotional, physical, and cognitive development; theories of learning, motivation, and behavior; exceptionalities; and classroom management in order to prepare students to work with a wide range of individual student differences in skills, motivation, experience and affect. All topics will be addressed in terms of both understanding the relevant theories and of the application of skills and knowledge to the teaching/learning process following state/national standards. Field experience is a required component of this course. Admission to Teacher Education required.

EDUC 333. Comparative Educational Studies
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.
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 state/national standards, 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. Integrating the fine and practical arts across disciplines is emphasized. 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 state/national standards, 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. Integrating the fine and practical arts across disciplines is emphasized. 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 for adolescent students following state/national standards. Current psycho/social issues will be explored and examined. Case studies, professional research, technology based projects, 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 state/national standards 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. Integrating the fine and practical arts across disciplines is emphasized. Admission to Teacher Education required. (SL)

EDUC 372. Integrated Content Areas
This course will utilize cooperative learning, brain-compatible instructional theories and technology to introduce candidates to applications and strategies for teaching science, social studies and health that are integrated across the curriculum. Instructional units will be correlated with standards from the state/national 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. Integrating the fine and practical arts across disciplines is emphasized. Admission to Teacher Education required.

EDUC 375. English in the MS/HS
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
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
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
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
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
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
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 385. Teaching Content in the MS/HS**
One course
This course deepens teacher candidates’ knowledge, skills, and dispositions in instructional planning, teaching strategies, assessment, classroom management, and differentiation. Integrating the fine and practical arts across disciplines is emphasized. Instructional planning correlated with state/national standards is required. Candidates will create an instructional unit plan. Field experience in middle and high school classrooms is a required component of this course. Admission to Teacher Education required.

**EDUC 390. Senior Seminar**
One course
This capstone course will include a semester of extensive research and writing designed to prepare students to discuss and debate critical issues in education. Students will be given specific topics to be explored. Interviews and observations will be part of the required field experience for this course. Students will explore topics individually and work collaboratively to prepare a research paper and an oral presentation. This course is required of Teaching, Schools, and Society (Advocacy concentration) majors. Enrollment is limited to seniors.

**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. (P/NC)

**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. (P/NC) Admission to Teacher Education required

**English**

Associate Professor Oczkowicz, chair of the department of English and creative writing;
Associate Professors Dulan and Zehr; Assistant Professor Manthey

The English curriculum 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 and creative writing offers both a major and minor in creative writing. See the separate entry for creative writing earlier in this catalog. Students who major in both English and creative writing must fulfill all of the requirements for both majors.

**English Major (BA)**
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

Depending on the topic, 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 One-quarter to one course
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 One course
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. (WS, HM)

ENGL 211. Constructing “The Workshop”: Practices in Teaching Writing One course
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.

ENGL 221. Special Topics in English One course
Intensive investigation of a topic or author not studied in depth in traditional courses. The topic will be announced prior to the beginning of the course. As the topic changes, the course may be repeated. (HM)

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. (HM)

**ENGL 231. Writing of and by Women: Survey of English Literature, 1370-1789** One course

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? (HM)

**ENGL 232. The Romantic to the Post-Modern: Survey of English Literature, 1789-Present** One course

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. (HM)

**ENGL 245. Hayao Miyazaki: Anime Master Storyteller and His Influences** One course

Best known in the West for his Oscar-winning animated feature *Spirited Away* (2002), Hayao Miyazaki has created a distinctive anime image and story aesthetic. Drawing on inspiration ranging from Greek myths and European fairy tales to Japanese folk tales, Homer, Jonathan Swift and Lewis Carroll to Ursula Le Guin and Diana Wynne Jones, Jean Giraud Moebius and Osamu Tezuka among others, Miyazaki spins stories that transcend time and culture as he explores the future. Modern history of Europe and Japan, Shinto religion, folklore and the supernatural, along with passionate environmentalism are some of the subjects Miyazaki probes. Early Disney, Russian and Canadian animators and Japanese manga have deeply influenced how he combines image with story. The course will analyze Miyazaki’s major animated feature films and explore his literary, filmic and cultural influences to understand the stories he tells, and how and why he tells them. We will look at Miyazaki’s key themes, plots, characters, and examine how he integrates these story elements with visual, auditory and social conventions of anime.

**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. (HM)
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[ies].” 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. (WS, HM)

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. (HM)

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? (WS, HM)

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. (HM)

ENGL 295. Dream and Reality: Literature of the American South  
One course
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. (HM)

ENGL 298. “Imaginary Gardens with Real Toads”: Engaging Modern American Poetry  
One course
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. (HM)

ENGL 299. Shakespeare Meets Manga  
One course
A famous adapter himself, Shakespeare has been adapted and interpreted more often than any other author. Manga adaptations of Shakespeare’s plays are the most recent example of how his use of English language inspires inter-art and inter-textual reconfigurations. The most popular of Shakespeare’s plays, their language, dense visual metaphors, ekphrasis, and character descriptions will be examined as they are transformed into manga images. In turn, manga’s visual, auditory and social conventions will be evaluated as contemporary expression of Elizabethan literary and cultural content. For example, Shakespeare’s use of cross-dressing will be related to Japanese kabuki and Noh traditions of theatrical gender-bending that are ‘reused’ in manga. How manga adaptations differ from and change the original Shakespearean plays in ways that reveal differences between the two cultures will be some of the questions guiding our inquiry into this newest form of Shakespeare adaptations. Foundational knowledge of Shakespeare’s plays will be expected. Permission of instructor required.

ENGL 310. Toni Morrison: Reconstructing American Identity  
One Course
“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. (WS, HM)
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. The topic will be announced prior to the beginning of the course. As the topic changes, the course may be repeated. (HM)

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. (WS)

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. (WS, HM)

ENGL 341. Visions, Violence, and Violets: The Romantic Era, 1786-1832
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.

ENGL 346. Conservatism and Crisis: The Victorian Era, 1832-1901
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.
ENGL 347. ‘Odd’ Literary Couples: American Novel, 1900-1945
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. (WS)

ENGL 348. The Rise of the Female Novelist, 1684-1900
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? (WS)

ENGL 349. Race, Culture and Identity in Multi-Ethnic Literature of the United States
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.

ENGL 352. Writing as Revolution! Milton and Seventeenth-Century Culture
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.

ENGL 380. Senior Seminar
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, ethnicity 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.

Environmental Studies
Assistant Professor Kuppinger, 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 (BA)
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  One course
ENVS 120. Earth Sciences  One course
ECON 100. Principles of Economics  One course
BIOL 100. Cell and Molecular Biology or
   BIOL 010. Principles of Biology  One course
   (BIOL 100 is especially recommended for students concentrating in conservation ecology.)
BIOL 101. Biodiversity  One course
BIOL 210. Ecology  One course
NFPM 100. The Not-for-Profit Corporation  One course
POLI 100. Survey of Political Science  One course
ENVS 390. Senior Seminar in Environmental Studies  One course
One course from the following:

- BIOL 205. Biometry
- BUAD 240. Business Statistics
- ECON 320. Econometrics
- MATH 107. Statistical Methods with R
- SOCI 215. Social Statistics
- POLI 150. Public Policy Analysis

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
- 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 100. Introduction to Programming with Java
- 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):**

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<thead>
<tr>
<th>Course</th>
<th>One course</th>
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<tr>
<td>ENVS 200. Independent Study in Environmental Studies or ENVS 290. Honors Independent Study in Environmental Studies</td>
<td>One course</td>
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<tr>
<td>ENVS 220. Special Topics in Environmental Studies</td>
<td>One course</td>
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<td>ENVS 230. The Role of Coal in Society</td>
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<td>ENVS 270. Internship in Environmental Studies</td>
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<td>BIOL 260. Conservation Biology</td>
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<td>CHEM 314. Environmental Chemistry</td>
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Other special topics courses, subject to the approval of the program coordinator

**Concentration Option (choose either international or domestic grouping):**

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<tr>
<th>Course</th>
<th>Three courses</th>
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<tbody>
<tr>
<td>International Grouping (choose three courses)</td>
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<tr>
<td>ECON 260. International Trade and Business</td>
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<td>NFPM 140. Social Entrepreneurship or SOCI 140. Social Entrepreneurship</td>
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<td>NFPM 160. Non-Governmental Organizations</td>
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<td>PHIL 122. Ethics or PHIL 124. Business Ethics or BUAD 124. Business Ethics</td>
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<td>POLI 110. Introduction to International Relations</td>
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<td>POLI 140. Comparing Governments</td>
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<td>POLI 235. International Political Geography</td>
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<td>POLI 245. International Development</td>
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<td>POLI 260. The Political Economy of the State</td>
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<td>SOCI 240. Globalization and Global Inequities</td>
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<tr>
<td>Domestic Grouping (choose three courses)</td>
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<tr>
<td>NFPM 140. Social Entrepreneurship or SOCI 140. Social Entrepreneurship</td>
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<tr>
<td>PHIL 122. Ethics or PHIL 124. Business Ethics or BUAD 124. Business Ethics</td>
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<td>POLI 120. American Politics and Public Policy</td>
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<td>POLI 230. State and Local Government Policy</td>
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<td>SOCI 220. Social Stratification</td>
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<td>WMST 240. Women's Activism and Advocacy</td>
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**Conservation Ecology Concentration (6 courses):**

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<th>Course</th>
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<tr>
<td>BIOL 260. Conservation Biology</td>
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<tr>
<td>CHEM 110. General Chemistry I</td>
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<tr>
<td>CHEM 120. General Chemistry II</td>
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<tr>
<td>ENVS 210. Introduction to Geographic Information Systems (GIS)</td>
<td>One course</td>
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*Plus two electives from the following list:*

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<tr>
<th>Course</th>
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<tr>
<td>CHEM 201. Organic Chemistry</td>
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<tr>
<td>CHEM 314. Environmental Chemistry</td>
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<tr>
<td>ENVS 200. Independent Study in Environmental Studies or ENVS 290. Honors Independent Study in Environmental Studies</td>
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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
- ENVS 120. Earth Sciences
- POLI 100. Survey of Political Science
- NFPM 100. The Not-for-Profit Corporation

Plus two additional courses from the following list:

- BIOL 210. Ecology
- 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. (QI, SL)
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 climatic 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. (LS)

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 instructor.

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 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.

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 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, NFPM 100, BIOL 210 and a statistics course.

Exercise Science
Associate Professor Hixson, director; Assistant Professor Brooks; Athletic Director Barrett, chair of the department of exercise science and wellness; 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 (BA) and a bachelor of science (BS) in exercise science.

Exercise Science Major (BA)
The bachelor of arts in exercise science is designed for students interested in working in the health field, personal training, corporate fitness, wellness positions, or other sport and exercise related fields.

The following 14.5 courses are required for exercise science major (BA):

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 Exercise Science  One course
- EXER 210. Nutrition  One course
- EXER 250. Care and Prevention of Athletic Injuries  One course
- EXER 270. Internship in Sport and Exercise Science  One course
### EXER 310. Exercise Physiology
One course

### EXER 320. Biomechanics of Sport and Exercise
One course

### EXER 330. Measurement, Assessment, and Evaluation of Exercise and Sport
One course

### EXER 180/280. First Aid/CPR/AED
One-quarter course

**NOTE:** The EXER 180/280 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.

### PHED 146/246. Women on Weights
One-quarter course

#### Senior Capstone Courses
- EXER 340. Science of Strength and Conditioning
- EXER 350. ACSM Exercise Physiologist Certification Preparatory Course

#### Major Elective (choose one)
- EXER 150. Philosophy and Fundamentals of Coaching Competitive Sports
- EXER 240. Psychology of Sport and Exercise
- EXER 245. Women in Sport

#### Exercise Science Major (BS)

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 18.5 courses are required for the BS in exercise science:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>BIOL 100. Cell and Molecular Biology</td>
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<tr>
<td>BIOL 219. Anatomy and Physiology II</td>
<td>One course</td>
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<tr>
<td>CHEM 110. General Chemistry</td>
<td>One course</td>
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<td>CHEM 120. General Chemistry with Qualitative and Quantitative Analysis</td>
<td>One course</td>
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<tr>
<td>MATH 100. Calculus I or Math 070. Essential Calculus</td>
<td>One course</td>
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<tr>
<td>PHYS 210. General Physics I</td>
<td>One course</td>
</tr>
<tr>
<td>EXER 100. Introduction to Exercise Science</td>
<td>One course</td>
</tr>
<tr>
<td>EXER 180/280. First Aid/CPR/AED</td>
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<td>One-quarter course</td>
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</tbody>
</table>
NOTE: The EXER 180/280 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 Exercise Science or BUAD 202. Sport Management
- EXER 245. Women in Sport
- EXER 150. Philosophy and Fundamentals of Coaching Competitive Sports
- EXER 240. Psychology of Sport and Exercise
- EXER 250. Prevention and Care of Athletic Injuries
- EXER 275. Internship in Coaching
- EXER 180/280. First Aid/CPR/AED

The EXER 180/280 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 Exercise Science**

This course is an overview of the many areas of study and possible professions in the field of exercise science, whether in an academic setting, clinical setting, or at a fitness or sport venue. Careers in exercise physiology, athletic training, physical therapy, nutrition, strength and conditioning, or exercise/sport psychology will be discussed. The course offers an excellent balance of theory, research, and application and places an emphasis on exploring exercise through the female lens.

**EXER 150. Philosophy and Fundamentals of Coaching Competitive Sports**

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.

**EXER 180/280. First Aid/CPR/AED**

This ½ semester course covers American Red Cross First Aid/CPR/AED for the adult and pediatrics. Successfully passing written and practical exams will result in Red Cross certification. This course does not fulfill the activity requirement and it is for EXER majors only.

**EXER 200. Independent Study in Exercise Science**

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. (Q1)

**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 be limited to personality, motivation, self-efficacy, goal setting, stress, and rehabilitation. A focus will be on enhancing participation and performance through practical applications of theory.

**EXER 245. Women in Sport**  
One course  
This course offers a critical survey of the origins and historical evolution of modern women’s sports in the United States. The course will consider the social and cultural variables which influenced and shaped athletics for females, famous historical figures and moments in women’s sport, and the significance of the contemporary women’s sports revolution. Particular emphasis will be placed on the obstacles faced by female athletes. (WS)

**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.

**EXER 260. Sport in Society**  
One course  
This course is a study of the social and cultural contexts in which sport and exercise occur. Analyses of the social forces affecting individuals’ involvement in formal and informal sport and structural variables influencing choices about physical activity engagements will be considered. Several critical theories will be used to analyze sport and its relationship to power, social stratification (gender, race, class, and physicality), human agency, nationalism, social problems, and other social institutions such as the family, politics, mass media, and education. The goal of this course is to uncover strategies necessary to increase opportunities for all to benefit from sport and physical activity.

