



SALEM

COLLEGE

2023-2024 Undergraduate
Academic Catalog

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Introduction

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

Notice of Nondiscrimination

Salem Academy and College, in furtherance of its values as an educational institution and in compliance with civil rights laws, does not discriminate on the basis of race, color, national origin, *sex, *gender identity/expression, sexual orientation, pregnancy, disability, age, religion, veteran status, or any other characteristic or status protected by applicable local, state, or federal law in admission, treatment, access to, or employment in its programs and activities.

Discrimination and harassment are antithetical to the values and standards of the Salem community; are incompatible with the safe, healthy environment that the Salem community expects and deserves; and

will not be tolerated. Salem is committed to providing programs, activities, and an education and work environment free from discrimination and harassment. Salem is also committed to fostering a community that promotes prompt reporting and fair and timely resolution of those behaviors.

Inquiries concerning discrimination or harassment based on a protected characteristic or status other than sex should be referred to the Director of Human Resources and Benefits/Title IX Coordinator, Orielle Hope, at hr@salem.edu or 336-917-5721 (for employees), Head of School, Kris Porazzi Sorrells, at kris.sorrells@salem.edu or 336-917-5524 (for Academy students), or Vice President for Academic Affairs and Dean of the College, Brett Woods, at deanofcollege@salem.edu or 336-21-2617 (for College students).

Inquiries concerning sex discrimination and harassment should be referred to the Title IX Coordinator, at titleix@salem.edu or 336-721-2702.

*As an all-girls school, Salem Academy admits only female students as permitted by law. As a women's college, Salem College admits only female students in its traditional-age undergraduate program as permitted by law. In its continuing education (Fleer Center) and graduate programs, Salem College does not restrict admission on the basis of gender identity/expression.

Accreditation

Salem College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACS-COC) to award baccalaureate and master's degrees. Questions about the accreditation of Salem College may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website.

The Department of Teacher Education and Graduate Studies in Education has approval for all educator licensure programs by the North Carolina Department of Public Instruction.

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

The Clery Act

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act) is a federal law intended to provide students, members of the campus community, and the public with information about crimes that occur at colleges and universities. In accordance with the Clery Act, Salem College publishes and distributes its Annual Campus Security and Fire Safety Report on a yearly basis. Pursuant to the Clery Act, Salem College also maintains a public log of all reported crimes, and the statistics for reported Clery Act crimes are published with the United States Department of Education on an annual basis. The Annual Campus Security and Fire Safety 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 Annual Campus Security and Fire Safety Report also includes institutional policies concerning campus security, such as policies related to alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, and emergency response. Campus members may obtain a copy of the Annual Campus Security and Fire Safety Report by contacting Public Safety or visiting the Public Safety webpage of the Salem College website.

Title IX

Salem College prohibits discrimination and harassment on the basis of sex. In accordance with Title IX of the Education Amendments Act of 1972 (Title IX) and the Salem Academy and College Sex Discrimination, Harassment, and Related Sexual Misconduct Policy, Salem strongly encourages the prompt reporting, and is committed to the timely and fair resolution, of complaints of sex discrimination and harassment, including sexual harassment and non-Title IX sexual misconduct. Sexual harassment includes sexual assault, dating violence, domestic violence, and stalking. For additional information about Title IX or to learn more about Title IX-related responsibilities, reporting options, grievance procedures, and support resources, please contact the Title IX Coordinator (titleix@salem.edu or 336-721-2702), review the institutional Sex Discrimination, Harassment, and Related Sexual Misconduct Policy, or visit the Title IX webpage of the Salem College website.

Family Educational Rights and Privacy Act of 1974 (FERPA)

The Family Educational Rights and Privacy Act of 1974 (FERPA), also known as the Buckley Amendment, was passed and put into effect in January 1975. Salem College complies with FERPA as amended. The purpose of the law is to protect the College student against the wrongful use of personal information and permit the student to know what material is maintained in her educational record. The law provides that information from student educational records may be released without prior consent of the student in such instances as:

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

Under the law, a student may request 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, student identification numbers, 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.

Salem College Student Rights and Responsibilities

STUDENT RIGHTS

Safety

Students at Salem College have the right to learn in a safe campus community.

This right can be exercised by contacting the Public Safety Director referenced on page 122 of the Undergraduate Handbook at 336-917-5555 or at publicsafety@salem.edu.

Nondiscrimination

Students at Salem Academy and College have a right not to be discriminated against on the basis of race, color, national origin, *sex, *gender identity/expression, sexual orientation, pregnancy, disability, age, religion, veteran status, or any other characteristic or status protected by applicable local, state, or federal law in admission, treatment, access to, or employment in Salem’s programs and activities.

*As an all-girls school, Salem Academy admits only female students as permitted by law. As a women's college, Salem College admits only female students in its traditional-age undergraduate program as permitted by law. In its continuing education (Fleer Center) and graduate programs, Salem College does not restrict admission on the basis of sex or gender identity/expression.

This right can be exercised by contacting the Title IX Coordinator referenced on page 135 in the Undergraduate Handbook at 336-917-5450 or by e-mail at titleix@salem.edu.

Student Records

Salem College complies with the Family Educational Rights and Privacy Act (FERPA), which affords certain rights to students and/or their parents:

- The right to inspect and review the student’s education records after receipt of a request by Salem;
- The right to request the amendment of the student’s education records that the student believes are accurate or misleading;
- The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosures without consent; and
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by Salem to comply with the requirements of FERPA.

These rights can be exercised by contacting the Registrar referenced on page 138 in the Undergraduate Handbook at 336-721-2670 or at registrar@salem.edu.

Financial Aid

A student has the right to review all materials in their financial aid record except parental financial reports. This right can be exercised by contacting the Assistant Vice President for Financial Aid at 336-721-2808 or by mail at financialaid@salem.edu.

Activism and Demonstrations

Students have the right to gather and demonstrate in accordance with parameters outlined in the [Salem College Handbook](#) on page 71 and below.

Currently, actively enrolled students may gather on college property for the purpose of Demonstrations, provided they abide by the following requirements:

1. No Demonstration may interfere with the orderly operation of the College. For example, no Demonstration may obstruct, disrupt, or interrupt any class, approved student activity, function of college offices, or College-sponsored event.
2. No Demonstration may interfere with the free flow of vehicular, bicycle, or pedestrian traffic or otherwise block stairways, hallways, doorways, or entrances to buildings. The right of way of all streets, sidewalks, thoroughfares, and byways shall be maintained at all times.
3. No Demonstration may violate fire code regulations or safety requirements for any space or location the Demonstration occupies.
4. All Demonstrations shall take place within the location specifically designated by the Office of Public Safety. To assist the College in designating an appropriate location, the Demonstration organizer(s) must provide the Chief of Public Safety with advance written (no less than forty-eight (48) hours before such a Demonstration) of the planned Demonstration as set forth below and may identify preferred location options for consideration. The Chief of Public Safety will notify the Demonstration organizer(s) of the approved location.
5. No Demonstration may harass, abuse, threaten, or intimidate any person or coerce any person to participate in the Demonstration.
6. No Demonstration may discriminate against any Demonstration participant based on race, creed, color, religion, age, sex, gender, national origin, sexual orientation, disability, or veteran status.
7. No Demonstration may use a public address system or any other form of sound amplification device. Demonstration noise level will be monitored and enforced by the Office of Public Safety.
8. Demonstrations may not take place on Reading Day or during the final exam period.
9. No Demonstration may involve overnight tenting or camping.
10. No Demonstration may involve the promotion or sale of commercial merchandise.
11. No Demonstration may involve the solicitation of any person for monetary gain or other commercial purposes.
12. No Demonstration may charge admission to participate.
13. No Demonstration may otherwise violate any College rules, policies, or procedures or any applicable laws or regulations.

NOTICE TO COLLEGE

Current student(s) planning to conduct a Demonstration shall register their intent to conduct a Demonstration by submitting advance written notice to the Chief of Public Safety no less than forty-eight (48) hours before such Demonstration. In order to facilitate efficient and effective communications, such notification shall include:

- (i) the name, cell phone number, and e-mail address of the current student(s) organizing the Demonstration;
- (ii) the date and time of the Demonstration;
- (iii) a general description of the Demonstration; and
- (iv) the expected number of participants. Notifications of intended Demonstrations submitted without complete information as requested in this section will be returned to the registrant(s) for completion and may be resubmitted.

Recognizing that there may be times when students wish to react quickly to rapidly changing current events, Salem College will consider reasonable requests for exceptions to the 48-hour notice on a case-by-case basis. In such situations, students must provide the requested information to the Chief of Public Safety, who will work with the Dean of Students to consider and address the request.

This right can be exercised by contacting the Director of Public Safety at 336-917-5555 or by e-mail at publicsafety@salem.edu as noted on page 71.

Rights of an Accused Student in Honor Code and Judicial Conduct Proceedings

A student accused of an Honor Code violation has the following rights:

- A. To be notified in writing of any accusation made against her.
- B. To have a hearing.
- C. To have an advisor who is either a Salem College full-time faculty member or member of the administration. The role of the advisor is to provide advice to the student throughout the judicial process. The advisor may only counsel the student, not speak with the Council or the accuser(s) or witness(es) during a judicial hearing.
- D. To appeal the decision of the hearing body.
- E. Fler students: To have a Fler student representative sit on the Honor Council or Judicial Council when a case concerns a Fler student as the accused.

This right can be exercised by contacting the Dean of Students at 336-917-5578 or by e-mail at deanofstudents@salem.edu.

Rights of students accused of violations of the Sex Discrimination, Harassment, and Related Sexual Misconduct Policy can be found on [page 12](#) of the Sex Discrimination, Harassment, and Related Sexual Misconduct Policy.

This right can be exercised by contacting the Title IX Coordinator at 339-721-2702 or by e-mail at titleix@salem.edu.

Student Responsibilities

It is the responsibility of each student to know the regulations and policies of the College. A student is expected to comply with college policies, as with all laws and regulations of the city, state, and nation.

GRIEVANCE POLICY AND PROCEDURE

Salem College has policies regarding grade appeals (see Salem College Undergraduate Catalog online policy statement), sexual harassment, judicial review of Honor Council rulings (“Appeal Process for Judicial Cases”), the appeal for financial aid awards (see “Satisfactory Academic Progress (SAP)” information in Salem College Undergraduate Catalog) and for the appeal of campus parking/traffic citations.

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

GENERAL GRIEVANCE POLICY

Grievance Policy

Salem College is committed to receiving and addressing student complaints and grievances in a clear and timely manner with respect to all parties involved. The offices to which specific complaints/grievances should be directed are included in the Salem College Student Handbook and the College Undergraduate Catalog and can also be found at this [Student Concern Form](#).

Not every student complaint/grievance results in a formal, written complaint/grievance. When students encounter a problem or concern, they are encouraged to resolve concerns themselves, first by talking directly with the College personnel involved. If resolution is not reached, students should direct their problem or concern to the appropriate office, listed below.

If there is a concern regarding resolving an issue directly with the parties involved, students are encouraged to seek assistance from staff in the Office of the Dean of Students at deanofstudents@salem.edu.

If you need guidance navigating this process, the staff in the Office of the Dean of Students can assist. The Office of the Dean of Students can be reached by e-mail at deanofstudents@salem.edu.

Please field concerns regarding the issues listed below to the appropriate offices, also listed below:

Disability/Accommodation Concerns	ida.davis@salem.edu
Student Conduct Concerns	nicole.gatto@salem.edu
Title IX/Sexual Harassment Concerns	titleix@salem.edu
COVID-19 or Campus Health Related Concerns	health.services@salem.edu
Grade Appeals	deanofcollege@salem.edu
Appeal of Honor Council Rulings	deanofcollege@salem.edu
Housing Concerns	residencelife@salem.edu
Financial Aid Appeals	financialaid@salem.edu
Parking/Traffic Citations Appeals	Parking Traffic Citation Appeals Form

To submit concerns not addressed in the list above, students should log into their student account and submit the [Student Concern Form](#), which will be reviewed by the Office of the Dean of Students. Following the submission of this form, the concern reported will be routed to the appropriate staff member for review. Depending upon the nature of the concern, the staff member processing the request may ask that all parties involved meet to mediate the situation and find a reasonable solution. If the resolution is not satisfactory to the student, they may refer the matter in writing to the Vice President for Academic Affairs and Dean of the College for further consideration.

If you were unable to resolve a complaint through the institution's grievance procedures, you may 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 on the [North Carolina Department of Justice's website](#).

Salem College Academic Calendar 2023-2024

2023 Fall Term	
Classes begin	August 23 (Wednesday)
Deadline to drop or add courses without a grade (5:00 pm)	August 30 (Wednesday)
Labor Day	September 4 (Monday) Classes Suspended
Census date	September 5 (Tuesday)
Fall Fest Day (classes suspended)	September 20 (Wednesday)
Fall Break	October 9-10 (Monday-Tuesday)
Thanksgiving Holiday	November 17-26 (Friday at 5:15 pm -Monday at 8 am)
Last day of classes	December 5 (Tuesday)
Reading Day	December 6 (Wednesday)
Final Examinations	December 7-11 (Thursday-Monday)
Final Grades due (by noon)	December 14 (Thursday by noon)
2024 Spring Term	
Classes begin	January 16 (Tuesday)
Deadline to drop or add courses without a grade (5:00 pm)	January 23 (Tuesday)
Census date	January 29 (Monday)
Spring Break	March 11-15 (Monday-Friday)
Good Friday (classes suspended)	March 29 (Friday)
Celebration of Academic Excellence (classes suspended)	April 9 (Tuesday)
Last day of classes	April 24 (Wednesday)
Reading Day	April 25 (Thursday)
Final Examinations	April 26-30 (Friday-Tuesday)
Final grades due for May Degree Candidates (by 4:00 pm)	May 1 (Wednesday)
Commencement	May 4 (Saturday)
Final grades due for non-graduating students (5:00 pm)	May 6 (Monday)
2024 Summer 10-week	
Classes begin	May 20 (Monday)
*Memorial Day (classes suspended)	May 27 (Monday)
*Juneteenth (classes suspended)	June 19 (Wednesday)
*Independence Day (classes suspended)	July 4 (Thursday)
Last day of classes	August 1 (Thursday)
Final Examinations	August 2-3 (Friday-Saturday)
Final Grades due by noon	August 9 (Friday)
2024 Summer Term I	
Classes begin	May 20 (Monday)
*Memorial Day (classes suspended)	May 27 (Monday)

*Juneteenth (classes suspended)	June 19 (Wednesday)
Last day of classes	June 20 (Thursday)
Final Examinations	June 21-22 (Friday-Saturday)
Final Grades due by Noon	June 28 (Friday)
2024 Summer Term II	
Classes begin	July 1 (Monday)
*Independence Day (classes suspended)	July 4 (Thursday)
Last day of classes	August 1 (Thursday)
Final Examinations	August 2-3 (Friday-Saturday)
Final Grades due by Noon	August 9 (Friday)
*All meeting times and academic work missed during class time will be made up.	

Salem College Facts

Date of founding: 1772

Degrees granted: bachelor of art, bachelor of science, master of arts in teaching, master of education, master of music, master of health administration.

Majors offered: biochemistry, biology, business administration, chemistry, communication and media studies, health communication, design, English and writing studies, environmental studies, exercise science, health advocacy and humanitarian systems, health humanities, health sciences, history, integrative studies, mathematics, nonprofit management and community leadership, political science, psychological science, public health, race and ethnicity studies, religious studies, sociology, Spanish, teaching schools and society, visual and performing arts.

Calendar: 4-4

Faculty: 55 full and part-time faculty

Student-faculty ratio: 8:1

Average size of classes: 11 students

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

Size of campus: 47 acres

Size of student body: approximately 500 students

Library facilities: The Dale H. Gramley Library is the main library on Church Street.

Number of residence halls: five, each accommodating from 36 to 128 students; plus Bahnson House, an on-campus house for 16 juniors and seniors.

Geographical distribution of traditional undergraduate students: 62% in-state, 38% out-of-state

Salem College: A History

Salem Academy and College began as a school for young girls in 1772 in the Moravian town of Salem, North Carolina which had been established just six years earlier by Moravian missionaries. It is the oldest educational institution for both girls and women in the United States. Although no longer a part of the Moravian Church, the history of the school has been an integral part of the town of Salem. Remarkably, the school has always remained in operation even during wars and pandemics.

Today, the Academy and College share a 47-acre campus at its original location in the heart of Old Salem, part of the city of Winston-Salem. During its long history, the institution has developed into Salem Academy, a college preparatory school for girls in grades 9 through 12, Salem College, a liberal arts school for women, and The Flier Center for adult education, as well as a graduate program, open to men and women.

The school catalogs of the 19th century clearly demonstrate common elements of the school's philosophy that have remained consistent throughout its history from its earliest days. Early administrators outlined the intention of the faculty to develop girls and young women according to their individual needs. This included an emphasis on physical wellness and exercise, the promotion of high standards for its students and faculty, and attention to the whole student for the development of her character as well as her mind. The school placed its chief emphasis upon the individual pupil. These were the concerns of the early Moravian teachers of the school in the 18th century, and they continue to be the focus of the institution in the 21st century.

From the beginning, the school has been dedicated to female education. At a time when public education did not exist in most areas of the country or the world, even for boys, the Moravians of Salem believed in the importance of educating all members of the church community. As the Moravian Bishop John Amos Comenius declared in the 17th century:

“No reason can be shown why the female sex ... should be kept from a knowledge of languages and wisdom. For they are also human beings, an image of God, as we are ... in their minds they are equally gifted to acquire wisdom ... Why then should we merely dismiss them with the ABC and drive them away from books: Are we afraid of their meddling? The more we introduce them to mental occupations, the less time they will find for meddling, which comes from emptiness of mind.”

Comenius's words were revolutionary in the 17th century as were the attitudes toward women's education and work among the Moravians of North America in the 18th century. The Moravians of Europe ordained women preachers and accepted enslaved Africans and free people of African descent as full members of the church in its American and European communities. Rebecca Protten, a Black Moravian preached in Germany and founded a Moravian school in West Africa. In the 18th century, school policy in Salem, in keeping with Moravian beliefs of spiritual equality, allowed enslaved students to attend the school. Unfortunately, later generations of Moravians in North Carolina did not remain true to the church's earlier beliefs.

By the early 1800s, the town of Salem had segregated its church, its graveyard, and its schools. Salem Female Academy rented enslaved laborers from its neighbors and eventually owned people outright. In the 19th century, Salem Female Academy educated 13 Moravian Cherokee students who came to board at the school, but for almost a century afterwards, Salem was a segregated institution. In the 1960s, however, the school embarked upon a program of integration. Today, Salem Academy and College is one of the most diverse educational institutions in the country.

Salem has been remarkably progressive in its education of girls and women throughout its history. Almost from its founding, Salem has educated women to work in the community. Many of its teachers have been former pupils, and alumnae continue to return to Salem for employment. Although the school was initially opened only for local girls of the Moravian faith, its reputation drew girls from surrounding areas who boarded with Salem families. In 1802, the church decided to begin a boarding school for non-Moravians, and raised funds to build a separate building now known as South Hall. By the late 1800s, the school offered both bachelor's and master's degrees to women.

Even in the late 19th century, the school recognized in its catalog “the fact that many pupils will need to earn their own living, and will prefer to do it in offices rather than in the school-room.” Beginning in 1885, the school

offered courses in bookkeeping, commercial law, telegraphy, shorthand, and typing. This was at a time when women made up less than 20% of the American labor force.

Salem's roots go deep much like the oldest trees on campus. The traditions loved by College and Academy alumnae would have been recognized by the students of the late 19th century. For over 100 years the daisy has been the college flower, Academy graduates have worn white at graduation exercises, College seniors have planted a tree to mark their time at Salem, and Academy girls have sung *Standing at the Portal* to mark the opening of the school year.

Although many traditions have changed over the centuries, many of them which began as practices of students at one or both schools continue to this day. Thus, for example the colors yellow and purple, once used by College women are now the colors of the Academy. Other traditions that began before the creation of separate College and Academy programs continue for both student bodies such as the use of marshals to escort graduates at commencement exercises.

Throughout its history, Salem Academy and College has demonstrated a reverence for the past tempered by the realization that change must come. In each generation, the institution has strived for excellence both to serve its mission and to thrive. Salem has a long history of being at the forefront of education. Examples of its innovation include the music and business programs in the 1800s, being the first North Carolina college to offer a nationally accredited teacher program, the development of the Academy and College Center for Women in Entrepreneurship and Business, the opportunities for Academy students to take college courses years before the first early college programs in North Carolina, and in 2020, the creation of the health leadership initiative for the College.

Across America and around the world, Salem's more than 15,000 alumnae are serving as teachers, physicians, researchers, artists, musicians, inventors, community volunteers, and business executives. Salem continues to innovate and thrive while educating the next generation of leaders in all fields. And the extraordinary education that Salem provides continues to be grounded in the Moravian tradition of high ideals and respect for all.