**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 working in an exercise science or allied health field. Open to juniors and seniors with at least a 2.0 cumulative average who have completed EXER 310 or EXER 320, maximum credit is one course or credit; admission by application only.

**EXER 275. Internship in Coaching**

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.

**EXER 290. Honors 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**

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.

**EXER 320. Biomechanics of Sport and Exercise**

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.

**EXER 330. Measurement, Assessment and Evaluation of Exercise and Sport**

This course provides a survey of current assessment instruments in exercise science and sport 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: EXER 100; MATH 060 or higher.

**EXER 340. Scientific Principles of Strength and Conditioning**

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.

**EXER 350. ACSM Exercise Physiologist Certification Preparatory Course**  
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.

**EXER 360. Sport in Society**  
One course  
This course includes examination of basic quantitative and qualitative research methods, theories, and data collection practices. Students will also review and evaluate current research from the sub-disciplines in exercise science including exercise physiology, biomechanics, coaching, strength and conditioning, psychology of sport and exercise, and sociology of sport and exercise. Open to EXER majors with junior or senior standing.

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**French**  
Assistant Professor Léon-Távora, chair of department of modern languages; Associate Professor Yoon, Professor Ljungquist; 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.

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 (BA)**  
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 FREN105 and FREN206. 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 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**  
One course  
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.

**FREN 020. Elementary French II**  
One course  
Continuation of FREN 010 at a more advanced level. Three meetings, two one-hour laboratories. Prerequisite: FREN 010 or proficiency equivalent.

**FREN 025. Intensive Elementary French**  
One course  
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.

**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.

**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.

**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 instructor.
FREN 130. French Drama Workshop  
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.

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 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 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 instructor. Offered as needed.

FREN 216. Francophone Literature  
One course  
An introduction to literature produced in French-speaking countries around the globe. Although the regions and topics studied may vary, the course will place special emphasis on texts produced in Africa and the Antilles. Students will address the cultural and historical realities surrounding the text with particular attention to the representation of women. Prerequisite: FREN 100-level course or permission of instructor.

FREN 220. Contemporary French Culture  
One course  
Political, social, economic and cultural developments in contemporary France. Prerequisite: two 100-level FREN courses or permission of the chair of the department. (GA)

FREN 231. French Poetry  
One course  
Analysis, interpretation, translation and writing of French poetry. Emphasis on developing language skills and creativity. Prerequisite: FREN 100-level course or permission of instructor. (GA)

FREN 232. French Novel  
One course  
Reading and analysis of significant French novels of the 19th and 20th centuries with special emphasis on novels by women. Prerequisite: FREN 100-level course or permission of instructor.

FREN 250. Special Topics in French  
One course  
A special period, issue or theme in French literature or culture is to be studied in depth. Topic and course content will be announced prior to registration. Course may be taught in English or French. French majors will be required to do their reading and writing in French whenever possible. Prerequisite for French majors: FREN 105. No prerequisites for others. Offered as needed.
FREN 270. Internship in French
One course
An opportunity to apply the knowledge and skills the student has learned in courses to real work settings; the apprenticeship aspect of the internship implies that the student has some base of knowledge and will increase her knowledge and skills by direct contact with an experienced, knowledgeable mentor. Open to juniors and seniors with a 2.0 cumulative average; may be taken only once for credit toward the major or minor; admission by application only.

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

FREN 311. Literature and Culture in the Age of Louis XIV
One course
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.

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.

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. (GA)

German
Assistant Professor Léon-Távora, chair of department of modern languages; Associate Professor Yoon, Professor Ljungquist; Instructors Hines-Gaither and Boyst

German Courses (GERM)

GERM 010. German, First Level
One course
In this beginner’s class, oral communication is emphasized, although listening skills, reading and writing are also taught. Culture is an integrated part of all activities. The course teaches grammar through exercises and role-play that are as close to real life situations as possible. Authentic German-language materials are used. Active class participation required. Three class meetings a week plus a one-hour laboratory session.

GERM 020. German, Second Level
One course
Continuation of GERM 010 at a more advanced level. After taking GERM 010 and GERM 020 students will have attained a vocabulary of around 800 words and will have survival skills in
German-speaking countries. Active class participation required. Three class meetings a week plus a one-hour laboratory session. Prerequisite: GERM 010 or proficiency equivalent.

**GERM 030. German, Intermediate Level**

One course

An in-depth review of German grammar is combined with increased reading and writing assignments. Short, modern literary texts give an introduction to different genres. Students will practice their language skills through class discussions, oral presentations, and essay writing. Active class participation required. Three class meetings a week plus a one-hour laboratory session. Prerequisite: GERM 020 or proficiency equivalent.

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**Historic Preservation**

*Instructor Fearnbach, coordinator*

Salem College offers an undergraduate certificate program in historic preservation. See the section on certificate programs earlier in this catalog for details.

**Historic Preservation Courses (PRSV)**

**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. 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
his 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. Cross-listed with HIST 211. (SL)

**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 Doyle, chair of the department of history and political science; Associate Professors Thomas 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 (BA)**

The major in history requires the completion of eleven courses:

- HIST 103. World History I
- HIST 104. World History II
- HIST 105. United States History to 1877
- HIST 106. United States History since 1877
- Two HIST courses at the 200-level or above in U.S. history
- Two HIST courses at the 200-level or above in European history
- Two HIST courses at the 200-level or above in non-Western history
- HIST 310. The Clio Colloquium

In calculating the completion of major requirements, each 200-level (or above) course may be counted toward only one regional grouping. Up to three political science courses may be substituted upon approval by the department.

**History Minor**

The minor in history requires the completion of five history courses and must include Survey of World History (HIST 103 and 104) or United States History (HIST 105 and 106), plus three history electives at the 200-level or above, excluding the internship in history (HIST 275). All courses must be taken at Salem or at Wake Forest University. Transfer students may submit the equivalent of HIST 103 and 104 or HIST 105 and 106 for credit toward the minor.
History Courses (HIST)

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. (HM), (GA)

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. (HM), (GA)

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. (HM)

HIST 106. United States History Since 1877
One course
Surveying the history of the United States from Reconstruction to the present, this course integrates an array of perspectives concerning the evolution of modern America. In particular, it investigates historical struggles over issues that continue to shape our world, including gender roles, conceptions of race, civil rights, war, economic inequality, citizenship and the power of government in American society. (HM)

HIST 200. Independent Study in History
One-quarter to one course
Independent study under the guidance of a faculty advisor. Open to students with a 2.0 cumulative average and permission of the chair of the department. Independent study may take the form of readings, research, conference, project and/or field experience. Students are expected to develop their independent study proposal with their faculty advisor prior to the term in which the independent study would take place. Independent study may be taken for a total of three courses. Prerequisite: Previous study in history or permission of instructor.

HIST 205. History of the American South
One course
This course examines the history of the American South from the colonial through the twentieth century. Course topics include slavery, the Civil War, lynching, segregation, the growth of industry and the civil rights movement. Additional topics include American Indians’ racial status; African American women and men in late 19th and early 20th-century politics.

HIST 207. Native American History
One course
This course examines the history of Native American peoples of North America from the pre-colonial period through the present. This course highlights the cultural and historical diversity among native peoples; cultural, religious and economic exchange between Native Americans and African and European newcomers to North America; and patterns of Native American cultural conquest, adaptation and survival.

HIST 208. American Frontier History
One course
This course explores frontiers from treks West to Star Trek, in relation to key events and trends in American history from 16th-century Spanish explorations to 19th-century westward migrations, and from early 20th-century U.S. global expansion to contemporary sci-fi images. It examines
how diverse European-descended, Native American and African American men and women have shaped and been influenced by frontier experiences.

HIST 209. African-American History
One course
This course offers a topic-based chronological survey of African American history from the 1600s through the late 20th century. Woven into the course are the experiences and perspectives of women and men occupying different places in the spectrum between slavery and freedom. Key themes include African Americans’ work, political leadership, migration, role in shaping communities and experience of and resistance against slavery, violence, segregation and other forms of injustice.

HIST 210. The Atlantic World
One course
This course explores the history of African, European and Native American peoples who inhabited lands that bordered the Atlantic Ocean between the 15th and 19th centuries. The Atlantic World was a frontier zone for encounter, connection and conquest between peoples of diverse races, classes and genders.

HIST 211. 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. Cross-listed with PRSV 250. (SL)

HIST 212. The Great Depression in History and Memory
One course
The Great Depression of the late 1920s and 1930s brought profound change to American society. This course examines the Depression through sources that reflect its diversity of experiences, including film, oral histories, photography, drama, literature, music, political oratory and historical studies. Particular attention is paid to the importance of gender and race in the history of the Depression era.

HIST 213. Vietnam War
One course
This course begins with an overview of Vietnamese history and then situates the war within the broader context of global anti-imperialist movements of the past century. Students will examine a comprehensive variety of historical sources that reflect the global nature of the conflict, with authors from Vietnam, the United States and other areas of the world.

HIST 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 POLI 214.
HIST 215. Critical Issues in the History of Race and Ethnicity  One course
This course introduces students to the critical analysis of race and ethnicity, with a focus on comprehending theoretical approaches to the study of race and ethnicity prevalent in the United States and throughout the world. Cross-listed with REST 210. (GA)

HIST 219. The United States and the World  One course
This course explores how competing conceptions of power—based upon changing narratives of race, gender, fear, economic interest and national purpose—have shaped the history of the U.S. foreign policy. Spanning from the era of colonial conquest to current conflicts throughout the world, it also examines broad patterns of continuity and change in arguments concerning the use of military force.

HIST 221. American Women’s History  One course
This course offers a topics-based chronological survey of U.S. women’s history from the 1790s through the 1990s. Woven into this course are the experiences and perspectives of women of diverse races, ethnicities, religions, classes and sexual orientations. Key themes include women’s paid employment, place in politics, role within families and communities, relationship to popular culture, and experience of slavery and social and economic upheaval. (WS, HM)

HIST 222. The Greco-Roman World  One course
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. (HM)

HIST 223. Medieval Europe  One course
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.

HIST 229. History of the British Isles  One course
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.

HIST 231. Renaissance and Reformation Europe, 1350-1650  One course
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.

HIST 235. Europe in the Age of Enlightenment and Revolution, 1650-1815  One course
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.

HIST 237. Europe’s Radical Century, 1815-1914  One course
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.
HIST 245. History of Germany  
A political, social and cultural study of Germany from the Middle Ages to the present.  

HIST 247. History of Russia  
A political, social and cultural study of Russia from the Middle Ages to the present.  

HIST 250. Special Topics in History  
A special period, issue or theme in history will be studied intensively. The specific content and methods of study will be announced prior to the beginning of the course. Offered as needed. (WS - approval required)  

HIST 257. Modern Europe, 1914 to the Present  
An examination of European history from the origins of World War I to the present. Themes will include World Wars I and II, the Russian Revolution, the Holocaust, decolonization, the Cold War, the Revolutions of 1989, Balkan crises and contemporary issues from environmentalism to globalization.  

HIST 265. U.S. Constitutional and Legal History  
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.  

HIST 269. America in Our Time: 1945 to Present  
American domestic politics, social change and foreign policy since World War II. Emphasis on topics such as the Cold War, McCarthyism, the civil rights movement, the women’s movement, the Vietnam War and the post-New Deal welfare state.  

HIST 275. Internship in History  
An opportunity to use the knowledge and skills the student has learned in coursework to solve problems in a real work setting; the apprenticeship aspect of the internship implies that the student has some base of knowledge and will increase her knowledge and skills by direct contact with an experienced, knowledgeable mentor. Application to and permission of the department is required. Open to sophomores, juniors and seniors with a 2.0 cumulative average. Maximum credit per term is one course. PRSV 270 may substitute for HIST 275.  

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

HIST 281. Ottoman Empire  
An upper-division course examining the political, social and cultural history of the Ottoman Empire (1300-1921). The Ottoman Empire was an Islamic empire with significant Christian and Jewish minorities. The Ottoman legacy has had a profound impact on the Middle East and Europe.
HIST 285. Modern East Asia
This course provides an overview of East Asia since 1800, focusing on the interconnected histories of China, Korea, Japan and Vietnam. Students examine how diverse peoples from this region shaped ideas, processes, and events of global significance, including anti-colonialism, nationalism, feminism, modernity, communism, capitalism, militarism, the World Wars and the Cold War. Emphasis is also placed on the relationship between East Asia, Europe and the United States throughout this period.

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. (WS), (GA)

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 instructor.

Integrative Studies
Associate Dean for Undergraduate Studies Vinson, coordinator

Integrative Studies Major (BA)
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 Regan, 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, with pre-approval. These internships offer the student an opportunity to apply what she has learned in the classroom and to explore career opportunities.

**International Business Major (BA)**

The major in international business requires 16.5 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, three and one-half courses in business administration, two courses in economics, two courses in accounting, one international internship and three additional courses in selected areas of concentration (international finance, international marketing and international relations).

**Major Requirements**

**Required courses within Modern Language:**

(Select one language track):
- FREN 105. Intermediate French II
- FREN 206. Advanced French Composition and Conversation
- FREN 210. Business French
- FREN 220. Contemporary French Culture
- One additional 200- or 300-level FREN course

OR
- SPAN 105. Intermediate Spanish II
- SPAN 206. Advanced Spanish Composition and Conversation
- SPAN 210. Business Spanish
- 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
- BUAD390. Senior Seminar in International Business

**Required courses in Economics:**
- ECON 100. Principles of Economics
- 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:**
- BUAD 270. Internship in Management (must be focused on international business; may be a January Term or Salem Signature internship, with
Mathematics

pre-approval from an International Business major advisor) One course

Additional Requirements:
Choose three of the following four courses: Three Courses

ECON 210. Intermediate Economics
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. (P/NC)

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. (P/NC)

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. (P/NC)
JANX 270. Experimental Internship

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. (P/NC)

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. (P/NC)

Mathematics

Assistant Professor Harrell, chair; Professor Young; Assistant Professor Mattox; Instructor Guzman

Through logical and critical thinking, as well as the understanding of the structures and patterns within the discipline itself, the study of mathematics expands one’s ability to tackle complex problems and to approach them by developing a method for their solution. Our students have entered graduate and professional programs in mathematics, statistics, biometry, epidemiology, law, econometrics, engineering fields, and mathematics education. Our graduates have also found employment opportunities in a wide variety of fields after graduating from Salem, including public health, aviation consulting, accounting, financial planning, and college and university faculty positions.