In its history, Salem Academy and College has had 23 Inspectors, Principals and Presidents:

Samuel G. Kramsch	1802-1806
Abraham S. Steiner	1806-1816
G. Benjamin Reichel	1816-1834
John C. Jacobson	1834-1844
Charles A. Bleck	1844-1848
Emil A. deSchweinitz	1848-1853
Robert deSchweinitz	1853-1866
Maximilian E. Grunert	1866-1877
Theophilus Zorn	1877-1884
Edward Rondthaler	1884-1888
John H. Clewell	1888-1909
Howard Rondthaler	1909-1949
Dale H. Gramley	1949-1971
John H. Chandler	1971-1976
Merrimon Cuningim	1976-1979
Richard Leslie Morrill	1979-1982
Thomas Vernon Litzenburg Jr.	1982-1991
Julianne Still Thrift	1991-2006
Susan E. Pauly	2006-2014
D.E. Lorraine Sterritt	2014-2018
Sandra J. Doran	2018-2020

Susan Henking
Summer J. McGee

2020-2021
2021-present

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.

ALMA MATER

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

Chorus:

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

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

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

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. Three buildings from the 19th-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, light posts 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 1854 and located on Salem Square. It houses faculty and administrative offices, classrooms and a supply center.

The oldest building on campus, the Single Sisters House, was built in 1785. Extensive renovation of the house was completed in 2007, and it now serves as a welcome center and the home of the Single Sisters House Museum, open to the public. Also located in the building are the Office of Admissions, the Office of Communications and Public Relations, and seminar and lecture rooms. Residence halls are: South Hall (1805), built for the first Salem boarders; Alice Clewell Residence Hall (1922); Louisa Wilson Bitting Residence Hall (1930); Hattie Strong Residence Hall (1942); Mary Reynolds Babcock Hall (1955); and Dale H. Gramley Residence Hall (1965).

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.

The Student Center, completed in spring 2014, houses a café and convenience store with outdoor patio seating; 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.

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 the Bert Lain Tennis Complex and Blixt Field, which consists of softball, and soccer fields. Additional practice fields are available.

Library Services

Library Services

Salem Academy & College Library supports instruction and research at the undergraduate level and in the disciplines awarding graduate degrees. The library holds membership in the American Library Association and the Association of College & Research library. The main collection totals over 70,000 volumes and over 40,000 music scores, sheet music, and audio visual materials. Subscriptions to over 500,000 electronic books, more than 100,000 periodicals and serials, largely of scholarly content, and 138 databases are also maintained by the library. The library uses an online catalog for discovery of materials and which also provides access to electronic resources and journals. Course reserve materials, both electronically and in print, are available through the library. Through interlibrary loan service, students, faculty and staff may obtain materials from other libraries at no charge. Salem is also a member of the Triad Area Library Association (TALA), allowing students and faculty to borrow materials from nine area academic libraries. The library provides research services in person and online. Librarians work with classes across disciplines and one-on-one with students at all phases of the research process.

In addition to the main collection, the library holds: the Salem Academy and College Archives; a curriculum materials collection (supporting the undergraduate and graduate education curriculum); a film collection; and a popular reading collection.

The library is equipped with wireless internet access, group study rooms, private study spaces, desktop computers, laptops for checkout, printer, copier, and scanner. The library is open until midnight Sunday through Thursday and until 5pm on Friday during the fall and spring semesters. Extended hours are offered the week before and during final exams. A full description of the library's resources, services, policies, and hours is found at <https://library.salem.edu/>.

Academic Computing Facilities

Although Salem College recommends that students bring a Windows or Mac laptop for personal academic use, the college also provides several computer labs for student use. In addition to printing services, these labs provide access to the Microsoft Office Suite as well as specialized software serving many academic divisions. The college also provides a specialized Apple Computer lab reserved for film editing, music, art and design applications. In addition to its own computer lab, the library offers laptop computers for checkout and a group-study room equipped with a large-screen monitor and PC. College classrooms are equipped with multimedia equipment for audio/video display. Separate, campus-wide WiFi networks are in place for student and faculty/staff WiFi use. Visitors can use limited-access guest WiFi networks.. Check Salem's website: <https://www.salem.edu/technology>, or the MySalem intranet site: <https://my.salem.edu/services/informationtechnology> for more details, information, and policy documents. For the latest news and information concerning technology on Salem's campus, see: <https://my.salem.edu/services/informationtechnology/it-news>

Salem Academy and College Electronic Resources Usage Policy

Purpose and Scope

Salem Academy and College ("Salem") recognizes the value of computers, networks, email, the Internet, and other electronic resources (collectively, "Electronic Resources") to improve¹ student learning and to enhance the administration and operation of its schools. In support of the mission and goals of the institution, Salem requires responsible use of Electronic Resources. This policy establishes general guidelines for students, employees, and guests regarding acceptable use of Electronic Resources owned, leased, operated, or maintained by Salem or on Salem's behalf regardless of location. This policy may be supplemented and reviewed in conjunction with other specific use policies as established by Salem to govern use of Electronic Resources.

Acceptable Usage Responsibility

It is the policy of Salem to maintain an environment that promotes ethical and responsible conduct in all Electronic Resources usage, including any online network activities, by students and employees. It shall be a violation of this policy for any employee, student, or guest of Salem to engage in any activity that does not conform to the established purpose and guidelines set forth in this policy. Salem retains the following rights and recognizes the following obligations with respect to Electronic

Resources usage:

- To monitor Electronic Resource use and file storage used by all users as necessary for the following:
 - During administration of such systems.
 - When required by law, regulations, other Salem policies, or contractual obligations, including but not limited to compliance with a validly issued subpoena.
 - When required to protect the health or safety of individuals, the community, or the general public.
 - When required to perform essential functions in furtherance of Salem's mission and operations.
 - When required to diagnose or correct issues with Electronic Resources, or to otherwise preserve the availability, integrity and confidentiality of Electronic Resources.
 - When required to investigate suspected violations of law, Salem policies, or other misconduct.
 - When required in connection with the Salem's representation, claims, or defenses in a lawsuit or regarding a legal claim.
- To assume no responsibility or liability for files or communications deleted due to violation of file, cloud, or storage allotments, network or other computer errors, miscommunication, human error, or any other circumstances resulting in data loss.
- To manage (create, edit, or delete) user accounts.²
- To monitor use of online activities, including without limitation real-time monitoring of network activity, limiting access to websites deemed harmful, and/or maintaining a log of Internet activity for later review, for the purpose of protecting users and limiting the potential for malware, ransomware, or other installations or intrusions that may damage, or impede access to, Electronic Resources.
- To provide internal and external controls as appropriate and feasible. Such controls shall include the right to determine who will have access to Salem-owned equipment and electronic services, and to exclude those who do not abide by this acceptable use policy or other policies governing the use of school facilities, equipment, and materials. Salem reserves the right to restrict online destinations through software or other means.
- To provide guidelines and make reasonable efforts to train students and employees regarding acceptable use expectations under this policy and other policies governing Electronic Resources usage.

Faculty and Staff Responsibility

- Faculty and staff members who supervise or control students' use of Electronic Resources or otherwise have the occasion to observe students' use of Electronic Resources shall make reasonable efforts to monitor such use and ensure that it conforms with the mission and goals of Salem and the obligations of this policy.
- Faculty and staff should make reasonable efforts to become familiar with the Electronic Resources they require students to use as part of their educational curriculum so that effective monitoring, instruction, and assistance may be achieved.

General Standards for Acceptable Use of Electronic Resources

Use of Salem's Electronic Resources is a privilege that offers a wealth of information and opportunities for research. Where they are available, Electronic Resources are offered to students, employees, and guests of Salem at no cost. In order to maintain the privilege, users agree to learn and comply with all of the provisions of this policy, including the following general standards for acceptable use of Electronic Resources:

- Except for incidental personal use, Electronic Resources must only be used in support of the educational, instructional, research, and business objectives of Salem.
- Incidental personal use of Electronic Resources by employees is permitted provided such use does not interfere with the performance of job duties, cause Salem to incur costs, negatively impact network,

system, or service performance for Salem users engaged in educational, research, academic instructional, and business activities, or otherwise violate this policy.

- Students may use the Salem Electronic Resources for recreational purposes provided such use does not negatively impact network, system, or service performance for Salem users engaged in educational, research, instructional, and business activities, cause Salem to incur cost, or otherwise violate this policy.
- Employees must adhere to the employment performance and conduct expectations set forth in the Faculty Guide and Personnel Manual as applicable. Students must adhere to the code of conduct set forth in the Student Handbook.
- Users must use caution in electronically revealing their personal information. The unauthorized disclosure of the personal information of another user is prohibited.
- Network accounts are to be used only by the authorized user to which the account is assigned or by Salem for an authorized purpose.
- Use of Electronic Resources for the distribution, storage, or viewing of pornographic or similarly inappropriate material or files is dangerous to the integrity of the local area network and prohibited.
- Subscriptions to Salem operated electronic mailing lists are automatically maintained. Users agree to membership within these mailing lists as a matter of course as they are used to communicate, often vital, information. Salem accounts are not to be used to sign up for third-party mailing lists, promotional emails, or other services unless such activities are directly related to the performance of Salem employees' job functions or students' educational activities and coursework.
- Users are expected to display exemplary behavior in all aspects of Electronic Resources usage as a representative of the Salem community. As a community of honor, Salem expects Electronic Resources to be used by students and employees in a manner consistent with such interpersonal and ethical obligations. Salem prohibits the use of Electronic Resources for the purpose of cheating, stealing, making false or deceiving statements, plagiarism, vandalism, or harassment. Salem students and employees should use only the Electronic Resources they have been authorized to use in the ordinary course of their employment or student status at Salem.
- Antivirus software must be installed on all computers used on campus. The failure to have antivirus software will be a violation of this policy. Please contact the Information Technology (IT) Help Desk if you need help obtaining or installing antivirus software.
- Any use of the Salem network for commercial or political advertisements or solicitations is prohibited.
- Users may not use Electronic Resources for the purpose of communicating the position or stance of Salem on any particular matter except where authorized.
- Users may not install personal software (e.g., shareware, freeware) on Electronic Resources owned, leased, operated, or maintained by Salem.
- Users may not use Electronic Resources to misappropriate or modify without authorization any information, files, data, or passwords belonging to other users.
- Users may not use Electronic Resources to misrepresent their user status or identification on the network.
- Users may not use the Salem network in a manner that disrupts its use by others (e.g. applications that negatively affect network bandwidth). Hardware and/or software on Electronic Resources shall not be destroyed, modified, or abused in any way. Certain network protocols will have their speeds throttled or controlled to ensure adequate access to available bandwidth.
- Malicious use of Electronic Resources to develop programs that harass other users or infiltrate a computer or computing system and/or damage the software components of a computer or computing system is prohibited.
- The Salem network may not be used for downloading entertainment software or other files not related to the mission and objectives of Salem for transfer to a user's home or personal computer or other electronic media. This prohibition pertains to all copyrighted material, commercial and non-commercial software for which licenses need to be acquired, and all other software and files not directly related to the instructional and administrative purposes of Salem. For example, users may not download copyrighted materials such as movies, music, or other files unless they are related to academic coursework and they have been

authorized to do so. This prohibition does not pertain to subscription streaming services that users are entitled to access.