Students may major in mathematics within the Bachelor of Arts degree or within the Bachelor of Science degree. Others may choose to pursue a minor in mathematics to complement their major course of study in preparation for graduate or professional school. The department offers a minor in statistics for those students who plan to pursue careers as researchers or statisticians and for those students majoring in other disciplines whose graduate study or professional goals require statistical analysis. An interdisciplinary minor in actuarial science is also offered in conjunction with the Economics program.
See the section on General Education Requirements and Credit Placement Options for additional information about the required mathematics placement process.

Secondary licensure for teaching 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 at Salem.

**Mathematics Major (BA)**
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 100. Introduction to Programming with Java

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 (BS)**
The student who seeks the bachelor of science degree with a major in mathematics must complete a total of 14 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
- MATH electives (numbered 107 and above)
- CPSC 100. Introduction to Programming with Java
- PHYS 210. General Physics I
- One additional course in an allied discipline at the 100 level or above (ACCT, BIOL, CHEM, ECON, ENVS, FINC or PHYS). Students may petition the chair of the department if she wishes to satisfy this requirement with a course from another discipline not listed here.

One course
For a student with a strong mathematics background, MATH 100 and 101 may be waived if proficiency standards are met through AP or IB examination, and the total number of major requirements is reduced accordingly.

The course in an 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 a course from another allied discipline not listed here.

**Mathematics Minor**
The minor in mathematics requires the completion of five courses:

- MATH 100. Calculus I
- MATH 101. Calculus II
- MATH 102. Calculus III or MATH 103. Calculus IV
- MATH electives (numbered above 102)

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.

**Actuarial Science Minor**
The minor in actuarial science requires the completion of six courses:

- ECON 100. Introduction to Economics
- ECON 220. Intermediate Microeconomics
- MATH 122. Probability
- MATH 132. Mathematical Statistics
- MATH 162. Mathematics of Finance
- One course from: MATH 107. Statistical Methods with R or ECON 320. Econometrics

**Statistics Minor**
The minor in statistics requires the completion of five courses:

- MATH 107. Statistical Methods with R
- MATH 122. Probability
- MATH 132. Mathematical Statistics
- MATH 242. Nonparametric Statistical Methods

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**
Structure of algebraic properties of real numbers, polynomials and their roots, rational expressions, exponents and radical expressions, solution of equations and inequalities, properties
of functions and graphing. The course is designed to prepare first-year students for MATH 025 and MATH 070. Some familiarity with basic algebra is expected. Not included in the major; does not satisfy any Salem Signature requirements. Prerequisite: placement. See the section on General Education Requirements and Credit Placement Options for additional information about the required mathematics placement process.

MATH 025. Elementary Functions and Graphs
One course
Functions, including the trigonometric functions, exponential functions and logarithmic functions, will be studied in detail. Additional topics will be included at the discretion of the instructor, including systems of equations, conic sections, and limits of functions. This course is designed to prepare the student for calculus MATH 100. Not included in the major; does not satisfy any Salem Signature requirements. Prerequisite: MATH 020 or placement.

MATH 060. Introduction to Finite Mathematics
One course
A course in mathematics that introduces students to useful quantitative topics and techniques that are beneficial to many areas of study. 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, game theory, logic and Markov processes may be included at the discretion of the instructor. Prerequisite: Placement. See the section on General Education Requirements and Credit Placement Options for additional information about the required mathematics placement process.

MATH 070. Essential Calculus
One course
An algebra-intensive introduction to calculus with emphasis on applications to business, accounting, life sciences, 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’s and consumer’s surplus. Other applications to physical sciences may be included at the discretion of the instructor. Not included in the mathematics major. Students may not receive credit for both MATH 070 and MATH 100. Prerequisite: A grade of C- or better in MATH 020 or placement. (QI)

MATH 100. Calculus I
One course
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. See the section on General Education Requirements and Credit Placement Options for additional information about the required mathematics placement process. (QI)

MATH 101. Calculus II
One course
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: Placement or grade of C- or better in MATH 100. See the section on General Education Requirements and Credit Placement Options for additional information about the required mathematics placement process. (QI)

MATH 102. Calculus III
One course
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. (QI)
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. (QI)

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. Prerequisite: Successful completion of General Education Requirement in Mathematics.

MATH 110. Introductory Linear Algebra  
Vector methods in geometry, real vector spaces, systems of linear equations, linear transformations and matrices, equivalence of matrices and determinants. Prerequisite: MATH 101.

MATH 122. Probability  
Probability theory, including discrete and continuous random variables, moments and moment-generating functions, bivariate distributions, the Central Limit Theorem, Chebychev’s Inequality and the Law of Large Numbers. Prerequisite: MATH 101.

MATH 132. Mathematical Statistics  
A calculus-based treatment of both descriptive and inferential statistics. Topics will include organizing data, sampling distributions, hypothesis testing, estimation theory, regression, correlation and analysis of variance. Emphasis will be placed on both theory and applications. Prerequisite: MATH 122.

MATH 140. Introduction to Numerical Analysis  
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 may be taken from the physical, life, financial, social or statistical sciences. Students will develop and utilize computer programming techniques throughout the course, using a programming language or mathematical computing software of the instructor’s choice. Prerequisite: MATH 102.

MATH 162. Mathematics of Finance  
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. Prerequisite: MATH 102.
Mathematics

**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. Prerequisite: MATH 101.

**MATH 210. Differential Equations**  
One course  
The basic theory of ordinary differential equations with applications; linear differential equations and linear systems; numerical methods, solutions in series, Laplace transforms, existence and uniqueness theorems. Prerequisite: MATH 101. (QI)

**MATH 221. Modern Algebra**  
One course  
Elementary theory of groups, rings, integral domains and fields; properties of number systems; polynomials; and the algebraic theory of fields. Prerequisite: MATH 110.

**MATH 242. Nonparametric Statistical Methods**  
One course  
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. Prerequisite: One of the following: BIOL 205, BUAD 240, ECON 320, MATH 107, MATH 132, PSYC 101 or SOCI 215.

**MATH 250. History of Mathematics**  
One course  
A general survey of the history and development of mathematical ideas and thought. Topics include Egyptian, Babylonian, Hindu-Indian, ancient Greek and Arabic mathematics, as well as mathematics from outside Western tradition. The birth of Calculus and selected topics from the 19th and 20th centuries will be included. Biographical and historical content will be supplemented by the study and application of techniques and procedures used in earlier eras. Thus, this will be a “working” course in which students will focus on doing sample problems in ways that illustrate important developments in mathematics. Prerequisite: MATH 101.

**MATH 270. Internship in Mathematics**  
One course  
An opportunity to use the knowledge and skills the student has learned in coursework to solve problems in a real work setting; the apprenticeship aspect of the internship implies that the student has some base of knowledge and will increase her knowledge and skills by direct contact with an experienced, knowledgeable mentor. Open to sophomores, juniors and seniors with a 2.0 cumulative average; maximum credit per term is one course; admission by application only.
MATH 280. Special Topics in Mathematics  One course
Investigation of a topic, issue application or problem in mathematics. Topics might include: mathematical modeling, dynamical systems, graph theory, combinatorics, biomathematics, or another topic chosen by the instructor.

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

MATH 321. Real Analysis  One course
A rigorous treatment of the real number system, limits, continuity, sequences, series, differentiation and Riemann integration. Prerequisite: MATH 103.

MATH 330. Complex Variables  One course
The complex number system; complex-valued functions; limits and continuity; complex differentiation and analytic functions; complex integration and Cauchy Theory; infinite series. Prerequisites: MATH 102 and 110.

Music

Associate Professor Olsen, acting Director of the School of Music; Salem Distinguished Professor Lister-Sink; Assistant Professors Sepulveda and Zigler; Instructor Brown

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

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

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

Opportunities to study in the School of Music include pursuing the Bachelor of Music (BM) degree in performance (with a concentration in flute, guitar, organ, piano or voice) and the Bachelor of Arts degree in music (BA). 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 BM in Performance in flute, guitar, organ, piano or voice. Music
lessons in these and other instruments are available to both BA music majors and non-majors by
audition (in the case of music majors and minors) or permission of 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
instrument. 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 (BA)
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-quarters course
- MUSI 162. Music Theory II  
  Three-quarters course
- MUSI 213. Music Theory III  
  Three-quarters course
- MUSI 214. Music Theory IV  
  Three-quarters 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, 057. 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 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 (BM)
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 BM 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 12.25 courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>MUSI 161</td>
<td>Music Theory I</td>
<td>Three-quarter course</td>
</tr>
<tr>
<td>MUSI 162</td>
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<tr>
<td>MUSI 213</td>
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<tr>
<td>MUSI 174</td>
<td>Aural Skills IV</td>
<td>One-quarter course</td>
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<tr>
<td>MUSI 118</td>
<td>Music History I</td>
<td>One course</td>
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<tr>
<td>MUSI 217</td>
<td>Music History II</td>
<td>One course</td>
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<tr>
<td>MUSI 218</td>
<td>Music History III</td>
<td>One course</td>
</tr>
<tr>
<td>MUSI 223</td>
<td>Alexander Technique</td>
<td>One-quarter course</td>
</tr>
<tr>
<td>MUSI 285</td>
<td>Intermediate Recital</td>
<td>No course credit</td>
</tr>
<tr>
<td>MUSI 305</td>
<td>Women in Music</td>
<td>One course</td>
</tr>
<tr>
<td>MUSI 316</td>
<td>Music Technology</td>
<td>One course</td>
</tr>
<tr>
<td>MUSI 330</td>
<td>Conducting and Rehearsal Techniques</td>
<td>One-half course</td>
</tr>
<tr>
<td>MUSI 385</td>
<td>Advanced Recital</td>
<td>No course credit</td>
</tr>
<tr>
<td>MUSI 390</td>
<td>Senior Seminar</td>
<td>One-half course</td>
</tr>
<tr>
<td>ARMN 120</td>
<td>The Artist as Entrepreneur</td>
<td>One course</td>
</tr>
<tr>
<td>MUSI elective</td>
<td>(any MUSI course open to music majors, ARMN 100, ARMN 110 or ARMN 215)</td>
<td>One course</td>
</tr>
</tbody>
</table>
**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, 057. Ensembles
- 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, 057. Ensembles
- 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
- 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, 057. Ensembles
- 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, 057. 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, 057 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, 056, 057. 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 BA or BM 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.

**MUSI 011. Keyboard Musicianship I**  
One-quarter course
For music majors with little or no prior keyboard experience, this course instills a basic technical foundation to playing the piano, while building the skills of becoming a functional musician. Class activities include repertoire, harmonization, transposition, applied music theory, playing by ear, ensemble playing and improvisation. The digital keyboard lab introduces students to some of the uses of MIDI technology. Normally taken in conjunction with MUSI 161 and 171.

**MUSI 012. Keyboard Musicianship II**  
One-quarter course
A continuation of the four-semester Keyboard Musicianship sequence. Students further develop their reading fluency and technical skills. Application of music theory concepts continues to guide the student in demonstrating a musical approach to these concepts. Class activities include repertoire, harmonization, transposition, applied music theory, playing by ear, ensemble playing, improvisation and accompanying. Students learn to play all major and harmonic minor scales (two octaves, hands alone) and all major and minor arpeggios (two octaves, hands alone).

**MUSI 013. Keyboard Musicianship III**  
One-quarter course
A continuation of the four-semester Keyboard Musicianship sequence. Students further develop their reading fluency and technical skills. Class activities include repertoire, harmonization, transposition, applied music theory, playing by ear, ensemble playing, improvisation and accompanying. Students begin transposing instrumental parts and learning skills for score reading at the keyboard. Scales and arpeggios are reinforced (hands alone).
MUSI 014. Keyboard Musicianship IV
One-quarter course
A continuation of the four-semester Keyboard Musicianship sequence. Students further develop their reading fluency and technical skills. Class activities include repertoire, harmonization, transposition, applied music theory, playing by ear, ensemble playing, improvisation and accompanying. Students will prepare for the Piano Proficiency Exam administered at the end of this semester by the music faculty.

MUSI 015. Class Voice
One-quarter course
An introduction to basic vocal technique intended primarily for non-voice and beginning voice majors.

MUSI 021. Applied Piano for Non-Majors
One-quarter course
For music majors whose concentration is not piano, or for music minors, or for non-majors taking lessons for enrichment, individual piano instruction, plus a one-hour studio class.

MUSI 022. Applied Piano for Majors
One-quarter course
For music majors whose concentration is piano, individual piano instruction, plus a one-hour studio class.

MUSI 023. Applied Piano for Majors (Intensive)
Three-quarter course
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
One-quarter course
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)
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)
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  
For music majors whose concentration is flute, individual flute instruction, plus a one-hour studio class.

MUSI 039. Applied Flute for Majors (Intensive)  
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  
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  
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  
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  
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 cappella 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 cappella, pop and swing choral literature.

MUSI 057. Guitar Ensemble
Performance of literature for a chamber guitar ensemble.

MUSI 103. The Musical in America
The development of the musical from its European origins to its uniquely American character. Open to non-majors. (AR)

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. Open to non-majors. (WS, AR)

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. (AR)

MUSI 109. Sacred and Secular: Music of the Moravians
The Moravians who came to this country in the 18th century brought more with them than just their faith and educational ideals. They also brought their music which not only was a vehicle for the propagation of both, but also as a means of entertainment. This course will examine that music: sacred and secular, vocal and instrumental, the musicians, and the role music played and continues to play in American Moravian life. Course content will be experienced through lecture, discussion, readings, listening, research, and hands-on/”ears on” experiences. Open to all majors.

MUSI 110. Women in Popular Music in the USA
This course surveys the roots and themes of popular music in the USA. Important personalities, social movements, historical events, technological innovations, and trends will be critically analyzed as they relate to the musical expressions found in popular music. The focus of this
course may change each semester it is offered: by genre, chronological period, or other contextualizing element (i.e., Jazz, 1970 through today, Singer-songwriters, etc.). The contributions of women and other minorities will be emphasized. (WS, AR)

**MUSI 116. Injury-Preventive, Well-Coordinated Keyboard Technique**

One-half or 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 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 118. Music History I**

One course

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. (AR)

**MUSI 150. Musical Theater**

One-quarter course

The basic techniques of singing and their applications to musical theater repertoire and performance. Participation in musical production. May be repeated for credit.

**MUSI 151. Acting**

One course

The fundamentals of acting, e.g., improvisation, scene and character preparation, concentration development as a means of facilitating creativity and spontaneity in the medium of musical theater.

**MUSI 161. Music Theory I**

Three-quarter course

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.