- Downloading, copying, otherwise duplicating, and/or distributing copyrighted materials without the specific written permission of the copyright owner is prohibited, except where authorized by law.
- Use of Electronic Resources for any unlawful purpose is prohibited.
- Use of Electronic Resources in a manner that violates any other Salem policies or rules is prohibited.
- Use of Electronic Resources to communicate profanity, obscenity, defamation, threats, or hate mail or to engage in stalking, bullying, harassment, discrimination, or any other abusive behaviors is prohibited.
- Connecting network devices or running network services on any personal computer (PC) is prohibited. Network devices such as hubs and wireless access points may not be installed on the Salem network as they can disrupt regular network traffic. Additionally, PCs should not be set up to share files with others. This could be construed as illegal file sharing and also potentially exposes personal files to others (including hackers).
- Use of devices on campus that broadcast radio frequencies in the same bandwidths as wireless signals and that interfere with Salem wireless networks is prohibited. Users who need help disabling this functionality should contact the IT Help Desk.
- Any purchase of an Electronic Resource, engagement into a service level agreement pertaining to Electronic Resources, or other engagement of, third party services that could meet Salem's definition of an Electronic Resource will be approved by the Director of Information Technology and/or the CIO. Any contracts for such services will be signed by the Director of Information Technology or the CIO, as will any invoice for such resources or services. The disposition, dispensation, or charges to divisions for such Electronic Resources is at the sole discretion of the Information Technology Department.

Disciplinary Action

Violations of this policy by students will be addressed by the student conduct and administrative hearing processes stated in the Student Handbook. Employees in violation of this policy will be subject to appropriate disciplinary measures by the supervisory authority to which the employee is subject. Violation of local, state, or federal laws, rules, or regulations may also result in civil or criminal proceedings.

Salem has the right to suspend or modify computer access privileges and passwords and to examine files, accounting information, printouts, tapes, and any other material that may aid in maintaining the integrity and efficient operation of its Electronic Resources. Users whose activity is viewed as a threat to the operation of Salem's Electronic Resources, who abuse the rights of other users, or who refuse to cease behavior that violates this policy may have their user privileges revoked.

Notes to ERUP

¹Electronic Resources include any computer, computerized device, peripheral device, software, computer network, electronic communication carried by computer network, Internet access, telephone, mobile device, domains, or electronic infrastructure or files, regardless of whether it is used for administration, research, teaching, or other purposes, which is owned, leased, operated, or maintained by Salem Academy and College.

²Salem does not offer Salem students a permanent Salem email address after they graduate or leave. Approximately one year after Salem students graduate or otherwise leave, their account will be suspended and/or deleted. For example, the email account of a student who leaves Salem in the spring and does not return as a student by the following spring will be deleted and any data associated with that account will be lost.

Salem Academy and College Computer Lab Acceptable Use Policy

Purpose

Salem Academy and College ("Salem") recognizes the value of computers, networks, email, the Internet, and other electronic resources (collectively, "Electronic Resources") to improve¹ student learning and to enhance the administration and operation of its schools. In support of the mission and goals of the institution, Salem requires the responsible use of Electronic Resources and implements this policy for the purpose of establishing general guidelines for students, employees, and guests regarding the acceptable use of Electronic Resources owned,

leased, operated, or maintained by Salem. This policy supplements and is to be reviewed in conjunction with Salem's Acceptable Usage of Electronic Resources policy.

Scope

This acceptable use policy (AUP) pertains to Computer Labs and is intended to supplement the general, Electronic Resource AUP. It is the view of the Information Technology Department and the Information Technology Advisory Council that the following rules and guidelines promote the good of the student computing community and are in the spirit of the Salem community. To this end, Salem makes the following assertions:

- Computer labs at Salem are Salem Electronic Resources and are made available only to students, faculty, and staff. Further, access to these Electronic Resources is wholly at the discretion of Salem.
- Using the labs is a privilege.

Faculty and Staff Responsibilities

- Faculty and staff members who supervise students, control electronic equipment, or otherwise have occasion to observe student use of said equipment shall make reasonable efforts to monitor the use of this equipment to assure that it conforms to the mission and goals of Salem.

User Responsibilities

- Abide by the general Salem Academy and College Acceptable Use Policy
- Take reasonable measures to protect your account information, lab combinations, and any other information related to access to Salem data resources
- Use best practices for securing your computer accounts:
 - Use strong passwords, i.e., passwords that are at least eight characters long and contain uppercase, lowercase, and numeric characters
 - Avoid passwords that are the same as your login name, first or last name, or any word that would be easy to guess
 - Remember your password and do not write it down
 - Lock your workstation if you are going to leave it for longer than a few minutes. However, in the computer labs, please log off and remove your personal items if you anticipate being gone for more than 10 minutes to give others an opportunity to use the computer.

Standards for Acceptable Use of Computer Labs

Users will practice proper computer and Internet etiquette and to abide by the following rules governing lab use:

- No food or smoking in the labs. Covered drinks are allowed as long as they are removed when you leave.
- Paper, staplers or staples, tape or dispensers, hole punchers, computer or IT equipment, chairs or anything else should not be removed from the computer labs.
- Class-related work takes precedence over ANY other use of the computers.
- Only one active session is allowed per person to a computer at a time.
- The entry code to lab doors may not be given to anyone else. The door to the lab shall be kept closed. The door may not be opened by someone inside the lab to admit someone who does not have the combination.
- Playing games on laboratory computers is prohibited unless specifically authorized by a faculty member for instructional purposes.
- No activity that creates an environment non-conducive to studying is allowed. Examples of such activity include, but are not limited to:
 - loud talking
 - music played without headphones
 - taking calls on cell phones
 - excessive texting without silencing vibration and sounds

Disciplinary Action

Violations of this policy by students will be addressed by the student conduct and administrative hearing processes stated in the Student Handbook. Employees in violation of this policy will be subject to appropriate disciplinary measures by the supervisory authority to which the employee is subject. Violation of local, state, or federal laws, rules, or regulations result in civil or criminal proceedings.

Salem has the right to suspend or modify computer access privileges and passwords and to examine files, accounting information, printouts, tapes, and any other material that may aid in maintaining the integrity and efficient operation of the system. Users whose activity is viewed as a threat to the operation of the Electronic Resources of Salem, who abuse the rights of other users, or who refuse to cease behavior that violates this policy may have their user privileges revoked.

User Agreement

By using Electronic Resources on campus, I agree that I have read, understand, and will abide by the above Acceptable Usage of Electronic Resources Policy when using computer and other electronic resources owned, leased, operated, or maintained by Salem Academy and College. I further understand that any violation of the guidelines stated in this policy may constitute a criminal offense. Should I commit any violation of this policy, I acknowledge and agree that my access privileges may be revoked, disciplinary action may be taken, and/or appropriate legal action may be initiated.

Note

¹Electronic Resources include any computer, computerized device, peripheral device, software, computer network, electronic communication carried by computer network, Internet access, telephone, mobile device, domains, or electronic infrastructure or files, regardless of whether it is used for administration, research, teaching, or other purposes, which is owned, leased, operated, or maintained by Salem Academy and College.

Beyond the Campus

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

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

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

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

Salem welcomes visitors to our beautiful campus. A map and more detailed information about touring the campus are available at <https://saalem.edu/visit>, by calling the Salem College Office of Admissions at 1-800-32-Salem, or by emailing admissions@Salem.edu. For detailed admissions information, see below. Accessibility-focused options are available, and those unable to travel to Salem for an admissions visit may be eligible for some travel reimbursement. Salem also has a virtual tour at <https://saalem.edu/tour>.

ADMISSIONS

Salem admits students of strong academic ability, motivation, and character whom it believes are likely to benefit from and contribute to the life of the College. Students from all religious, geographical, racial, and ethnic backgrounds are invited to apply for admission.

Traditional-age women (under 23 years of age) can register as full-time or part-time students, although only full-time students can live on campus.

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

Traditional-Age Admissions

The Committee on Admissions considers each application individually. 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 the 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 tour campus, 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. Accessible tours are available for those requesting mobility accommodation. Appointments may be arranged at <https://salem.edu/visit> or by calling 1-800-32-Salem (1-800-327-2536) or (336) 721-2621, or by emailing (admissions@Salem.edu). You may also arrange appointments online at www.Salem.edu. Salem's virtual tour is available at <https://salem.edu/tour>.

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 typically enroll in a total of no more than two courses across a regular semester (fall or spring) but may enroll in unlimited summer courses. Those seeking to enroll in more than two total courses may request permission from the vice president for academic affairs and dean of the college by submitting a letter of petition. Questions about registration and all advising matters for visiting students should be directed to the dean of undergraduate studies at (336) 721-2621.

Required High School Program

Applicants must complete secondary school graduation requirements before enrolling at Salem. Excluding consideration for exceptional circumstances by the Faculty Admission Committee, a candidate is expected to present at least 16 academic units and is encouraged to carry a full academic program in their junior and senior years. This should include 4 units of English, 3 units of mathematics, 2 units of the same second language, 2 units of science, and 2 units of history. In extenuating circumstances precluding fulfillment of the language requirement, the application may be reviewed by the Faculty Admission Committee on a case-by-case basis.

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 should submit a transcript to the Registrar's Office for placement and/or credit evaluation.

Procedure for Admission

1. *Official Application.* Students may apply online with no application fee at <https://saalem.edu/apply> or through The Common Application, available on www.commonapp.org. Salem accepts applications through a redirect from the College Foundation of North Carolina (CFNC) application, which is found at www.cfnc.org. Prospective students should complete their application as soon as possible during the fall; however, decisions are released only beginning November 1st of the preceding year. Decisions of the Admissions Committee are released thereafter 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 required to notify the College of intention to enroll before May 1 in order to be guaranteed admission and any merit-based aid offered prior to that date.

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 showing proof of high school graduation or G.E.D. Salem accepts self-reported GPA for initial consideration, however the admissions committee must receive the full and official transcript prior to a final decision, which must accord with or exceed the G.P.A. in the self-report.

3. *Test Requirements.* The submission of the SAT of the College Entrance Examination Board or the ACT of the American College Testing Program is optional.

4. *Recommendations.* The College may require a letter of recommendation from a teacher in an academic subject. This letter may be sent to the Office of Admissions at admissions@Salem.edu or 601 South Church Street, Winston-Salem, NC 27101.

5. *Personal interview.* A personal interview is not required but may be arranged by calling or emailing the Office of Admissions.

6. The faculty of the *School of Music* determine whether or not an assessment performance is required of candidates for music scholarships, which are available to students interested in the music concentration of the major in Visual and Performing Arts. Appointments are made through the Office of Admissions. 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.

Early Admissions

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

1. 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 indicate that they 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.
2. Eligible high school students in their junior or senior year may 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 dean of undergraduate studies at (336) 721-2619.

Martha H. Fleer Center for Adult Education Admissions (*For Women and Men Age 23 and Older*)
Women and men who are interested in enrolling at Salem through the Fleer Center for Adult Education may apply online at www.Salem.edu. Admission to the Fleer Center is made at <https://salem.edu/apply>. Applicants must provide official transcripts for all previous college level work, proof of high school completion, a writing sample, and a letter of recommendation is recommended and may be required.

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. The Fleer Center program is non-residential.

Undergraduate Certificate Program

Salem College offers a certificate program in nonprofit management and community leadership, consisting of 6 college-level courses. The program is 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 the certificate program must submit their application and provide proof of high-school completion or official transcripts of all prior college work.

Courses in Salem's certificate program are open to degree-seeking and certificate-seeking students alike, and coursework is fully applicable toward a Salem bachelor's degree, however students wishing to convert from certificate-seeking to degree-seeking status will be required to make a separate application. A complete description of the certificate program's curriculum may be found in the "Certificate Programs" section of this Catalog.

Non-Degree Enrollment

Special enrollment is available to those 23 and over who wish to take courses for academic credit but who are not applying for consideration to pursue a degree at Salem. 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 Office of Admissions at the address noted above.

Auditors

A student may not attend a class unless they are officially registered, either for credit or as an auditor. 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 should contact the Office of Admissions.

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), IELTS results (score must be at least 6.5), or Duolingo results (score must be at least 100). See Conditional admission policy below
5. A letter of recommendation, typically from a teacher
6. A Certificate of Finance and Application for Financial Aid for International Students

All of the forms necessary for completing an application to Salem can be found on-line at <https://Salem.edu/global>.

Any student who has university credit from an international college or university must also submit a copy of their postsecondary transcript complete with a course-by-course evaluation of credit from World Education Services Inc. (WES) or Educational Credential Evaluators (ECE). WES can be reached at www.wes.org. ECE can be reached at www.ece.org.

Salem College will not review international transcripts or award credit without an evaluation from WES or ECE. All credits accepted 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.

Admission to the College Honors Program

Salem provides formal opportunities for qualified students to undertake honors study. Entering first-year students who are eligible for admission to the College Honors Program include those students who rank in the upper 10 percent of the entering class (if it is ranked) and have a cumulative high school grade point average (G.P.A.) of 3.5 or greater based on a 4.0 scale. Entering students whose G.P.A. is 4.0 or higher on the same scale may be eligible for an Honors Scholarship toward tuition over and above other merit aid. Alternatively, all undergraduate students (both traditional-age and adult students in the Fler 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.

Transfer Admissions and Credit Information

Transfer Admissions: Traditional-Age (under 23)

Each year students transfer to Salem College from other two- and four-year colleges. Normally, the high school record of a traditional-age transfer student should demonstrate that at the time of graduation, the student met general first-year entrance requirements, although special consideration is given to individual cases, and that in addition the student has performed at a similar level in college work. The following credentials must be presented by each applicant for admission as a transfer student:

1. A formal application for admission.
2. One letter of recommendation from a teacher.
3. An official transcript from each college attended and a transcript of the secondary school record.

Transfer Admissions: Martha H. Fler Center for Adult Education (students age 23 and up)

Women and men who are interested in enrolling at Salem through the Fleeer Center for Adult Education may apply online at www.Salem.edu. To be considered for admission to the Fleeer 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 official transcripts for all previous college work, one letter of recommendation, proof of high school completion and a writing sample.

Transfer Credit Policy

College-level educational work completed at any institution accredited by an accreditor that was recognized by the Council for Higher Education Accreditation or the U. S. Department of Education at the time the credits were awarded, 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 no 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 an 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 division or designated bodies. The student may be required to complete an appeal form that requires substantial additional information on the coursework in question (textbooks, instructor credentials, contact hours, etc.). If the program of study which the student pursued is one typically offered by various four-year colleges and universities, but is not part of the traditional liberal arts and is not offered at Salem, the student may receive a maximum of twenty-four semester hours of elective credit (examples: theater arts, engineering, etc.).

College-level courses taken at an institution accredited by an accreditor that was recognized by the Council for Higher Education Accreditation or the U. S. Department of Education 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 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. Students must meet any conditions of enrollment in order to maintain their registration at Salem.

A student who enters Salem as a senior must complete a minimum of 30 semester hours at Salem in order to qualify for graduation. A maximum of 70 Salem semester hours may be awarded for work completed at a two-year college. A maximum of 90 Salem semester hours 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 divisions, be used to waive prerequisites or other program requirements.

Transcripts of prior work will be evaluated by the Registrar's Office and final acceptance, or rejection of the transfer credit lies with the College. 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.

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 general degree requirements and major requirements) of the catalog in effect at the time of re-enrollment; the college may also re-evaluate previously awarded transfer credit. Prior-year catalogs are viewable at www.Salem.edu/catalog.

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.

Transfer Articulation with North Carolina Community College System

Salem College is a Signatory institution of the Independent Comprehensive Articulation Agreement between the North Carolina Independent Colleges and Universities (NCICU) and the North Carolina Community College System (NCCCS). This agreement, Signed in 2009 and renewed in 2015, 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 (AA) or associate in science (AS) degree, or who have completed the Core curriculum Core for the AA or AS, and who are admitted to and enroll at Salem, shall be considered to have completed the requirements for the lower-division Salem Impact core curriculum core. Such students will still need to meet Salem's foreign language, and gender inquiry, where applicable, as well as SALEM 110 or 111 (if AA or AS was earned in a high school dual enrollment program) and all upper-division Salem Impact requirements toward the degree (see section on Academic Standing and Classification).

Students who graduated with an AA or AS 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 AA or AS are not subject to the articulation agreement. Since no core curriculum waiver is granted to such students, evaluation of their prior coursework is performed on a course-by-course basis.

Once a student is enrolled at Salem, courses taken at other institutions accredited by an accreditor that is recognized by the Council for Higher Education or the U.S. Department of Education are applicable to the degree only if approved *in advance* by 1) the relevant program director 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 online at www.Salem.edu/registrar. Once coursework is completed, the student must have official transcripts of coursework sent to the Office of the Registrar 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 general degree requirements and major requirements) of the catalog in effect at the time of re-enrollment; the college may also re-evaluate previously awarded transfer credit. Prior-year catalogs are viewable at www.Salem.edu/catalog.

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. Fleeer 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.

Transfer Agreement with Forsyth Technical Community College

Salem College announced on October 10, 2019, a co-admission agreement with Forsyth Technical Community College to facilitate degree completion and student success by improving access to undergraduate educational resources, university facilities, and support systems. As part of this agreement, Salem College guarantees admission to FTCC students who graduate with the associate in arts (AA), associate in science (AS), or associate in applied science (AAS) degree with a 2.0 GPA or higher.

Memoranda of Understanding

Salem has a range of agreements with community colleges to assist students transferring to Salem, as well as agreements with a number of graduate programs to assist Salem students in getting into graduate programs of their choice. To learn more about Salem's articulation agreements and Memoranda of Understanding (MOUs) with other schools, visit the Salem website page on Articulation Agreements or contact the Dean of Undergraduate Studies.

Placement Information

Advanced Placement (AP)

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.

Mathematics Placement Information

Mathematics placement recommendations are based on a holistic look at the student's interests, past high school and college courses, transfer credits, any end-of-course or end-of-grade standardized test scores, ACT or SAT scores, planned course of study, and other information in the student's academic record.

Placement recommendations are provided to first-year advisors, the Registrar's Office, and the Dean of Undergraduate Studies when a student enters Salem. If, after consulting with her academic advisor, a student wishes to contest the recommended course or to take a course that was not recommended for which prerequisites are not met, she may request that the mathematics program director review the recommendation or may submit an Academic Appeal to request enrollment in a different course.

Foreign Language Placement Information

Students who wish to study French or Spanish, who are not transferring college-level credit in those languages, and who either have taken one of those languages in high school or have otherwise learned to speak it, should take the appropriate online language placement test. The results of the test will inform the student of the particular course in French or Spanish in which the student should continue her study of that language. Students starting a new language or who are placed at level 010 will need to complete levels 010 and 020, while those who are placed at a higher level will be required to only complete one.

Students who wish to study Latin or Classical Greek, who are not transferring college-level credit in those languages, and who have taken one of those languages in high school should contact the dean of undergraduate studies for information on course placement.

Student Accessibility Services

Salem Academy and College is committed to providing students with disabilities with an equal opportunity to access the College's academic, social, and recreational activities and programs. In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, any student who has a physical or mental impairment that substantially limits one or more major life activities is eligible for reasonable accommodations. Although college students are not required to disclose a disability, those who wish to do so, and to request reasonable academic or other program-related accommodations, may do so at any time during their college career. To begin the request process for reasonable accommodations, students should complete the registration form provided on the Student Accessibility Services website.

In cases where a disability is not obvious, students should be prepared to submit documentation that supports the need for requested accommodations. Documentation must come from a licensed professional in the field of the student's particular disability and should:

- Be current (generally, no more than three years old, but may vary depending on the nature of the disability for which accommodations are sought).
- Be on the letterhead of a qualified, licensed treating professional (e.g., medical doctor, psychologist, neuropsychologist, psychiatrist, etc.).
- Include a diagnosis of the current disability.
- Indicate how the diagnosed disability affects a major life activity.
- Describe how the disability affects academic performance (as applicable).
- Include diagnostic assessment/testing results related to the disability (as applicable).
- Identify any specific accommodation(s) recommended by the qualified, licensed treating professional.

Salem College reserves the right to determine the appropriateness of all submitted documentation; however, there may be some instances in which students can satisfy requirements with documentation from another institution of higher education. Additionally, Student Accessibility Services can review Individualized Education Plan (IEP) or Section 504 plan documents students had in place during high school. However, neither IEP nor 504 plans transfer to college. As a result, students who wish to request accommodations during college should be prepared to provide documentation which includes the information specified above.

Students who have questions about the process associated with having an animal on campus are also encouraged to complete the registration form on the Student Accessibility Services website. Registrations should indicate whether the animal is an emotional support animal or a service animal.

For pregnant students needing accommodation due to pregnancy or childbirth, the Title IX Coordinator (titleix@salem.edu) serves as an additional resource for students.

Individuals who have questions about disability accommodations should contact the Director of Academic Support and Student Accessibility Disability Services or Dean of Undergraduate Studies (academic or other program-related accommodations) or the Office of the Dean of Students (housing or dining-related accommodations) so that adequate preparations can be made to facilitate attendance and participation in College programs and activities as needed.

FINANCIAL INFORMATION

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 \$42,800.00 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.