**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.

**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.
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.

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.

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.

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.

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.

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.
MUSI 218. Music History III  
Continuing studies of music history, from 1800 to the present. Prerequisite: MUSI 217.

MUSI 223. Alexander Technique  
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. May be repeated for credit. (P/NC)

MUSI 225. Special Topics in Music  
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  
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 231. Piano Literature  
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  
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.

MUSI 235. Organ Literature  
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  
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  
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.

**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 instructor.

**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.

**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.

**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 (BA or BM); open to others based on demonstrated ability.

**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 (BA and BM); open to others who demonstrate exceptional ability at the keyboard.
**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 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 of 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. (AR)

MUSI 304. Injury-Preventive, Well-Coordinated Keyboard Technique
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
One course
A course for Bachelor of Music students offered concurrently with MUSI 105 (see MUSI 105 for a complete description). Students enrolled in MUSI 305 will do additional research and presentations on a level suitable for an upper division course in the Bachelor of Music. (WS, AR)

MUSI 307. Introduction to Music of the World
One course
A course for Bachelor of Music students offered concurrently with MUSI 107 (see MUSI 107 for a complete description). Students enrolled in MUSI 307 will do additional research and presentations on a level suitable for an upper division course in the Bachelor of Music. (AR)

MUSI 308. Applying Injury Preventive Keyboard Technique to Advance Musical Repertory and Artistry
One-quarter course
This course is designed primarily for keyboard (piano and organ) students who have completed at least two semesters of the Certificate Program in Injury-Preventive Keyboard Technique. Students will learn how to apply injury-preventive keyboard technique to graduated levels of advanced piano and organ musical repertory. The course will also emphasize the relationship between injury-preventive keyboard technique and musical artistry.

MUSI 316. Music Technology
One course
A survey of digital tools and equipment used in making music. Areas of science (acoustics), aesthetics, and the history of sound production and reproduction will contextualize the course. Following this introduction, a hands-on approach to using some of these tools of digital technology will take place in the new Salem College Audio Studio. Creative projects include work with MIDI synthesizers, sequencers, and microphones. Music teachers, performers, composers, and arrangers will learn practical ways of using technology to communicate, educate,
and entertain. Prerequisite: Students must have passed the Keyboard Proficiency Exam or have permission from the instructor.

**MUSI 317. Form and Analysis**  
One course  
Structural principles in music of various periods analyzing music from folk songs to symphonies. Emphasis will be placed on recognizing structural form by sight and by ear. Prerequisite: MUSI 214.

**MUSI 318. Counterpoint**  
One course  
An introduction to 16th Century (modal) and 18th Century (tonal) counterpoint. Representative works will be analyzed, primarily 16th Century sacred repertoire and Bach two-part inventions. Composing in each style will also be part of the course. Prerequisite: MUSI 214.

**MUSI 322. Arranging and Orchestration**  
One-half course  
Instruction includes arranging and adapting music for various ensembles from a variety of sources to meet the needs and ability levels of school performing groups and classroom situations, including arranging for instruments. Prerequisite: MUSI 213.

**MUSI 330. Conducting and Rehearsal Techniques**  
One-half course  
The primary focus of this course is the development of the psychomotor skills needed for clear and expressive conducting (with and without baton), plus the study of and experience in the nuances of basic conducting techniques. Problem solving and decision-making are emphasized with a regard to tempo, dynamics, performers’ abilities, 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**  
One-half course  
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 Berg, director

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 (BA)
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 Code</th>
<th>Course Title</th>
<th>Requirement</th>
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</thead>
<tbody>
<tr>
<td>COMM 322</td>
<td>Campaign Communication</td>
<td>One course</td>
</tr>
<tr>
<td>NFPM 170</td>
<td>Financial Management for Not-for-Profit Organizations or ACCT 130. Principles of Managerial Accounting</td>
<td>One course</td>
</tr>
<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 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>
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Major Electives

Choose two of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>COMM 206</td>
<td>Strategic Communication Writing</td>
</tr>
<tr>
<td>COMM 321</td>
<td>Community Communication</td>
</tr>
<tr>
<td>POLI 150</td>
<td>Public Policy Analysis</td>
</tr>
<tr>
<td>POLI 230</td>
<td>State and Local Government Policy</td>
</tr>
<tr>
<td>SOCI 215</td>
<td>Social Statistics</td>
</tr>
</tbody>
</table>

Choose three of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ARMN 110</td>
<td>The Arts in the Community</td>
</tr>
<tr>
<td>NFPM 130</td>
<td>Making Change: Public Policy, Advocacy, and Grassroots Organizing or COMM 221. Rhetoric of Social Intervention</td>
</tr>
<tr>
<td>NFPM 140</td>
<td>Social Entrepreneurship</td>
</tr>
<tr>
<td>NFPM 150</td>
<td>Web-Based Marketing and Fundraising Tools</td>
</tr>
<tr>
<td>NFPM 160</td>
<td>Non-Governmental Organizations</td>
</tr>
<tr>
<td>NFPM 180</td>
<td>Volunteer Management</td>
</tr>
</tbody>
</table>
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
- MKTG 230. Principles of Marketing

**Not-for-Profit Management Minor**
The minor in not-for-profit management can be successfully combined with many majors. A few examples include history (for museum work), biology or chemistry (for work with environmental advocacy organizations) and sociology (for work with social service agencies). The minor in not-for-profit management requires completion of six courses:

- NFPM 100. The Not-for-Profit Corporation
- NFPM 250. Not-for-Profit Fundraising
- NFPM 301. Organizational Planning and Evaluation
- NFPM 310. Not-for-Profit Management and Governance
- Choose two from the following:
  - NFPM 130. Making Change: Public Policy, Advocacy, and Grassroots Organizing
  - NFPM 140. Social Entrepreneurship
  - NFPM 150. Web-Based Marketing and Fundraising Tools
  - NFPM 160. Non-Governmental Organizations
  - NFPM 180. Volunteer Management
  - NFPM 280. Topics in Not-for-Profit Management

**Not-for-Profit Management Courses (NFPM)**

**NFPM 100. The Not-for-Profit Corporation**
A study of the basic structure and governance of not-for-profit corporations, including comparison with for-profit and governmental structures. Management, tax and legal issues will be introduced.

**NFPM 130. Making Change: Public Policy, Advocacy, and Grassroots Organizing**
An introduction to public policy and to the means of effecting change in it. The principal focus of the course will be on lobbying, advocacy and grassroots organizing as tools for influencing public policy. Cross-listed as SOCI 130. (SL)

**NFPM 140. Social Entrepreneurship**
An introduction to the creation of enduring change in social systems. The course will present historical models of social entrepreneurs as well as contemporary examples. Emphasis will be placed upon the transferable lessons that those examples represent. The subset of social entrepreneurship that emphasizes fiscal sustainability will also be presented. Cross-listed as SOCI 140.
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 instructor. (SL)

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
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 instructor. (SL)

NFPM 310. Not-for-Profit Management and Governance
Advanced study of management issues in not-for-profit corporations, including organizational assessment, public policy and governance. Prerequisite: NFPM 100 or permission of instructor. (SL)

NFPM 390. Senior Seminar in Not-for-Profit Management
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
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 Lipsett, 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 (BA)
The major in philosophy requires completion of nine courses:

PHIL 101. Introduction to Philosophy
PHIL 121. Logic
PHIL 207. Greek Philosophy or PHIL 208. Modern Philosophy
PHIL 390. Senior Seminar
PHIL electives

With permission of the department, relevant offerings in other departments may be accepted to satisfy the major. Philosophy majors are strongly encouraged to broaden their learning
experience by taking advantage of philosophy courses offered in other colleges. However, at least five of the required philosophy courses, including PHIL 390, must be completed at Salem.

**Philosophy Minor**

The minor in philosophy requires completion of five courses:

- PHIL 101. Introduction to Philosophy
- PHIL 121. Logic
- PHIL 122. Ethics or PHIL 124. Business Ethics
- PHIL electives

Three of the five courses must be taken at Salem.

**Philosophy Courses (PHIL)**

**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. (HM)

**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. (QI)

**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. (HM)

**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. (HM)

**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. (HM)

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). (HM)

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. (HM)

PHIL 248. Modes of Knowing: Epistemological Investigations for Educators
This is a humanities course which focuses on the philosophical area of epistemology. The fundamental principle that informs the course is that any educator must recognize and utilize the fact that there is considerable variety in human modes of knowing and learning. In order to cultivate sensitivity to this cognitive multiplicity, we will explore relevant artistic productions as well as philosophical and literary texts. (HM)

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

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

PHIL 302. Philosophy of Religion
The main problems of the philosophy of religion (e.g., nature of the religious dimension of life, the problem of evil, justification of faith) as treated in the works of various philosophers. Cross-listed as RELI 302. Prerequisite: a minimum of one course in philosophy or religion.
PHIL 390. Senior Seminar
The senior seminar in philosophy is required of all majors and is designed to provide them with the opportunity for an in-depth examination of a topic of special interest to the student. The topic of the seminar is chosen by the student in consultation with the staff in philosophy. The course meets once a week and is conducted as a seminar involving active discussions between faculty and students.

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. (P/NC)

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. (P/NC)

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. (P/NC)

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. (P/NC)

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. (P/NC)

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. (P/NC)

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. (P/NC)

**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. (P/NC)

**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. (P/NC)

**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. (P/NC)

**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. (P/NC)

**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. (P/NC)

**PHED 133/233. Zumba**  
One-quarter course  
This course is ideal for all students. Focus is on low-impact exercises that improve cardiovascular endurance. (P/NC)

**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. (P/NC)
**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. (P/NC)

**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. (P/NC)

**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. (P/NC)

**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. (P/NC)

**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. (P/NC)

**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. (P/NC)

**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. (P/NC)

**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. (P/NC)

**PHED 152/252. Fit Walk**  
One-quarter course  
Ideal for all students, this course uses walking as a fun and energetic exercise alternative. (P/NC)

**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. (P/NC)

**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. (P/NC)

**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. (P/NC)
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 derailleurs, brakes and changing tires will be presented. Information on cycling for fitness, racing and bicycle touring will be presented. Additional fee may be required. (P/NC)

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. (P/NC)

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. (P/NC)

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. (P/NC)

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. (P/NC)

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. (P/NC)

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 BS and BA 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). (LS)

PHYS 220. General Physics II  One course
The fundamental principles of waves, electricity, magnetism and light. Three lectures and one two-hour laboratory per week. Prerequisite: PHYS 210.

Political Science
Associate Professor Foley, director; Assistant Professor Wemlinger

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.

Political Science Major (BA)
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  One course
- POLI 130. Research Methods  One course
- POLI 210. Political Thought and Theory  One course
- POLI 310. Senior Seminar in Political Science  One course

Choose one of the following tracks:

Political Science:
- POLI 110. Introduction to International Relations  One course
- POLI 120. American Politics and Public Policy  One course
- POLI 140. Comparing Governments  One course
- POLI 240. American Foreign Policy  One course
- POLI 260. The Political Economy of the State  One course

Public Policy:
- POLI 105. Introduction to Public Policy  One course
- POLI 150. Public Policy Analysis  One course
- POLI 160. Gender, Politics and Policy  One course
- POLI 220. Ethics and Public Policy  One course
- POLI 230. State, Regional and Local Government Policy  One course
**International Relations:**
- **POLI 110. Introduction to International Relations**
  One course
- **POLI 140. Comparing Governments**
  One course
- **POLI 225. International Security**
  One course
- **POLI 235. International Political Geography**
  One course
- **POLI 245. International Development**
  One course

**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)**

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Course Type</th>
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<tbody>
<tr>
<td>POLI 100</td>
<td>Survey of Political Science</td>
<td>One course</td>
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<tr>
<td></td>
<td>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. (SS)</td>
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<tr>
<td>POLI 105</td>
<td>Introduction to Public Policy</td>
<td>One course</td>
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<td></td>
<td>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. (SS)</td>
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<tr>
<td>POLI 110</td>
<td>Introduction to International Relations</td>
<td>One course</td>
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<td>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. (SS), (GA)</td>
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<tr>
<td>POLI 120</td>
<td>American Politics and Public Policy</td>
<td>One course</td>
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<tr>
<td></td>
<td>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. (SS)</td>
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<tr>
<td>POLI 130</td>
<td>Research Methods</td>
<td>One course</td>
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<td></td>
<td>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.</td>
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<tr>
<td>POLI 140</td>
<td>Comparing Governments</td>
<td>One course</td>
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<td></td>
<td>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. (SS), (GA)</td>
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</tbody>
</table>
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. 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 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 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.

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, Rosseau, Kymlicka, and Rawls. (GA)

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  
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.

POLI 225. International Security  
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 instructor. (GA)

POLI 230. State, Regional and Local Government Policy  
This course analyzes the public policy challenges faced by state and local communities. Particular emphasis will be placed on the problems of urban areas, including education, crime, poverty, economic development, housing and transportation. Throughout the course, students will use their home states, counties and/or towns (or another area of their choosing) as a case study of how specific communities have attempted to address similar challenges. The course examines the roles of citizens, non-profits and government agencies at all levels in accomplishing effecting change through local public policy outcomes. Prerequisite: POLI 100 or POLI 105 or POLI 120 or permission of instructor.

POLI 235. International Political Geography  
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. (GA)

POLI 240. American Foreign Policy  
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. (GA)

POLI 245. International Development  
The plight of the “undeveloped” regions of the world has been a focus of the “modernization” and “democratization” policies of the U N, 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 instructor. (GA)
POLI 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 instructor. Offered as needed.

POLI 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 instructor. (GA)

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
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.

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, 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 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.

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 (BA)**

A major consists of nine courses in psychology:

**Core Courses:**
- PSYC 010. Introduction to Psychology
- PSYC 101. Statistics
- PSYC 102. Research Methods in Psychology
- PSYC 220. Tests and Measurement
- PSYC 270. History and Systems in Psychology

**Experimental Psychology (choose one course):**
- PSYC 225. Experimental Psychology: Physiology
- PSYC 240. Experimental Psychology: Cognition
- PSYC 262. Experimental Psychology: Applied Human Learning

**Applied Psychology (choose two courses):**
- PSYC 100. Developmental Psychology
- PSYC 130. Social Psychology
- PSYC 140. Abnormal Psychology
- PSYC 150. Psychology of Personality

**Elective Course (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):**
- 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. (QI)

**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.

**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 instructor. (QI)

**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 and PSYC 101.

**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 feministic perspective in such areas as women’s development, achievement, sexuality and work. Prerequisite: PSYC 010. (WS)

**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.

**PSYC 140. Abnormal Psychology** One course

**PSYC 150. Psychology of Personality** One course
A summary of major historical and contemporary theories of personality, including relevant research and evaluation of each theory with concern for current applications. Prerequisite: PSYC 010.

**PSYC 160. Human Sexuality** One course
An analysis of the psychological, physiological and sociocultural aspects of human sexual behavior and attitudes. Prerequisite: PSYC 010. (WS)
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSYC 180</td>
<td>Animal Behavior</td>
<td>One course</td>
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<tr>
<td></td>
<td>Exploration of the mechanisms, development,</td>
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<td>evolution, and adaptive functions of naturally-</td>
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<td>occurring behavior in animals, with an emphasis</td>
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<td></td>
<td>on vertebrates in the wild. Topics include</td>
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<td>learning, feeding, avoiding predators,</td>
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<td>reproduction, and social organization.</td>
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<td>Lectures and one three-hour laboratory.</td>
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<td>Cross-listed as BIOL 180. Prerequisites: Either</td>
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<td>BIOL 010, BIOL 100 or PSYC 010. Offered as</td>
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<td>needed.</td>
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<td>PSYC 200</td>
<td>Independent Study in Psychology</td>
<td>One-quarter to one course</td>
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<tr>
<td></td>
<td>Independent study under the guidance of a faculty</td>
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<td></td>
<td>advisor. Normally open to students with a 2.0</td>
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<td>cumulative average. Subject to approval of the</td>
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<td>chair of the department. Independent study may</td>
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<td>take the form of readings, research, conference,</td>
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<td>project, and/or field experience. Independent</td>
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<td></td>
<td>study may be taken for a total of four courses,</td>
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<td></td>
<td>no more than two in any term. Prerequisite:</td>
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<td>Previous study in psychology or permission of</td>
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<td></td>
<td>the department chair.</td>
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<tr>
<td>PSYC 220</td>
<td>Tests and Measurement</td>
<td>One course</td>
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<td></td>
<td>Test theory and construction, including such</td>
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<td></td>
<td>areas as intelligence, aptitude, interest,</td>
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<td></td>
<td>personality and achievement testing. Practice</td>
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<td></td>
<td>in administering, evaluating and constructing</td>
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<td>tests. Required for the major. Prerequisite:</td>
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<td></td>
<td>PSYC 101 or permission of instructor. Preference</td>
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<td>in registration will be given to juniors and</td>
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<td></td>
<td>seniors.</td>
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<tr>
<td>PSYC 225</td>
<td>Experimental Psychology: Physiology</td>
<td>One course</td>
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<td></td>
<td>An examination of the relationship of the brain</td>
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<td>and the rest of the body to behavior. Topics</td>
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<td></td>
<td>covered include physiological mechanisms for</td>
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<td></td>
<td>visual and auditory perception, arousal and</td>
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<td>sleep, eating and drinking, emotionality and</td>
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<td>aggression, learning and reward, memory.</td>
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<td>Includes lecture and laboratory periods.</td>
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<td></td>
<td>Prerequisite: PSYC 010 and PSYC 101.</td>
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<tr>
<td>PSYC 240</td>
<td>Experimental Psychology: Cognition</td>
<td>One course</td>
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<td></td>
<td>The theoretical and experimental issues in the</td>
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<td>area of perceptual and cognitive processes.</td>
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<td>Topics to be covered include problem solving,</td>
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<td>visual thinking, human information processing and</td>
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<td>attention. Includes lecture and laboratory</td>
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<td></td>
<td>periods. Prerequisite: PSYC 010 and PSYC 101.</td>
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<tr>
<td>PSYC 262</td>
<td>Experimental Psychology: Applied Human Learning</td>
<td>One course</td>
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<tr>
<td></td>
<td>A survey of how one’s experience affects</td>
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<td>subsequent behavior and thought. The course will</td>
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<td>address learning from both behavioral (operant</td>
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<td>conditioning) and cognitive (memory processes)</td>
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<td>perspectives. Emphasis is on both theory and</td>
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<td>empiricism. Includes both lecture and laboratory</td>
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<td></td>
<td>work. Prerequisite: PSYC 010 and PSYC 101.</td>
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<td>PSYC 270</td>
<td>History and Systems in Psychology</td>
<td>One course</td>
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<tr>
<td></td>
<td>An introduction to the systems and schools of</td>
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<td>psychology with emphasis on their historical</td>
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<td>antecedents. The contributions of each system to</td>
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<td>contemporary psychology will be stressed.</td>
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<td>Required for the major. Generally taken in the</td>
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<td>senior (graduating) year. Prerequisite: PSYC 010</td>
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<td>PSYC 280</td>
<td>Internship in Psychology</td>
<td>One course</td>
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<td></td>
<td>An opportunity to use the knowledge and skills</td>
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<td>the student has learned in coursework to solve</td>
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<td>problems in a real work setting; the apprenticeship</td>
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<td>aspect of the internship implies that the</td>
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<td>student has some base of knowledge and will</td>
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<td>increase her knowledge and skills by direct</td>
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<td>contact with an experienced, knowledgeable mentor.</td>
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<td>Open to juniors and seniors with a 2.0 overall</td>
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<td>cumulative average and a 3.0 average in</td>
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<td>psychology courses taken. Prerequisites: PSYC</td>
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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. Previous
topics have included “The Psychology of Dreams,” “Childhood Atypical Development,” and
“Introduction to Clinical 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**
*Associate 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 (BA)**
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**
(see list following the minor) Eight courses

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No more than four courses may count toward both race and ethnicity studies and toward a second major.

**Race and Ethnicity Studies Minor**

The Race and Ethnicity Studies minor requires the completion of six courses. At least three of the six courses must be taken at Salem.

**Required courses:**

- REST 202. Race and Ethnic Relations  
- REST 210. Critical Issues in the History of Race and Ethnicity

**Minor Electives from a minimum of three different disciplines**

(see list of courses below)

**Courses that may be used to fulfill the elective requirements for the major or minor**

- 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
- 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 or minor electives by the program’s coordinator.

Race and Ethnicity Studies Courses (REST)

REST 200. Independent Study in Race and Ethnicity Studies                   One course
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                                        One course
A socio-historical analysis of the interaction of racial and ethnic groups and the American environment. This will include the social, economic and political aspects of racial and ethnic groups in the United States. Cross-listed with SOCI 202. (GA)

REST 210. Critical Issues in the History of Race and Ethnicity              One course
This course introduces students to the critical analysis of race and ethnicity, with a focus on comprehending theoretical approaches to the study of race and ethnicity prevalent in the United States and throughout the world. Cross-listed with HIST 215. (GA)

REST 220. Special Topics in Race and Ethnicity Studies                    One course
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                          One course
This course provides an opportunity to use the knowledge and skills learned in coursework to solve problems in a real work setting; the apprenticeship aspect of the internship implies that the student has some base of knowledge and will increase her knowledge and skills by direct contact with an experienced, knowledgeable mentor. Open to sophomores, juniors and seniors with a 2.0 cumulative 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.
Religion
Assistant Professor Lipsett, chair of the department of religion and philosophy; Associate Professor Rushing; Assistant Professor Adrian; Professor and Associate Dean for Undergraduate Studies Vinson; Chaplain Rio

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 (BA)
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
One course
An introductory study of the nature of religion through an exploration of the significance of religious myth, symbolism and ritual within life and culture. (HM)

RELI 110. Introduction to Hebrew Scriptures
One course
A historical and literary study of the Hebrew Scriptures (Old Testament). Introduces students to the content of the scripture and methods of interpretation. Special attention will be given to the portrayal of women in these writings. (HM)

RELI 111. Introduction to the New Testament
One course
A historical and literary study of the New Testament. Students will examine the New Testament in its historical (Greco-Roman) and religious (Judaism) settings. Special attention is given to the historical Jesus and the role of women in the early Christian movement. (HM)

RELI 120. Western Religious Traditions
One course
An introduction to the three main Western religious traditions (Judaism, Christianity and Islam) and their mutual development. Emphasis is on understanding the rituals, theology, scripture and ethics of each tradition and their contributions to western culture. (HM), (GA)

RELI 130. Eastern Religious Traditions
One course
An introduction to the main Eastern religious traditions (Hinduism, Buddhism, Jainism, Confucianism, Taoism, Shinto and Sikhism). Emphasis is on understanding the beliefs and practices of each tradition as well as relationships between traditions. Special attention is given to the role of women in Eastern religious traditions. (HM), (GA)

RELI 160. The Moravian Experience
One course
An introduction to the history, culture, theology and influence of the worldwide Moravian religious tradition, particularly since 1722. Special attention is given to Salem. (HM)
RELI 200. **Independent Study in Religion**  One-quarter to one course
Independent study under the guidance of a faculty advisor. Open to students with a 2.0 cumulative average and permission of the chair of department. Independent study may take the form of readings, research, conference, projects and/or field experience. 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.

RELI 202. **Christianity: The Way of the Cross**  One course
An examination of the diversity and unity of 2,000 years of Christian history with special attention to the worldwide spread and theological development of the church. Prerequisite: RELI 111 or 120, or permission of instructor.

RELI 205. **Biblical Topics**  One course
Focus on a single topic pertaining to either or both the Old and New Testaments; for example: the parables of Jesus, ancient and modern interpretations of Job, Biblical mythology, the prophetic movement, the Theology of Paul and the book of Revelation. May be taken more than once with a different topic. Prerequisite: RELI 110 or 111 or equivalent.

RELI 220. **Special Topics in Religion**  One course
Focus on a particular topic in the study of religion; for example: Native American religions, African religious traditions, women in the Christian tradition, history of Christian thought, feminist theology, theories of religion.

RELI 221. **Islam: The Straight Path**  One course
A study of the origins of Islam in Arabia and its spread throughout the world. Special attention is given to the relationship between religion and politics in Islam, the recent resurgence of Islam and the issues of gender and social change. Prerequisite: RELI 120 or permission of instructor.

RELI 231. **Buddhism: The Middle Path**  One course
A study of the origins of Buddhism in India and its spread throughout the world. The emphasis on Buddhism’s many diverse expressions in China, Korea, Japan, Tibet, Southeast Asia and North America. Special attention is given to the role of women in Buddhism. Prerequisite: RELI 130 or permission of instructor.

RELI 240. **Religion in America**  One course
The historical development of the various religions and religious groups in the United States and their impact on American culture and intellectual history. Prerequisite: One course in religion or U.S. history.

RELI 255. **Women in Ancient Judaism and Hebrew Scriptures**  One course
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. (WS)

RELI 256. **Women in the New Testament and Early Christianity**  One course
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. (WS)
RELI 266. Religion and Ethics  
One course 
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.

RELI 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.

RELI 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.

RELI 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.

RELI 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.

RELI 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.

RELI 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 instructor.

RELI 390. Senior Seminar in Religion  
One course 
Required of seniors. Advanced religion research project.
Salem Signature

Associate Professor 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 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
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
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
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
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, and research. Students perform a minimum of 30 hours of community service and develop a collaborative project related to the themes of community, self and leadership.

SIGN 270. Internship/Professional Development Experience
Students engage in a variety of internships, fieldwork or travel-study programs that satisfy the Signature requirement for an Internship or Professional Development experience. Permission of the advisor and the associate dean for undergraduate studies required. Prerequisite: minimum of 2.0 cumulative G.P.A.

SIGN 275. Writing Center Internship
Through course readings, tutor training videos, and mock tutoring sessions, students learn and practice writing center theory, pedagogy, and administration under the guidance of the center’s director. As part of the writing center staff, peer tutors assist students, across various disciplines,
as they better their writing skills. All tutors attend staff meetings, training sessions, and work with students in one-on-one tutoring sessions, group sessions, and online (synchronous and asynchronous) sessions. Peer tutors are required to keep a journal documenting their experience in the center, along with ways in which they applied learned concepts. For the administrative piece, tutors are asked to complete one project that will enhance the center such as: assessment of visitors, marketing, workshop development, and/or a new project that will benefit the center and its visitors. A student may register for this course only with the permission of the Director of the Writing Center. The course may be repeated for credit up to 4 times, for a total of one course credit. The course may be used to satisfy the Salem Signature internship requirement for traditional students, provided that the course credits accumulated total one course credit.

**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**
One course
An investigation of a topic of importance in contemporary science. The specific course content and methods of study will vary in response to recent developments in the Natural Sciences to meet the current needs of students in the General Education Program. The topic will be announced prior to pre-registration. All courses must be approved by the department chairs in the Division of Natural Science and Mathematics and all courses will involve the study of scientific inquiry and critical analysis. Prerequisites determined by instructor. (QI)

**SCIE 030. Special Topics in Science with a Laboratory or Field Experience**
One course
An investigation of a topic of importance in contemporary science. The specific course content and methods of study will vary in response to recent developments in the Natural Sciences to meet the current needs of students in the General Education Program. The topic will be announced prior to pre-registration. All courses must be approved by the department chairs in the Division of Natural Science and Mathematics and all courses will involve the study of scientific inquiry and critical analysis. One 2-3 hour laboratory or field experience included. Prerequisites determined by instructor. (LS)

**SCIE 040. Spreadsheets for Science and Mathematics**
One-half course
This course introduces the student to spreadsheet functionality as it relates to applications in biology, chemistry, mathematics, psychology and physics. Using Microsoft Excel, students will complete project-based assignments that expose them to many built-in features of modern
spreadsheet packages. Topics include built-in mathematical and statistical functions, curve fitting, data analysis, graphing and simulations.

**SCIE 100. First Year Science Seminar**  One-quarter course
This course is designed to introduce the student to the four major scientific disciplines at Salem College—biology, chemistry, mathematics and psychology. The focus is on asking questions and the methodology employed in finding answers to those questions in each of the four disciplines. Prerequisite: Permission of instructor.

**SCIE 110. Scientific Writing with LaTeX**  One-half course
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**  One-quarter to one course
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 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

Assistant Professor Windsor, chair; Professor Smith; Assistant Professors Black, Bruce, and Dennis

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 a general education directed toward understanding the complexities of modern society using theoretical perspectives and research methodologies. The sociology major offers two concentrations: sociology and applied sociology. Students who choose the traditional “sociology” concentration will have a strong foundation in research methods and writing-intensive courses. Upon graduation, these students will be prepared for graduate training in sociology and related fields. Students who choose the “applied sociology” concentration will apply sociological concepts and practices in different environments through interdisciplinary coursework. Upon graduation, these students will be prepared for entering careers in human services, community organizations, and other social services fields.

Sociology Major (BA)

The major in sociology requires a minimum of eleven courses. Five of the eleven courses must be taken at Salem, including SOCI 380 or SOCI 390, the senior capstone courses

Students majoring in sociology must choose a concentration: “sociology” or “applied sociology.”