Students must be enrolled full-time (12 or more credits) in order to live on campus. If a student drops below 12 credits, their situation will be reviewed on a case-by-case basis by the Office of Residence Life, and depending on available space, the student's circumstances, and the student's plans for subsequent semesters, the student may be

approved to continue living on campus. In consultation with the Dean of Students and Dean of the College, the Office of Residence Life reserves the right to ask students to depart the residence halls if students' conduct creates an unsafe environment for themselves and/or other residents.

Payments are scheduled as follows:

First term payment—August 1	\$22,388.00
<u>Second term payment—January 2</u>	<u>\$22,388.00</u>
Total	\$44,776.00

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

Student government fee	\$216/year
Technology Fee	\$300/year

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

Single-room fee	\$1,500/term
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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 \$22,388.00.

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 \$31,720.00 for the academic year, which includes tuition, laboratory fees and health service fees. Payments are scheduled as follows:

First term payment—August 1	\$15,860.00
<u>Second term payment—January 2</u>	<u>\$15,860.00</u>
Total	\$31,720.00

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

Student government fee	\$216/year
Technology Fee	\$300/year

Part-Time Students – Traditional Age (under 23 years old)

Part-time traditional age students are students under 23 years old who choose to take 11 or fewer credits in a given semester. These students are charged a fee of \$500 per credit hour and applicable fees.

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

Students in the Martha H. Fler Center for Adult Education are charged \$425 per semester hour for a regular course and \$475 per semester hour for a directed study course. Additional fees, such as the technology fee, parking fees, special music performance fee and physical education fees, are described below.

Special Fees

Technology fee: full-time students	\$ 300.00
Technology fee: part-time students	\$ 150.00
Audit fee (reduced one-half for alumnae)	\$ 800.00
Returned check fee	\$ 25.00
Graduation fee (applicable to both Fler and traditional students)	\$ 100.00
Credit for Prior Learning (plus \$25 application fee)	\$ 165.00 per semester hour

Charges for certain physical education and art courses 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 Fler students are automatically members of the Fler Leadership Council, for which there are no additional fees.

Students may request copies of their academic transcript 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, or unreturned athletic equipment) are on the student's record.

Installment Payments

Salem offers a monthly installment payment plan each semester through our trusted partner, Nelnet, Inc.. There are no finance charges, but a \$50 per semester enrollment fee is charged.

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 \$100. Vehicle registrations expire at the end of each academic year. Failure to register your vehicle may result in a \$25 fine every 24 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>.

Other Financial Information

It is estimated that in the 2023-2024 academic year, the purchase of textbooks for undergraduate students will require an annual expenditure of approximately \$1,324. Books required for classes are available through the Salem website at: <https://bncvirtual.com/salem>.

Transportation costs for the 2023-2024 academic year, for undergraduate students, are estimated to range between \$1,396 and \$4,162.

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 Traditional Students Who Turn 23.

Refund Policy

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 prorated 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.

Notification Dates Refund Rate (excludes deposit)

Fall term: first day of class	100%
Spring term: first day of classes	100%
10 business days after first day of classes	50%
14 business days after last day of drop/add	25%

Refunds for Students in the Martha H. Fleeer Center for Adult Education and Part-Time Traditional Students

Students in the Martha H. Fleeer Center for Adult Education and part-time traditional students are billed by the semester hour, plus applicable fees. These 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 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 is only one special refund for missed meals. 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 Business Office.

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. 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 is committed to partnering with students and their families in financing their college education. To that end, Salem College provides need-based and merit-based aid to supplement the funds that families can provide. 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.

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 October 1 and February 1. Returning students should complete a renewal FAFSA after October 1. The FAFSA may be completed at <https://studentaid.gov/h/apply-for-aid/fafsa>.
3. Students selected for verification will be referred to a third party processor, Inceptia (Verification Gateway) to complete the verification process. Selected students must respond to requests for documents by Inceptia. They must complete a Verification Worksheet that pertains to them and their FAFSA. This document collects updated information and is compared to the data submitted on the FAFSA. Often additional supporting documents are required. Dependent students must obtain their parents' signature. Independent students may obtain their spouse's signature if applicable. An Aid Administrator may request verification materials to resolve conflicting documentation even if the student was not selected for Federal verification.

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.

Returning Students: Financial aid applications should be completed by February 1 in order to receive priority processing.

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 December. Returning students will receive notification of their financial aid award after June 1. 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.

Special Circumstances

At Salem College we recognize that, due to extenuating circumstances, the FAFSA may not always accurately reflect your financial situation and/or [dependency status](#). The U.S. Department of Education permits financial aid administrators to exercise [Professional Judgment](#), and possibly give additional consideration, to those students and their families experiencing certain limited specific situations as described below.

Special Circumstances refer to the financial situations that justify an aid administrator adjusting data elements in the Cost of Attendance or in the Estimated Family Contribution (EFC) calculation on their Free Application for Federal Student Aid (FAFSA).

Unusual Circumstances refer to the conditions that justify an aid administrator making an adjustment to a student's dependency status based on a unique situation, more commonly referred to as a dependency.

A student may have both a special circumstance and an unusual circumstance. Financial aid administrators may make adjustments that are appropriate to each student's situation with appropriate documentation.

Please note that if a student already has a 0 EFC, there is no need to request a "second look" of FAFSA data. This is because a student with a 0 EFC is already receiving the maximum amount of financial aid available. Additionally, there is no need-based financial aid currently available for graduate students. Graduate students at Salem College are only eligible for unsubsidized federal Direct Loans. Therefore, a Professional Judgment request will not benefit a graduate student by providing need-based grant funding.

Special Circumstance: Professional Judgment Request

Professional Judgment based on Special Circumstance can be requested after the student receives their initial award notification for the current aid year. Before the special circumstances can be considered, the college will verify the accuracy of the information that the student provided on their current FAFSA through the federal verification process. Salem College utilizes Inceptia, Inc. (Verification Gateway) to complete verification. Salem will manually select the student for verification and Inceptia will send a "welcome e-mail" to the email address the student listed on their current FAFSA. The email will list the necessary documentation that both the student and parent are required to submit to Inceptia in order to complete the federal verification process. Inceptia will notify the college once the verification process is complete. Upon their notification, the Assistant Vice President for Financial Aid will review the Professional Judgment request.

After reviewing your special circumstance documentation, your financial aid package may remain the same, be increased, or reduced according to the financial information that has been submitted. Submitting a special circumstance request does not guarantee an adjustment will be made to your aid package.

Decisions are final and will be communicated directly to the student. For more information, contact the Financial Aid Office to see if your situation can be considered. If approved, any additional funding awarded is only available for the academic school year for which the special circumstance is approved. Special circumstances must be reviewed annually. Please do not submit documents unless instructed by our office.

Examples of Special Circumstances Considered

Loss or reduction of income (layoff, illness, forced reduction of hours, temporary employment, etc.) Medical or dental expenses not covered by insurance (and that exceed 11% of the AGI reported on current FAFSA)

- Death, divorce, or separation of parents or spouse
- Non-recurring payments receiving during the FAFSA tax year that will not be repeated
- Loss of benefits, such as unemployment, disability, social security, veterans, child support, or alimony
- Private elementary and secondary tuition for siblings, not including the Salem College applicant

Examples of Special Circumstances NOT Considered

- Parent refuses to provide financial support for higher education
- Parent refuses to complete or sign FAFSA
- Increase of standard living expenses
- Purchasing material items such as a car, home appliances, vacations, second homes, etc.
- Reduction of assets. Changes in assets will be reflected on the following year's FAFSA. Credit issues, line of credit changes, previous student loan debt, etc.

- Medical bills paid by health insurance or that will be reimbursed by health care coverage.
- Siblings or parents who are also attending college. Siblings are already taken into account on the FAFSA. Students cannot list their parents in the number in college.

Submitting Your Request for the Consideration of Special Circumstances

The Professional Judgment Application is available by request only. If you feel you have a special circumstance, contact the Financial Aid Office for further guidance. The College will review all Professional Judgment requests as quickly as practicable. Per federal regulations, Salem cannot process a Professional Judgment that was submitted after the student is no longer enrolled for the period of enrollment; or was submitted before the end of the period of enrollment but processed by Salem after the end of the period of enrollment.

Unusual Circumstances: Professional Judgment Request

Unusual circumstances may be considered for a **dependency override** after you file your FAFSA and before receiving your initial award notification for the current aid year. After reviewing your unusual circumstance documentation, your aid package may remain the same, be increased, or reduced according to the information that has been submitted. A dependency override does not guarantee an adjustment will be made to your aid package.

Decisions are final and will be communicated directly to the student. Please do not submit documents unless instructed by our office.

Examples of Unusual Circumstances Considered

- Abusive/unsafe family environment
- Parental abandonment or incarceration
- Both parents became deceased after filing the FAFSA
- Parents cannot be located Parents are incapacitated
- Victims of human trafficking
- Refugee or asylee status

Examples of Unusual Circumstances NOT Considered

- Parents refusal to contribute to financing the student's education
- Parents do not claim you as a dependent on their tax return
- Parents are unwilling to provide information on the application or verification documentation
- Student is no longer living with parents/demonstrates self-sufficiency (unless due to one of the unusual circumstances listed in the section above)

Submitting Your Request for the Consideration of Unusual Circumstances

If you believe you have an unusual circumstance that impacts your dependency status, please contact the Financial Aid Office as soon as possible after submitting your FAFSA. The College will review all requests for a dependency override as quickly as practicable. Per federal regulations, Salem cannot process a dependency override that was submitted after the student is no longer enrolled for the period of enrollment; or was submitted before the end of the period of enrollment, but processed by the Salem after the end of the period of enrollment.

Renewal Applicants

Renewal Applicants must still affirm that their previous answers to the dependency questions are correct and applicable prior to submitting their FAFSA form. Please contact the Financial Aid Office to obtain the necessary renewal application.

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 at the end of each semester, including summer:

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

These standards are applied uniformly to all Salem College financial aid applicants. If a student meets these standards, they are eligible to be considered for financial aid. If 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 (2011-2012). If your cumulative GPA falls below the minimum standard, you will be placed on Financial Aid Warning for the next semester. If you continue to not meet the GPA standard, you will be placed on Financial Aid Suspension and must submit an appeal. Financial aid will be canceled immediately for any student who is academically excluded.

<i>Class</i>	<i>Required GPA</i>
Freshman (0-22.99 semester hours)	1.500
Sophomore (23-56.99 semester hours)	1.900
Junior (57-86.99 semester hours)	2.000
Senior (87 and above semester hours)	2.000
Graduate Students	3.000
Certificate Students	2.000

Minimum Semester Hour Completion Rate Requirement

At the end of each academic semester (including summer) a student (undergraduate or graduate) must earn a minimum of 67% of the semester hours for which they were registered as of the end of drop/add. Drop/add is usually five days into the semester; please check the course schedule for specific dates. Students must also complete 67% of their cumulative attempted hours. This completion requirement measures both semester and cumulative semester hours and is referred to as *pace*. Pace defines the rate at which a student must progress to ensure educational program completion within the maximum timeframe.

number of semester hours attempted x 67% = number of semester hours successfully completed.