Required core courses for both concentrations:

- SOCI 100. Introduction to Sociology
- SOCI 201. Sociological Theory
- SOCI 210. Sociology Research Methods
- SOCI 215. Social Statistics

Sociology Concentration Requirements:

Required courses for sociology concentration:

- SOCI 216. Qualitative Methods
- SOCI 380. Senior Seminar in Sociology

Electives: Five courses

Students choose five other sociology courses, CRST 150, CRST 160 or MATH 242.

Applied Sociology Concentration Requirements:

Required courses for applied sociology concentration:

- SOCI 204. Analysis of Social Issues
- SOCI 390. Applied Sociology Capstone

Electives:

Students choose five electives from other SOCI courses or the courses listed below. To encourage interdisciplinary applications, no more than two courses from a single discipline will count toward the elective in this concentration.

ARMN 100. Introduction to Arts Management
ARMN 110. The Arts in the Community
ARTD 040. Graphic Design and Communication*
ARTD 209. Digital Design*
ARTD 210. Web Design and Development*
ARTD 261. Computer Graphic Application*
BIOL 070. Issues in Biology for Women
BIOL 210. Ecology
BIOL 260. Conservation Biology
BUAD 111. Management Information Systems
BUAD 124. Business Ethics
BUAD 201. Principles of Management
BUAD 202. Sport Management
BUAD 205. Health Care Organization and Management
BUAD 306. Health Care Policy and Strategy
COMM 120. Oral Communication
COMM 180. Visual Communication
COMM 225. Persuasion, Culture and Sustainability
COMM 321. Community Communication
COMM 322. Campaign Communication
CRST 110. Introduction to Criminal Justice
CRST 150. Deviance
CRST 160. Juvenile Delinquency
CRST 170. Crime and Punishment
ECON 100. Principles of Economics
ECON 201. Money, Banking, and Monetary Policy
ECON 205. Labor Economics
ECON 220. Intermediate Microeconomics
ECON 310. Current Issues in Economics
EDUC 112. Social and Historical Foundations of Education
ENTR 120. Foundations of Entrepreneurship
ENTR 310. Entrepreneurship: Managing Technology and Innovation
ENVS 100. Introductory Environmental Studies
ENVS 210. Geographic Information Systems
ENVS 230. The Role of Coal in Society
EXER 210. Nutrition
EXER 260. Sport in Society
HIST 211. Public History
HIST 215. Critical Issues in the History of Race and Ethnicity
HIST 219. The United States and the World
HIST 265. U.S. Constitutional and Legal History
MKTG 230. Principles of Marketing
MKTG 231. Marketing Research Methods
MKTG 235. Service Marketing
NFPM 100. The Not-for-Profit Corporation
NFPM 150. Web-Based Marketing and Fundraising Tools
NFPM 160. Non-Governmental Organizations
NFPM 170. Financial Management for Not-for-Profit Organizations
NFPM 180. Volunteer Management
NFPM 250. Not-for-Profit Fundraising
NFPM 301. Organizational Planning and Evaluation
NFPM 310. Not-for-Profit Management and Governance
POLI 105. Introduction to Public Policy
POLI 110. Introduction to International Relations
POLI 120. American Politics and Public Policy
POLI 145. Politics and Society
POLI 150. Public Policy Analysis
POLI 160. Gender, Politics and Policy
POLI 205. National Model United Nations
POLI 220. Ethics and Public Policy
POLI 225. International Security
POLI 230. State, Regional and Local Government Policy
POLI 235. International Political Geography
POLI 240. American Foreign Policy
POLI 245. International Development
POLI 260. The Political Economy of the Stat
POLI 265. U.S. Constitutional and Legal History
PRSV 230. Historic Preservation
PRSV 240. Preservation-Sensitive Sustainable Design
PSYC 010. Introduction to Psychology
PSYC 100. Developmental Psychology
PSYC 160. Human Sexuality
RELI 240. Religion in America
RELI 266. Religion and Ethics
WMST 204. Introduction to Women’s Studies
WMST 210. Feminist Theory: Lenses and Methodologies
WMST 240. Women’s Activism and Advocacy

*Students interested in ARTD courses are advised to take one of the following two-course sequences: 040 and 261 (graphic design), 209 and 210 (digital design), or ARTD 206 and PRSV 240 (historic and sustainable design).

**Sociology Minor**

The minor in sociology requires the completion of six courses:

- SOCI 100. Introduction to Sociology  
- SOCI 201. Sociological Theory  
- SOCI 210. Sociology Research Methods  
- SOCI electives (excluding SOCI 275), or CRST 150, CRST160  

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

**Sociology Courses (SOCI)**

**SOCI 100. Introduction to Sociology**  One course
The concepts, theories and methods that form the core of the sociological perspective on human social behavior, including such topics as structure, social process, socialization and culture. (SS)

**SOCI 130. Making Change: Public Policy, Advocacy and Grassroots Organizing**  One course
An introduction to public policy and to the means of effecting change in it. The principal focus of the course will be on lobbying, advocacy and grassroots organizing as tools for influencing public policy. Cross-listed as NFPM 130. (SL)

**SOCI 140. Social Entrepreneurship**  One course
An introduction to the creation of enduring change in social systems. The course will present historical models of social entrepreneurs as well as contemporary examples. Emphasis will be placed upon the transferable lessons that those examples represent. The subset of social entrepreneurship that emphasizes fiscal sustainability will also be presented. Cross-listed as NFPM 140.
SOCI 200. Independent Study in Sociology  
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 two courses, the maximum in any one term being two course credits. Prerequisite: permission of department chair.

SOCI 201. Sociological Theory  
One course  
Contemporary theoretical perspectives are studied in relation to past theoretical development. The implications of the current sociological theory for the development of sociology as a discipline are emphasized. Prerequisite: SOCI 100.

SOCI 202. Race and Ethnic Relations  
One course  
A socio-historical analysis of the interaction of racial and ethnic groups and the American environment. This will include the social, economic and political aspects of racial and ethnic groups in the United States. (GA)

SOCI 204. Analysis of Social Issues  
One course  
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.

SOCI 205. Social Psychology  
One course  
An analysis of various current theories, topics, and research methodologies in social psychology. Some of the topics covered include social perception, impression formation, attraction, pro-social and anti-social interpersonal behavior, attitudes, prejudice and discrimination, social roles, group influence on behavior, group dynamics, leadership and social ecology. Cross-listed as PSYC 130. Prerequisite: PSYC 010 or permission of instructor.

SOCI 208. Sociology of the Mass Media  
One course  
The process, structure, content and effects of mass communication will be studied. Contemporary issues surrounding mass communication will be considered as well as the relationship between mass media organizations and other social institutions.

SOCI 210. Sociology Research Methods  
One course  
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  
One course  
The principles and methods for collecting and analyzing social data. Emphasis on tests of hypotheses; parametric and non-parametric techniques; multivariate analysis; data transformation and manipulation. Use of examples from sociology. Prerequisite: a college level math course. (QI)
SOCI 216. Qualitative Methods
This course examines qualitative methods in sociology, such as interviewing, content analysis, ethnography, and historical analysis. Emphasis will include reviewing data collection and data analysis strategies common in qualitative approaches. Prerequisites: SOCI 100 and SOCI 210; or permission of the instructor.

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. (WS)

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. (WS)

SOCI 232. Marriage and the Family
The institution of marriage and the family in various societies with special emphasis on the contemporary American family. (WS)

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 261. Sociology of Sexuality
This course examines sexuality as socially constructed and socially controlled. Topics may include methodological and ethical issues in sex research, representations of sex media, sex education programs, sexual violence, sex work, and diverse meanings of sexual bodies and practices.

SOCI 262. Sociology of the Body
This course studies the body and embodiment through a sociological lens. Students will critically examine how the body affects the social world, and how one’s social world affects the body.
Topics may include gendered embodiment, understanding social stratification on the body, medicalization and pathologization of the body, disabilities studies, and bodily transformations.

**SOCI 270. 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 with CRST 100.

**SOCI 275. Internship in Sociology**
An opportunity to use the knowledge and skills the student has learned in coursework to solve problems in a real work setting; the apprenticeship aspect of the internship implies that the student has some base of knowledge and will increase her knowledge and skills by direct contact with an experienced, knowledgeable mentor. Open to sophomores, juniors and seniors with a 2.0 cumulative average; maximum credit per term is one course; admission by application only.

**SOCI 280. Urban Community**
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**
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**
Contemporary issues in sociology. This course consists of intensive study of current topics in the field of sociology.

**SOCI 380. Senior Seminar in Sociology**
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.

**SOCI 390. Applied Sociology Capstone**
The applied sociology capstone course provides students with an experiential learning opportunity where they can apply their sociological skills to a community organization. Class includes a service learning project which will culminate in a portfolio and oral presentation. Prerequisite: SOCI 100 and senior standing; or permission of instructor. (SL)
Spanish
Assistant Professor Léon-Távora, chair of department of modern languages; Associate Professor Yoon, Professor Ljungquist; 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 (BA)
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.

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. Credit cannot be received for both SPAN 020 and SPAN 025. Prerequisite: Spanish 010 or proficiency equivalent.
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. Credit cannot be received for both SPAN 020 and SPAN 025.

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.

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.

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.

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 instructor.

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.
Spanish

**SPAN 210. Business Spanish**
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. Prerequisite: SPAN 206 or permission of instructor.

**SPAN 211. Medical Spanish**
One Course
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. (SL)

**SPAN 212. Spanish Translation**
One course
Concepts, guidelines and practice of translation from English to Spanish. Prerequisite: SPAN 206.

**SPAN 222. Spain**
One course
An overview of the geography, history, culture and government of Spain. Prerequisite: SPAN 206.

**SPAN 228. Latin America**
One course
An overview of the geography, history, culture and governments of Latin America. Prerequisite: SPAN 206.

**SPAN 250. Special Topics in Spanish**
One course
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**
One course
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.

**SPAN 263. Hispanic American Literature**
One course
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. (GA)

**SPAN 270. Internship in Spanish**
One course
An opportunity to apply the knowledge and skills the student has learned in courses to real work settings; the apprenticeship aspect of the internship implies that the student has some base of knowledge and will increase her knowledge and skills by direct contact with an experienced, knowledgeable mentor. Open to juniors and seniors with a 2.0 cumulative average; may be taken only once for credit toward the major or minor; admission by application only.
SPAN 290. Honors Independent Study in Spanish  
One course  
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  
One course  
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  
One course  
Required of all Spanish majors. Completion of a research project related to Hispanic culture,  
language and/or literature topic of interest to the student. Final paper and formal oral  
presentation required as part of senior assessment of departmental student learning outcomes.

Women’s Studies  
Professor Smith, 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 (BA)  
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  
  One course
Concentration Option One: Feminist Studies: Intersectionalities

Eight courses

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
- 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 Sapphos
- 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 or 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

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 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 or 305. Women and Music
- PSYC110. Psychology of Women
- PSYC160. Human Sexuality
- RELI 255. Women in Ancient Judaism and Hebrew Scriptures
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 or 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. (WS)

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. (WS)

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. (WS)

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 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
Dorris Collie Hall Scholarship
Violet, William, David and Earnest Hampton Memorial Scholarship
Martha Stockton Hancock Scholarship
Lizora Hanes Scholarship
The Margaret Hauser Scholarship
William Randolph Hearst Scholarship
Lynne Collins Heidenreich Scholarship
Elizabeth McRaven Holbrook Scholarship
Frances Goodwin Frye Howard Memorial Scholarship
John Jacobson Scholarship
Dell and Frank James Scholarship
Claudia Duval Jarrett C’61 Scholarship
The J. Clyde Johnson Scholarship
Virginia A. Johnson Scholarship
Mary Ann Wolff Jones Scholarship
Charles Henry and Glennora Rominger Kreiger Scholarship
Louise Pepper McClung Scholarship
McEachern Sisters Scholarship
Helen Johnson McMurray Scholarship
Mabel McInnis McNair Scholarship
Eleanor, Laura and Catherine Neal Scholarship
Mary Bryant Newell Scholarship
Paul O. & Freda Dietz Newman Memorial Scholarship
Corinne Baskin Norfleet Scholarship
Ruth Willingham Norfleet and Lila Norfleet Davis Scholarship
Abbie Leigh Ross Pepper Scholarship
William H. and Lena Morris Petree Scholarship
Rosalie Hanes Moore Rice Scholarship
Rocky Mount Alumnae Scholarship
Howard Edward Rondthaler Scholarship
Katherine B. Rondthaler Scholarship
Brona Nifong Roy Scholarship
Elizabeth H. Scholze Scholarship
Class of 1984 Scholarship
Jennie Richardson Shaffner Scholarship
Helen Shore Scholarship
Adelaide Caroline Winston Showalter Scholarship
Michele Garcin Siebert Scholarship
Charles and Clara V. Siewers Scholarship
T.A. and L.A. Sims Scholarship
Eleanor Stafford Scholarship
Elizabeth Leland Stanfield Scholarship
Stough Sisters Scholarship
Mary L. Stroud Scholarship
Linda Lyon Turner Scholarship
Molly Tuttle Scholarship
Sara A. Vogler Scholarship
Elizabeth M. Waynick Scholarship
Ann McPherson Weaver Memorial
Lucy Leinbach Wenhold Scholarship
The Carl and Virginia Flynt Weyand Scholarship
Elizabeth N. Whitaker Scholarship
Elizabeth Taylor Williams Scholarship
Tom and Ted Wilson Scholarship
Edith Willingham Womble Scholarship
Beulah May Zachary Scholarship
Webb Zenor Scholarship

*English*

Winfield and Polly Blackwell Scholarship
Jess Byrd Scholarship
Mina Fleshman/Geraldine Pratt Scholarship

*Math and Science*

The Herbert and Maye Aldridge Math & Science Scholarship
Class of 1938 Roy Campbell Scholarship (Science)

*Music*

Stuart A. and Marie V. Bellin Music Scholarship
Marilyn Shull Brown Scholarship
Mary Norris Cooper Music Scholarship
Margaret McCall Copple Scholarship
Dr. Benjamin C. Dunford Scholarship
Jo Ann Wade Eaves Scholarship
Fogle Organ Scholarship
Nell Folger Glenn Scholarship
Maude Hawks Music Scholarship
Louise Bahnson Haywood Scholarship
Margaret Louise Johnson Scholarship
Mary V. Jones Scholarship
Marjorie Roth Kennickell Scholarship
Margaret Mason McManus Scholarship
John and Margaret Mueller Organ Scholarship
Pfohl Scholarship in Music
Gerri Pratt Scholarship (Music Composition)
Clemens & Margaret Vardell Sandresky Scholarship
H. A. Shirley Scholarship
Margaret T. and Ralph M. Stockton Sr. Music Scholarship
Luther E. & Ruby N. Tesh Music Scholarship
Evelyn Tatum Traver C’51 Endowed Music Scholarship
Charles G. Vardell Music Scholarship
Gretchen Wampler Welch Music Scholarship

Miscellaneous
Stuart A. Bellin Fund for Continuing Studies (Fleer Center Students)
Dr. W. Douglas Cardwell, Jr. French Scholarship (French)
Robert E. Elberson Scholarship for Female Adult Education (Fleer Center Students)
Patricia Ann Etheridge Scholarship (Humanities)
Elaine Fasul Scholarship (Sociology)
Eva (Hassell) Hackney Hargrave C’31 Scholarship (Art History or English)
Martha Hinkle Fleer Prime Times Scholarship (Fleer Center Students)
Ivy May Hixson Memorial Scholarship (Study Abroad)
International Scholarship Fund (Study Abroad)
Mila Kabatnik Scholarship (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.

**Elisabeth Oesterlein Award**

Named in recognition of Salem’s first teacher when it was founded as a school for girls in 1772, the Oesterlein Award is presented annually at Founders Day to the senior who, during her four years at Salem, has made notable contributions to the quality of life at Salem College. The award recognizes both outstanding leadership and scholarship.

**Fleer Center Leadership Award**

Given to a senior (or seniors) who truly exemplifies the spirit of Salem. Award winners conduct their day-to-day lives as adult learners at Salem with passion and compassion, logic and emotion, intelligence and grace.

**Fleer Center Leadership Award**

Established to honor a senior or seniors who exemplify a quality of leadership above and beyond expectation. Recipients exhibit compassion for others and a belief in the power of the Salem Community that has enabled them to develop their unique potential and prepared them to change the world.

**Fleer Center Spirit Award**

Given to a senior or seniors who truly exemplify the spirit of Salem in all that she/he does. The recipients conduct their day-to-day lives as adult learners here at Salem with passion and compassion, logic and emotion, intelligence and grace. They are exceptional role models for all Salem students.

**H.A. Pfohl Awards**

Established by the children and grandchildren of a long-time trustee of Salem Academy and College, the H.A. Pfohl Awards are given annually to: (1) a senior who exemplifies strong campus citizenship, Christian character, loyalty and effective service to the College; and (2) a faculty member who has demonstrated sound service, loyalty, Christian influence and effective teaching.

**Inzer Byers History Award**

Sponsored by the Phi Alpha Theta Honor Society, this award recognizes excellence in an emerging scholar in history, political science or international relations and is given to a junior or senior showing outstanding potential in the skills of the historical discipline, including careful examination of evidence, analytical thinking and effective communication of ideas.

**Jess Byrd Scholar-Athlete Award**

This award is presented to a graduating senior who for four years has attained a strong academic record and exhibited qualities of sportsmanship, athletic ability and leadership. The award is named in honor of Jess Byrd ’27, a distinguished Lehman Professor of English (1937-1967) and a strong advocate for the academic advancement of women.

**Katherine B. Rondthaler Awards**

The Alumnae Association of Salem College presents awards to students each year for the best creative work in art, literature and music.
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.

Mary Ann Campbell Davis Education Fund
The Mary Ann Campbell Davis Education Fund (prize) is an award of $500, to be given yearly, beginning in spring 2007, at the annual Honors Convocation. Mary Ann Campbell Davis (C’74) established this fund to be given to a senior undergraduate student who is seeking teaching licensure with preference given to an elementary education teacher candidate. The student should maintain a GPA of 3.5 or above, have strong teaching evaluations, and have demonstrated commitment to the teaching profession.

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, BM, PhD
Professor of Not-for-Profit Management, Arts Management and Music, Emeritus
Michel Bourquin, BA, MA
Professor of French, Emeritus
Mildred Inzer Byers, AB, MA, PhD
Ivy May Hixson Professor of Humanities, Emerita
W. Douglas Cardwell, Jr., AB, PhD
Professor of Modern Languages, Emeritus
Errol Clauss, BA, MA, PhD
Professor of History, Emeritus
James W. Edwards, AB, MS, PhD
Professor of Biology, Emeritus
Doris M. Eller, BS
Director of Alumnae Relations, Emerita
Todd L. Fay, BA, MS, PhD
Professor of Psychology, Emeritus
Louise Y. Gossett, BA, MA, PhD
Professor of English, Emerita
Mary E. Homrighous, AB, MA, PhD
Professor of English, Emerita
Joan E. Jacobowsky, BS, MA
Professor of Voice, Emerita
Virginia A. Johnson, BS, MEd
Dean of Students, Emerita
William G. Mangum, BA, MA
Professor of Art, Emeritus
Craig H. Miller, BS, PhD
Professor of Chemistry, Emeritus
Thomas Mowbray, BA, MA, PhD
Professor of Biology, Emeritus
John S. Mueller, BM, MM, DMA
Professor of Organ, Emeritus
Margaret S. Mueller, BM, MM
Professor of Organ and Theory, Emerita
Stephen R. Nohlgren, BA, MSPH, PhD
Professor of Biology, Emeritus
Dorothy S. Russell, BA, MA, EdD
Professor of Education, Emerita
Margaret Vardell Sandresky, BM, MM
Professor of Composition and Theory, Emerita
Dudley D. Shearburn, AB, MEd, PhD
Associate Professor of Education, Emerita
Rose Simon, AB, MA, MSLS, PhD
Director of Libraries, Emerita
Adam Stiener, BA, MA
   Associate Professor of German, Emeritus
Wenzhi Sun, BS, MS, PhD
   Associate Professor of Mathematics, Emeritus
Nan Rufty Tilley, BS, MFA
   Associate Professor of Physical Education, Emerita
William Beckler White, BA, BS, MA, PhD
   Professor of English, Emeritus
ORGANIZATION OF THE COLLEGE

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Leigh Flippin Krause C’85, Vice Chair
M. Elizabeth Rader, Treasurer
Ramon Velez, Secretary

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Winston-Salem, NC
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Winston-Salem, NC

Winston-Salem, NC
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Winston-Salem, NC
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Winston-Salem, NC
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Winston-Salem, NC
Nancy Taylor Sumner C’69 (2017)
Raleigh, NC
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Pfafftown, NC
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Winston-Salem, NC
D. Joeff Williams (2017)
Mocksville, NC
Wallace C. Wu (2016)
Winston-Salem, NC
Board of Visitors 2015-2016
Liz Denton Baird C’83, Chair
Milagros Aledo-Sandoval C’01, Vice Chair

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<tr>
<th>Name</th>
<th>Year</th>
<th>City/State</th>
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<tr>
<td>Milagros Aledo-Sandoval C’01</td>
<td>2018</td>
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<td>Barbara Fussell Duck</td>
<td>2018</td>
<td>Clemmons, NC</td>
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<tr>
<td>Sara Engram C’71</td>
<td>2018</td>
<td>Baltimore, MD</td>
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<td>Beth Mabe Gianopulos C’97</td>
<td>2018</td>
<td>Kernersville, NC</td>
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<td>John A. Hauser</td>
<td>2018</td>
<td>Winston-Salem, NC</td>
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<td>Dorothy Robinson Henley C’91</td>
<td>2016</td>
<td>Winston-Salem, NC</td>
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<tr>
<td>Melanie Kirk Holton</td>
<td>2018</td>
<td>Winston-Salem, NC</td>
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<td>Page Kizer Hull A’86</td>
<td>2017</td>
<td>Charlotte, NC</td>
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<td>Stratford Newit Kiger C’90</td>
<td>2016</td>
<td>Charlotte, NC</td>
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Administration, Faculty and Staff

**Office of the President**

**D. E. Lorraine Sterritt (2014)**

*President, Salem Academy and College*

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

**Lynne Stewart (2005)**

*Director of Board Relations*

BA, Salem College


*Executive Assistant*

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

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

**Susan Calovini (2011)**

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

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

**Richard Vinson (2008)**

*Associate Dean for Undergraduate Studies and Professor of Religion*

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

**Shari White Dallas (2008)**

*Executive Assistant*

BA, Salem College


*Director of Academic Support*

BBA, University of Central Arkansas; MA, Webster University

**Ramona P. Raines (1998)**

*Staff Associate, Academic Programs*

BS, North Carolina Central University

**Anna Rainey (2007)**

*Coordinator of Cultural Events and Courses for Community*

BA, Davidson College

**Martha H. Fleer Center for Adult Education**

**Sydney Davis-Richardson (2007)**

*Dean of the Martha H. Fleer Center for Adult Education*

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

**Betty S. Telford (2007)**

*Assistant Dean*

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

**Anne Alexander Donovan (2013)**

*Admissions and Enrollment Coordinator, Academic Advisor*

BA, Salem College
Angela Higgins
Administrative Assistant

Office of Graduate Studies in Education
Sheryl Long (2015)
Director of Teacher Education and Graduate Studies in Education
BA, Meredith College; MA, University of North Carolina at Wilmington; PhD, North Carolina State University

Phyllis Vaughn (2008)
Administrative Assistant for Teacher Education and Graduate Education
BA, Salem College

Office of the Registrar
Jeannette M. Rork (2012)
Registrar, Director of Institutional Research
BA, University of North Carolina at Greensboro; MA, Wake Forest University

Susan C. Brawley (2008)
Associate Registrar
BS, University of North Carolina at Greensboro

Kendra T. Wise
Assistant Registrar
BS, Appalachian State University; MBA, Gardner-Webb University

The Library
Elizabeth Novicki (2009)
Director of Libraries
BA, MLIS, University of North Carolina at Greensboro

Peter Austin (2000)
Technical Services Librarian
BA, Warren Wilson College; M.L.I.S., University of North Carolina at Greensboro

Kristin Bachman (2015)
Circulation Supervisor
BA, East Carolina University; MLIS, University of North Carolina at Greensboro

Terrence Collins (1993)
Serials and Technical Services Assistant
BS, North Carolina State University

Laura Lyons (2011)
Part-time Reference Librarian
BA, Indiana University-Bloomington; MLIS, University of North Carolina at Greensboro

Kay McKnight (2007)
Library Acquisitions Assistant
BA, Salem College

Anna Milholland (2013)
Public Services Librarian
Donna Rothrock (1999)
Fine Arts Center Librarian
BMEd, University of North Carolina at Chapel Hill; MMEd, University of Colorado at Boulder; MLIS, EdD, University of North Carolina at Greensboro

Office of Information Technology
Paul Benninger (2007)
Director of Information Technology
BS, Athens State College
Richard Clark (2003)
Systems/Database Administrator
BA, East Carolina University
Kris Kelley (2011)
Systems Administrator
AAS, Forsyth Technical Community College; BS, East Carolina University
Ronald C. Lewis (2001)
PC Support Technician
AAS, Forsyth Technical Community College
Ed Watson (2006)
PC Support Technician
AAS, BA, MAT, Marshall University

Faculty Secretaries
Martha Ashley (2015)
Coordinator of the Elberson Fine Arts Center
Gerry Hayes (2008)
Faculty Administrative Assistant/Program Associate, Main Hall
Suzanne (Suzi) Moore (1996)
Secretary, Science Building
BA, University of Pittsburgh

Office of the Dean of Students
Krispin W. Barr (2000)
Dean of Students
BA, Appalachian State University; MA, The Ohio State University; PhD, North Carolina State University
Nikki Laird (2014)
Assistant Dean of Students
AB, Duke University; MEd, University of Texas at Austin; Ph. D. (ABD), University of Georgia
Wendy Adams (2012)
Staff Assistant
BS, University of North Carolina at Greensboro
Monica D. Boyd (2013)
  Director of Student Professional Development
  BA, Salem College; MA, University of Phoenix

Julie Collins (2011)
  Administrative Assistant, Office of the Dean of Students

Emily Long (2013)
  Director of Student Activities
  BA, Hollins University; MA, University of Central Florida

College Health Services
Laina Smith, RN, BSN
  Director of Health Services
  R.N., BSN, Eastern Kentucky University

Jack LoCicero (2005)
  Director of Counseling Services
  BA, University of North Carolina at Greensboro; MEd, Wake Forest University;
  PhD, Mississippi State University

Stephanie Campbell (2015)
  Certified Nursing Assistant

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

Athletics
Melissa Barrett (2011)
  Athletic Director
  BA, Belmont Abbey College; MBA, University of North Carolina at Greensboro

Betsy Pryor (2003)
  Assistant Athletic Director, Director of Aquatics, Instructor of Physical Education
  BS, St. Lawrence University; MAT, University of North Carolina at Chapel Hill

Jay Callahan (2005)
  Soccer Coach, Sports Information Director, Instructor of Physical Education
  BS, West Virginia University; MEd, Salem College

Kevin Fleck (2013)
  Head Tennis Coach
  BS, Clemson University

Scott Long (2010)
  Softball Coach
  BA, Winston-Salem State University

Britni Mohney (2014)
  Basketball and Cross Country Coach
  BA, Allegheny College; MBA, Utica College
Eddie Stevens (2006)
  Athletic Trainer, Instructor of Physical Education
  BS, Winston-Salem State University; MS, West Virginia University

Kevin Troupe (2015)
  Volleyball Coach
  BA, Florida Atlantic University

Office of Admissions and Financial Aid

Katherine Knapp Watts (1992)
  Dean of Admissions and Financial Aid
  BA, Salem College; MALS, Wake Forest University

Kathy Marakas Barnes (2007)
  Associate Dean of Admissions
  BA, Salem College

Whitney Campbell (2015)
  Admissions Counselor
  BA, Salem College

Jennifer Chapman
  Director of Transfer Recruitment and Special Events
  BS, Louisiana State University; MS, Wake Forest University

Christy Ann Chesnut (2000)
  Assistant Director of Financial Aid
  AAS, Forsyth Technical Community College

Rebecca Coolidge (2015)
  Financial Aid Counselor
  BS, Eastern Connecticut State University

Paul Coscia (2013)
  Director of Financial Aid
  BA, Guilford College

Shelly Highfill (2014)
  Admissions Counselor
  BA, Salem College

Krystyna Martin (2012)
  Admissions Counselor
  BA, Salem College

Kathy S. McAdams (1997)
  Office Systems Manager
  AA, Davidson County Community College

Yanadira Mendez-Magana (2015)
  Admissions Counselor
  BA, Salem College

Jessica Cecil Rogers (2013)
  Assistant Dean of Admissions
  BA, Salem College

Mary Ivey Stewart (2013)
  Admissions Counselor
Erin VanBuskirk  
*Admissions Counselor*  
BA, Salem College