Example:

For the semester, if a student has a total of 12 semester hours at the end of drop/add, then the student would have to complete at least 8 semester hours to remain eligible for further financial aid (12 x .67 = 8).

Cumulatively, if a student has attempted 100 semester hours, then the student must have cumulatively completed at least 67 semester hours to remain eligible for further financial aid (100 x .67 = 67).

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

Students are eligible to receive financial aid for a maximum of 150% semester hours required for the degree. The length of an undergraduate program at Salem College is 120 semester hours. For undergraduate students, 150% of the required 120 semester hours is 180 semester hours. If you have earned more than 180 semester hours, you will no longer be eligible for federal, state, or institutional financial aid.

Certificate students may receive financial aid for a maximum of 150% of the hours required for the degree. If a student reaches the 120% time frame, federal and state financial aid will be suspended until the school is able to determine that the student can graduate within the 150% time frame. If it is determined the student cannot complete the requirements within the 150% time frame, the student will be ineligible for financial aid. If a student changes their major, the credits and grades that do not count toward the new major will not be included in the Satisfactory Academic Progress determination.

You are meeting the Completion Rate Requirement if: overall **earned semester/credit hours** < = 150% of **semester/credit hours required for the degree**

General Information

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

Failure to Maintain Satisfactory Academic Progress

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 Suspension. At that time, they will lose eligibility for federal, state, and institutional financial aid until such time that the minimum SAP requirements have been met. All students placed on Financial Aid Suspension 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, state, and institutional 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 Suspension.**
- **Financial Aid Suspension** is when a student fails to meet the SAP requirements after their warning period. **Students will not receive federal, state, or institutional funds during their suspension period until they submit all documentation for their appeal, and it is approved.**
- **Financial Aid Probation:** If the SAP Appeal Committee approves the student's appeal, the student will be placed on academic probation which will allow one term of financial aid.

Note: Students may receive a maximum of three Financial Aid Suspensions during their academic career at Salem College. After the second suspension, students are required to meet with the SAP Appeal Committee in order to review and agree to the terms of the third suspension. If the agreed upon terms are not met, the student will no longer be eligible for federal, state, or institutional aid at Salem College.

Please refer to the Salem College SAP appeal process. You can find this policy on the Salem College Financial Aid website: <https://www.salem.edu/financial-aid/sap> .

Re-establishing Financial Aid Eligibility

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

- *The student can earn the number of semester hours* for which they are deficient or improve their GPA without financial aid. **These hours may be earned at Salem, or, they may be earned at another institution and transferred to Salem for any term after the deficiency occurs.** Students should get

prior approval from the Registrar's Office to ensure that courses taken at another institution will be accepted. After the deficiency is resolved, the student must submit a written appeal requesting the Financial Aid Office to review their eligibility to receive financial aid.

- If there were circumstances beyond the student's control that prohibited the student from keeping the standards of this policy, and those circumstances are now resolved, the student may submit a written appeal to the Financial Aid Office, according to the SAP appeal calendar.

SAP Appeal Calendar

SAP appeals and documentation **MUST** be received no later than one week before the first day of class of the semester the student wishes to attend. Appeals received after 5:00 p.m. on the before mentioned date will not be accepted.

SAP Appeal Process

Salem College students who have had financial aid suspended due to unsatisfactory progress may appeal. Students may obtain a **Salem College SAP Appeal Application** from the Financial Aid Office or at <https://www.salem.edu/financial-aid/sap>. The appeal documents should be based on one of the following categories:

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

Appeals must include a detailed description of the extenuating circumstances that occurred during the semester in which the student failed to meet this policy. The appeal must also include all necessary documentation to support the existence of the circumstances described and evidence that the circumstances have been resolved. Students are encouraged to contact Ida Turner Davis, Director of Academic Support, at (336) 721-2822 to develop an **Academic Plan**. This may be submitted with your appeal.

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

Appeals may be approved or denied.

- **Approved appeals** – A student whose appeal is *approved* will be placed on academic probation, and receive one semester of financial aid.
- **Denied appeals** – If an appeal is denied, the student is not eligible for federal, state, or institutional financial aid. The student may submit a second appeal to the SAP Appeal Committee. Once the appeal has been reviewed by the Committee, 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, or take courses at their own expense until they meet the minimum SAP requirements.

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

For further details, please visit the Salem College Financial Aid Office web page:

<http://www.Salem.edu/financial-aid>

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 Dean of Undergraduate Studies 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. Fleeer 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 withdrew 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, 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
- 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.

Return of 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. Fleeer Center for Adult Education

Fleeer Center students enrolled at least half-time (taking at least 6 semester hours per term) are eligible for consideration for financial aid. Full-time status requires enrollment in at least 12 semester hours during the regular term. Maintaining financial aid is dependent upon a student's academic standing.

Part-time Fleeer 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 three to eleven semester hours. Eligibility for this grant is determined by the Martha H. Fleeer 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 and the Federal Pell Grant.

Bookstore Vouchers

The Financial Aid Office will prepare book vouchers for all eligible Fleeer 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 6 semester hours, and have completed the FAFSA form and all other documents required by the Financial Aid Office
- be eligible for financial aid
- be scheduled for a refund

Note: Summer terms are excluded from the bookstore voucher policy.

Book vouchers can be used electronically only in the Salem College bookstore one week prior to the first day of class through the end of drop/add for each term. A Fleeer student who has a credit balance on their Salem College account and is eligible to receive a refund should complete the online request form if they are interested in receiving a book voucher.

The online request form will be available two weeks before the first day of the fall and spring semesters at www.salem.edu/financial aid.

To apply for a voucher, Fleeer 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 will receive an email from Financial Aid to let them know the voucher is available electronically for use in the bookstore. The voucher expires at the end of drop/add each term. Vouchers will be in the amount of the expected refund, but will not exceed \$600. Any remaining credit balance will be available from the Salem College Business Office approximately two weeks after the end of drop/add. If you have questions regarding your remaining balance, please contact the Business Office.

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 College Promise - a need-based program that uses multiple need-based scholarships and grant funds to award full tuition and fees to Pell-eligible, North Carolina traditional students. Federal, state, and institutional funds are used to produce the total award amount. No application is required beyond the FAFSA. Recipients are awarded by the Financial Aid Office based on their FAFSA and confirmed NC residency. Renewable as long as the student continues to meet eligibility requirements.

Salem Grant 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 assistant vice president for 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 (no more than \$3,500 of which may be subsidized); \$6,500 for sophomore year (no more than \$4,500 of which may be subsidized); and \$7,500 annually for each of the last two years of undergraduate study (no more than \$5,500 of which may be subsidized). 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.

Merit Scholarships for Traditional-Age Students

Salem Scholars – four-year, full tuition Salem Scholar awards are offered to several students each year who have an interest in becoming leaders in health, have demonstrated leadership in their studies and other activities, and whose cumulative weighted GPA is at least 3.8. The award also includes one semester of health-focused study abroad or study away. Salem Scholars will also have additional activities as a cohort. Recipients must be full-time resident students and must maintain a cumulative 3.0 GPA in their academic studies for renewal of the award.

Elberson Scholarship - The Robert E. Elberson Scholarship is a four-year scholarship that includes full tuition, housing, and food, and 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 – A full-tuition scholarship renewable for four years 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.

Constance Kick Scholarship – A full scholarship that includes full tuition, room and board, awarded to one entering first-year student who plans to major in science (Biochemistry, Biology, Chemistry, Exercise Science Health Sciences, Public Health, or Psychological Science). Recipients must be full-time resident students and must maintain a cumulative 3.0 GPA.

Dr. John Preston Davis Art Scholarship- a full-tuition scholarship awarded to an incoming student majoring in Studio Art, Interior Design, or Art History. Interested students should contact the Admissions Office. Application deadline is January 15 prior to enrolling the following fall. Renewable annually with a 3.0 GPA or higher.

Music Scholarships- Salem offers a number of music scholarships in varying amounts. If you are planning a concentration in music or taking extensive performance classes in any number of music disciplines, contact the Admissions Office for details and contact information to apply for these funds.

Other Merit Scholarships –the Admissions Office awards a number of additional merit-based scholarships, in various amounts, to incoming first-year and transfer students based on academic performance as demonstrated in the high school transcript and admissions application. Qualified students who meet the requirements for

admission to Salem are automatically considered for merit scholarships, and no separate application is necessary. Most merit scholarships are four-year awards. In 2022-23, these included tiers of merit awards named Trustee, Presidential, Arbor, Founders, and Spirit scholarships, as well as Dean's Scholarships for transfer students, each based on merit.

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

The Aldridge Scholarship - This scholarship is available to students who merit financial support. Preference will be given to African American and minority students that are non-traditional age students. No previous Salem College coursework is required.

Anne D. Pierce and Mary Bryan Pierce Smith Scholarship - This scholarship honors Anne D. Pierce and Mary Bryan Pierce Smith, C'89 and is awarded to a female student. The applicant must represent Salem College sisterhood and be currently enrolled in two or more Salem College courses. In addition, the applicant must have completed at least four Salem College classes and have a 3.2 GPA in coursework completed at Salem College.

Martha Hinkle Fler Scholarship - This scholarship supports students in the Martha H. Fler Center who have financial need and meet the requirements for satisfactory academic standing.

Patricia Ann Etheridge Scholarship - The Patricia Ann Etheridge Scholarship is a full tuition scholarship awarded to one full-time Fler student taking up to 24 semester hours who has declared their major of either Religion, Philosophy, History, or English with the preference being Religion. The scholarship is awarded to the same student each year until graduation, as long as their student status stays within the scholarship parameters.

Patricia McAleer Scholarship - This scholarship was created by adult education student Patricia McAleer and is available to students who merit financial support based on their applications and previous educational endeavors. Preference will be given to single mothers over the age of 25. No previous Salem College coursework is required.

Robert E. Elberson Scholarship for Female Adult Education - This scholarship was created by Robert E. Elberson, a member of the Salem Academy and College Board of Trustees. It will be awarded to need- and/or merit-based Salem College female students enrolled in the Fler Center for Adult Education.

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, an adult student in the class of 2001. Preference will be given to students majoring in religion. Applicants must have taken at least one class at Salem College.

Winston-Salem Women's Club Scholarship - This scholarship was created by the Women's Club and is awarded to a female Fler student. The recipient of this scholarship is awarded funding each semester until the undergraduate degree is completed. The student can attend full-time or part-time. The scholarship is awarded to the same student each year until graduation, as long as the student status stays within the scholarship parameters.