Xiomara Villatoro  
*Admissions Counselor*  
BS, Salem College

Jean Williams (2005)  
*Administrative Assistant*

Business Office

Derek R. Bryan, CPA (2008)  
*Chief Financial Officer*  
BBA, Campbell University; MS, Appalachian State University; JD, Wake Forest University

Nikki B. Brock (1971)  
*Accounts Receivable Manager*

Jason B. Clubb, CPA (2010)  
*Controller*  
BS, University of North Carolina at Wilmington

Cheryl Hamilton (2010)  
*Payroll and Benefits Administrator*  
BA, Vanderbilt University

Heather Hubbard (2012)  
*Business Office Associate/Cashier*  
BA, Salem College

Judy Sigmon (2007)  
*Senior Accountant, Accounts Payable Manager*

Institutional Advancement

Leigh McIlwain (2014)  
*Assistant Vice President for Institutional Advancement*  
BS, University of North Carolina at Charlotte

Kelly Dentler (2005)  
*Director of Giving Services and Stewardship*  
BA, Salem College

Judy Eustice (2000)  
*Director of Development Operations*  
BA, MBA, East Carolina University

Shelley Hindmon (2011)  
*Director of Foundation and Corporate Relations*  
BA, Emory and Henry College

Judy R. Line (1993)  
*Director of Special Events*

Rosanna Mallon (1992)  
*Assistant Director of Alumnae Affairs*
Jennifer Morgan (2011)
Director of Major and Planned Giving
BA, Salem College

Jennifer Stokes (2013)
Director of Alumnae Relations
BA, Salem College; MPA, University of North Carolina at Greensboro

Melissa Wilson (2007)
Executive Assistant to the VP for Institutional Advancement

Communications and Public Relations
Michelle Melton (2012)
Director of Communications and Public Relations
BA, Salem College

Alyssa Armenta (2014)
Communications and Public Relation Assistant
BA, Salem College

Hannah Calloway (2014)
Communications and Social Media Manager

Mark Jones (2008)
Webmaster
BM, California State University at Northridge

Administration
Anna Gallimore (1999)
Director of Administration
BA, Salem College

Goldia Anderson (2000)
Administrative Assistant
BS, Winston-Salem State University

Christopher Batista
Chief of Public Safety
North Carolina Private Protective Services Certification

George Morales
Director of Physical Plant
BS, State University of New York College at Old Westbury

Alice Smith (2009)
Mail and Supply Center Attendant
BS, Bob Jones University

Jessica Teligman (2015)
Assistant Director for Administration and Title IX Coordinator
BA, Belmont University; JD, Vanderbilt University Law School

Janice Tuttle (2006)
Call Center Attendant

Tommy Williamson (2002)
Coordinator of Institutional Services
College Faculty

Susan Calovini (2011)
Vice President for Academic and Student Affairs and Dean of the College, Professor of English
BS, Ohio University; MA, PhD, The Ohio State University

Kathryn Adams (2011)
Visiting Assistant Professor of Education
BS, University of North Carolina at Greensboro; MA, Appalachian State University; PhD, University of North Carolina at Greensboro

Marlin Adrian (1997)
Assistant Professor of Religion
BA, University of Kansas; MA, Mennonite Biblical Seminary; MA, PhD, University of Virginia

Melissa Barrett (2011)
Athletic Director
BA, Belmont Abbey College; MBA, University of North Carolina at Greensboro

Melissa W. Beeson (2013)
Assistant Professor of Education
BA, Elon University; MEd, Elon University; PhD, University of North Carolina at Greensboro

John Berg, CPA (2015)
Assistant Professor of Not-for-Profit Management
BS, University of North Carolina at Greensboro; MBA, High Point University

Joanne Black (2011)
Assistant Professor of Sociology and Criminal Studies
BA, University of Wisconsin, Madison; MS, University of New Haven; J.D., Gonzaga University School of Law

Katharine A. Blackwell (2013)
Assistant Professor of Psychology
BS, University of Rochester; MA, University of Colorado at Boulder; PhD, University of Colorado at Boulder

Shawn Bowman-Hicks (2006)
Adjunct Instructor of Dance
BA, Columbia College; MFA, The Ohio State University

John R. Boyst (1998)
Instructor of Spanish
BS, Appalachian State University; MA, University of North Carolina at Greensboro

DeAnne Davis Brooks (2013)
Assistant Professor of Exercise Science
BA, University of North Carolina at Chapel Hill; MEd, University of Georgia; Ed.D., University of North Carolina at Greensboro

Cristy Lynn Brown (2010)
Instructor of Voice
BA, Artist’s Diploma, North Carolina School of the Arts; MM, University of North Carolina at Greensboro
Katherine McFarland Bruce (2015)
Assistant Professor of Sociology
BA, Willamette University; MA, PhD, University of North Carolina at Chapel Hill

Michael M. Cummings, CPA (1992)
Associate Professor of Accounting
BS, George Mason University; MBA, East Carolina University

Sydney Davis-Richardson (2007)
Dean of the Martha H. Fleer Center for Adult Education
BA, University of North Carolina at Greensboro; MA, North Carolina Agricultural and Technical State University; PhD, University of North Carolina at Greensboro

Lisa Delise (2013)
Assistant Professor of Business Administration
BS, Tulane University; PhD, University of Tennessee at Knoxville

Kimya Dennis (2010)
Assistant Professor of Sociology and Criminal Studies
BA, The University of Richmond; MS, Virginia Commonwealth University; PhD, North Carolina State University

Nora Doyle (2014)
Assistant Professor of History
BA, Grinnell College; MA, PhD, University of North Carolina at Chapel Hill

Kathy S. Duckett (2005)
Biology Laboratory Coordinator; Staff Coordinator
BS, Mars Hill College; Medical Technology Certification, Bowman Gray School of Medical Technology

Linda Motley Dudley (1971)
Professor of Psychology
BA, University of North Carolina at Chapel Hill; MA, PhD, University of North Carolina at Greensboro

Jo Dulan (1997)
Associate Professor of English, Director of Honors Program
BA, MA, Northern Michigan University; PhD, Wayne State University

Rebecca C. Dunn (1996)
Professor of Biology; Director of Women in Science and Mathematics Program
AB, University of Chicago; PhD, Duke University

Spring-Serenity Duvall (2014)
Assistant Professor of Communication
BA, University of Southern Mississippi; MA, PhD, Indiana University

Carol R. Dykers (1995)
Associate Professor of Communication
BA, University of North Texas; MA, Ph. D., University of North Carolina at Chapel Hill

Heidi Echols (2001)
Associate Professor of Dance
BA, University of North Carolina at Chapel Hill; MFA, University of North Carolina at Greensboro

Coordinator of Historic Preservation Certificate Program and Lecturer in Art
BA, University of North Carolina at Greensboro, MA, Middle Tennessee State University

Tina A. Flowers (2014)
Assistant Professor of Accounting
BA, University of North Carolina at Chapel Hill; MS, Liberty University; JD, Wake Forest University

David Foley (2006)
Associate Professor of Political Science
BA, MA, PhD, The State University of New York at Buffalo

Alyson Francisco (2010)
Mary Ardrey Stough Kimbrough Chair in Business and Economics
BS, North Carolina State University; MBA, Duke University

John Gerstmyer (2011)
Assistant Professor of Education and Director of the MEd in School Counseling Program
BA, MEd, McDaniel College; PhD, The University of Pennsylvania

Penny Griffin (1975)
Associate Professor of Art
BA, Appalachian State University; MA, Florida State University

Maxine Guzman (2014)
Instructor of Mathematics and Coordinator of the QUEST Center
BS, Aquinas College; MS, University of Tennessee at Knoxville

Sharon Hardin (2002)
Instructor of Art
BA, Western Illinois University

Deborah L. Harrell (1980)
Assistant Professor of Mathematics
BS, Wake Forest University; MS, North Carolina State University

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

Karen Avery Hixson
Associate Professor of Exercise Science
BS, Springfield College; MA, University of North Carolina at Chapel Hill; PhD, University of North Carolina at Greensboro

John W. Hutton (1990)
Associate Professor of Art
AB, Princeton University; MA, University of London; MA, PhD, Harvard University

Mary E. Jacobsen (2005)
Associate Professor of Psychology
BS, University of Minnesota; MA, Psy.D., University of St. Thomas
Richard E. Johe (1988)
Assistant Professor of Business Administration
BA, Dickinson College; MA, University of Idaho; MBA, University of North Carolina at Greensboro; PhD, Duke University

Carol Kirby (2015)
Professional in Residence in Teacher Education
BA, University of North Carolina at Chapel Hill; MEd, Salem College; MA, Gardner Webb University; PhD, University of North Carolina at Greensboro

Dane Kuppinger (2010)
Assistant Professor of Biology
BS, Emory University; MS, Audubon Expedition Institute at Lesley University; PhD, University of North Carolina at Chapel Hill

Claire Lambert (2015)
Assistant Professor of Education
BA, University of North Carolina at Chapel Hill; MAT, Johns Hopkins University; PhD, University of North Carolina at Greensboro

Ana Léon-Távora (2011)
Assistant Professor of Spanish
BA, MA, PhD, Universidad de Sevilla

Douglas L. Linebarrier (2013)
Assistant Professor of Chemistry
BS, University of North Carolina at Greensboro; PhD, Yale University

Deborah Linville (2015)
Visiting Associate Professor of Education
BS, University of North Carolina at Greensboro; MEd, Salem College; PhD, University of North Carolina at Greensboro

B. Diane Lipsett (2013)
Assistant Professor of Religion
BA, University of Alberta, Canada; MA, University of Alberta, Canada; PhD, University of North Carolina at Chapel Hill

Barbara Lister-Sink (1986)
Director, School of Music; Professor of Piano; Artist-in-Residence; Salem Distinguished Professor
AB, Smith College; Soloist Diploma and Prix d’Excellence, Utrecht Conservatory; EdD, Teachers College of Columbia University

Gary Ljungquist (1979)
Professor of Modern Languages
BA, Clark University; PhD, Cornell University

Sheryl Long (2015)
Director of Teacher Education and Graduate Studies in Education
BA, Meredith College; MA, University of North Carolina at Wilmington; PhD, North Carolina State University

Johnna Lyons (2009)
Assistant Professor of Education
BS, West Virginia State College; MS, Longwood College; Ed.D., University of Sarasota
Katie Manthey (2015)
Assistant Professor of English and Director of the Writing Center
BA, MA, North Dakota State University; PhD, Michigan State University

Wade Mattox (2012)
Assistant Professor of Mathematics
BS, MS, PhD, Virginia Polytechnic Institute and State University

George F. McKnight (1978)
Associate Professor of Chemistry
BA, LaSalle College; MS, PhD, University of Illinois

Edyta K. Oczkowicz (1994)
Associate Professor of English
BA, Albright College; MA, PhD, Lehigh University

Timothy Olsen (2009)
Associate Professor of Organ, Acting Director of the School of Music
BM, Concordia College; MA, MM, DMA, Eastman School of Music

Rosa D. Otero (2007)
Assistant Professor of Design, Director of Design Program
BED, University of Puerto Rico; MArch, Virginia Polytechnic Institute and State University; MSArch, PhD, University of Pennsylvania

Teresa Anne Porter (2001)
Associate Professor of Biology
BA, Carleton College; PhD, University of Wisconsin

Daniel Prosterman (2008)
Professor of History
BS, Northwestern University; MA, PhD, New York University

Betsy Pryor (2003)
Assistant Athletic Director, Director of Aquatics, Instructor of Physical Education
BS, St. Lawrence University; MAT, University of North Carolina at Chapel Hill

Eve Rapp (2009)
Associate Professor of Business
BS, DePaul University; PhD, University of Illinois at Urbana-Champaign

Megan Regan (2011)
Assistant Professor of Economics
BSBA, MEd, PhD, University of Florida

Debra L. Reuter-Pivetta (1993)
Adjunct Instructor in Flute
BM, North Carolina School of the Arts

Amy J. Rio (2007)
Chaplain, Salem Academy and College
BA, Greensboro College; MDiv, Duke Divinity School, Duke University; DMin, Wesley Theological Seminary

Stephanie Rockett (2015)
Chemistry Lab Coordinator and Chemistry Instructor
BS, Western Carolina University; PhD, Wake Forest University

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Natalia M. Rushing (1984)
   *Associate Professor of Philosophy*
   BA, MA, PhD, University of Texas at Austin

Metta S. Sáma / Lydia Melvin (2013)
   *Assistant Professor of Creative Writing*
   BA, University of Tennessee at Chattanooga; MA, Western Michigan University; MFA, Western Michigan University; PhD, SUNY-Binghamton

Sonja Sepulveda (2010)
   *Assistant Professor of Music, Director of the Choral Program*
   BME, MM, Winthrop University; DMA, University of South Carolina

Teresa Rust Smith (1998)
   *Professor of Sociology*
   BS, MA, PhD, University of Florida

Eddie Stevens (2006)
   *Athletic Trainer, Instructor of Physical Education*
   BS, Winston-Salem State University; MS, West Virginia University

Andrew Thomas (2007)
   *Associate Professor of History*
   BA, University of Utah; MA, PhD, Purdue University

Kimberly Varnadoe (1994)
   *Professor of Art*
   BFA, University of South Alabama; MFA, Memphis State University

Richard Vinson (2008)
   *Professor of Religion and Associate Dean for Undergraduate Studies*
   BA, MA, Samford University; MDiv, Southern Baptist Theological Seminary; PhD, Duke University

Laura Watts (2012)
   *Assistant Professor of Biology*
   BS, BSBA, University of Mary Hardin-Baylor; PhD, University of Texas Southwestern

Elizabeth Wemlinger (2015)
   *Assistant Professor of Political Science and Public Policy*
   BA, University of New Mexico; MA, University of South Carolina; PhD, University of North Carolina at Charlotte

Elroi Windsor (2011)
   *Assistant Professor of Sociology*
   BA, Chatham College; MA, PhD, Georgia State University

Jing Ye (2011)
   *Assistant Professor of Chemistry*
   BE, Guizhou University; PhD, Florida Atlantic University

Ho Sang Yoon (2004)
   *Associate Professor of Spanish*
   BS, MA, University of Toronto; PhD, Washington University in St. Louis

Paula G. Young (1993)
   *Professor of Mathematics*
   BS, University of Arkansas-Monticello; MS, PhD, University of Arkansas
Janet S. Zehr (1985)

Associate Professor of English

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

Date following name indicates year of initial appointment.
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