Cherokee Women's Memorial Scholarship - The funds for this scholarship, pledged by Anna McCoy Smith C'98, Fler Center alumna, and former member of the Board of Trustees, The money for this award was established to honor the Cherokee students who attended Salem Female Academy in the 1800s and is awarded to adult students to support their education.

Other Financial Aid Policies

Tuition Exchange

Salem College is a member of both Tuition Exchange, Inc. and CIC Tuition Exchange 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 and is only applicable to tuition. Information on Tuition Exchange may be found at <https://www.tuitionexchange.org/>. Information on CIC Tuition Exchange may be found at <https://www.cic.edu/member-services/tuition-exchange-program>.

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 8.25 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. It is the student's responsibility to notify the Registrar if they have dropped or withdrawn from a course. 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 there are 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 and Study Abroad Programs

Salem College supports study abroad programs as an important component in the educational process. To that end, Salem has joined with the following programs to offer study abroad opportunities:

- AIFS: American Institute for Foreign Study (Africa, Asia, Australia & New Zealand, Europe, South America, Multi-Country)
- CEA: Cultural Experiences Abroad (Africa, Asia, Australia & New Zealand, Europe, South America, Multi-Country)
- CIS Abroad (Africa, Asia, Australia, Central America, Europe, South America, Multi-Country)
- Harlaxton College of Evansville University (Grantham, England)
- Hollins University (Paris, France & London, England)
- Meredith College (Sansepolcro, Italy)
- St. Peter's College Summer School at Magdalen College (Oxford, England)

If a student wishes to participate in one of the approved programs, they must work with the Dean of Undergraduate Studies, who determines whether and how the credits will transfer to Salem, and with the Director of the Center for Global Leadership and Career Innovation, who determines whether the intended location can be approved for safety reasons.

Federal regulations allow schools to apply aid to study abroad programs affiliated with their schools. The above study abroad programs have entered into articulation agreements with Salem College and are, therefore, eligible. No further consortium agreement is needed since the student will receive grade credit at Salem for coursework completed through the above programs. Financial aid that can be applied to program costs are one semester's worth of: Federal Pell Grants, Federal Direct Student Loans, Federal PLUS Loans, North Carolina Need Based Scholarship, the Lucy Hanes Chatham Scholarship (if applicable), the Salem Scholars Award Scholarship, and the Robert E. Elberson Scholarship (if applicable). Ivy May Hixson Scholarships may be awarded by the Dean of the College to help with travel costs but are not always available. No other types of Federal, state, or institutional aid are available for study abroad. The student is responsible for all other costs and

may wish to apply for alternative loan funding. Students may seek private/alternative loans through the internet. *(for more information regarding the St. Peter's College Summer School at Magdalen College, see the end of the document)*

Charges for the above study abroad programs will be handled through the Salem College Business Office. The Business Office will post eligible charges to the student account and apply appropriate financial aid funds to the outstanding charges. The Business Office will make the appropriate arrangements for payment to be made to the above study abroad programs on the student's behalf. Salem will bill the student for outstanding balances according to current school policy.

Study Abroad Programs Unaffiliated with Salem College

Students must consult with the Dean of Undergraduate Studies to work out details for a study leave of absence to assure the appropriate credits will transfer back to Salem. Students are responsible for all charges in these cases. Once the Dean of Undergraduate Studies approves the unaffiliated study abroad program, the student must request a Consortium/Contractual Agreement from the Assistant Vice President for Financial Aid. Upon approval from Salem College and the unaffiliated study abroad program, the student will become eligible for one semester's worth of: Federal Pell Grants, Federal Direct Student Loans, and Federal PLUS Loans. No other types of Federal, state, or institutional aid are available for unaffiliated study abroad programs.

The process for pursuing and approving a Consortium Contractual Agreement, described below, is time-consuming. Students are advised to begin the process well in advance of their intended travel. Please note that Step 11 below must be completed no less than ten days before the start of the student's enrollment.

The procedures for requesting a Consortium/Contractual Agreement:

The student contacts the Director of the Center for Global Leadership and Career Innovation and the Dean of Undergraduate Studies regarding the unaffiliated study abroad program. The Dean of Undergraduate Studies determines if the appropriate credits will transfer back to Salem and whether the student should pursue a Contractual/Consortium Agreement, and the Director of the Center for Global Leadership and Career Innovation determines whether the location and program can be approved for safety reasons.

Upon approval, the student schedules an appointment with the Assistant Vice President for Financial Aid

The student meets with the Assistant Vice President for Financial Aid to review the Contractual/Consortium Agreement and process. The College must have a valid FAFSA for the academic year that the student plans to study abroad.

The student completes the "Student Information," and "Student Agrees To:" sections of the agreement.

The student meets with the Dean of Undergraduate Studies to complete the "Transfer Credit Pre-Approval" of the agreement. Upon approval, the Dean signs the section.

- The student returns the agreement to the Assistant Vice President for Financial Aid and completes the "Anticipated Federal Aid," and "Salem Agrees To:" sections. The student then faxes/emails the form to the "Host" (unaffiliated) school.
- Host school completes the "Enrollment Information," and "Host Institution Agrees To:" sections of the agreement. The host school then faxes/emails the agreement back to Salem.
- The Assistant Vice President reviews and, upon approval, signs the agreement. A copy of the executed Contractual/Consortium Agreement is faxed/emailed to the "Host" school.
- The Assistant Vice President for Financial Aid enters all applicable federal aid in PowerFaid.
- The Assistant Vice President for Financial Aid provides copies of the executed agreements to the Dean of Undergraduate Studies and the Accounts Receivable Manager.
- Host school MUST return the completed "Verification of Enrollment" section of the agreement to the Assistant Vice President for Financial Aid, via fax or email, no later than ten days before the start date of enrollment.
- If enrollment is verified, the Assistant Vice President for Financial Aid will notify the Accounts Receivable Manager.
- Salem will receive the federal funds within ten days of the start of the semester.

- The Accounts Receivable Manager will disburse federal funds to the student.
- The student is responsible for paying Host school.

Not all host schools are willing or able to enter into a Consortium/Contractual Agreement; if a host school does not, the student must find another way to pay for the program. The student should inquire at the host school's financial aid office as to what other forms and information may be needed.

Travel Policy for Chatham Scholars

Salem College allows recipients of the Lucy Hanes Chatham Scholarship to use one semester's worth of their scholarship to study abroad while they attend Salem. The value of the semester amount cannot exceed Salem's current tuition charges.

Travel Policy for Elberson

The Robert E. Elberson Scholarship is for a semester of study abroad at Harlaxton College in Grantham, England. The scholarship will cover a semester's worth of tuition, fees, room and board; however, it will not exceed the equivalent of Salem's charges. Recipients must be full-time residents and must maintain a cumulative 3.0 G.P.A. in their academic studies.

St Peter's College Summer School at Magdalen College (Oxford England)

Those students attending the St. Peter's College Summer School at Magdalen College may have remaining eligibility for one semester's worth of: Federal Pell Grant, Federal Direct Student Loans, and Federal PLUS Loans. No other types of Federal, state, or institutional aid are available for this summer program. Students MUST complete the Summer Financial Aid Application to determine their eligibility for federal aid. If it is determined that the student does have remaining eligibility, they must also be enrolled at least half-time in the summer program to receive federal loans. Students are responsible for all other costs and may wish to apply for alternative loan funding. Private/alternative loans can be researched through the internet.

Please contact the Salem College Financial Aid Office at (336) 721-2808 if you have further questions about this policy. Questions regarding billing can be addressed to the Business Office at (336) 917-5473.

Special Information for Traditional Students Who Turn 23

Before a student enters the academic term in which they will turn 23, they can choose to become a Martha H. Fleece Center student. If the student chooses to join the Fleece Center, they must live off campus, be charged as a Fleece Center student, and may apply for financial aid. If the student does not apply to join the Fleece Center, they will continue to be charged as a traditional student, will continue to receive institutional aid, and can continue to live in housing if there is sufficient space.

Traditional Students Enrolled Less than Full-Time

Definitions:

Traditional Students: A Traditional Student at Salem College is an enrolled female student, under 23 years of age, actively pursuing an undergraduate degree.

Traditional Student Enrollment Status:

Semester Hours	Enrollment Status
12+	Full-Time
9-11	3/4-Time
6-8	Half-Time
1-5	> Half-Time

Financial Aid Eligibility: Traditional Students Enrolled Less Than Full-Time

NC Residents

Traditional students who are **NC residents** and are enrolled part-time or 3/4-time may be eligible for **federal and state aid only**. Institutional financial aid is not available to students enrolled less than full-time.

Out of State Residents

Traditional students who are **out of state residents** may be eligible for **federal aid only**. Institutional financial aid is not available to students enrolled less than full-time.

Important:

Federal and state regulations require that students meet the following criteria in order to be eligible to receive financial aid:

- Must be enrolled in 6 to 11 semester hours.
- Must be actively seeking a degree
- Must file a valid FAFSA to determine eligibility for **federal and state aid**
- **North Carolina Residents:** In addition to the above requirements, must verify North Carolina residency through the State's Residency Determination Service (RDS) website in order to be considered for state aid.

Cost of Attendance

In order to offer financial aid, a college must first establish a cost of attendance. Based on the cost of attendance and your expected family contribution (EFC), as determined by the information you provided on the [FAFSA](#), the Financial Aid Office processes aid packages to continuing and admitted students.

Financial aid packages are based on a cost of attendance that is constructed based on several components as designated by federal regulations. The cost of attendance includes "Direct Costs" for expenses that are paid to Salem College directly, such as tuition, mandatory fees, food, and housing. It also includes "Indirect Costs" for expenses that are not invoiced by Salem College directly; however, you may incur while enrolled such as books and course related supplies, transportation, federal loan fees (if applicable), and miscellaneous expenses. Your actual cost may vary. Some programs involve additional costs. Please contact the Salem College Controller's Office if you have questions about additional costs.

Total actual costs per student may vary depending upon student classification, enrollment status, and food and housing selections. Per federal regulations, the aggregate financial aid may not exceed the stated cost of attendance.

2023-2024 COST OF ATTENDANCE (Fall/Spring)

The below figures are based on full-time enrollment. Less than full-time enrollment status will result in the decrease of certain direct and indirect costs.

Undergraduate Programs: (Full-Time)

<u>Traditional Undergraduate Student (Full-Time, Boarding)</u>	<u>23-24</u>
Tuition	\$31,720
Housing (standard double room)	\$6,528
Food (standard meal plan)	\$6,528
Student Government Association Fee	\$216
Technology fee	\$300
Books and Course Related Supplies	\$1,336
Transportation Allowance	\$4,162
Federal Direct Loan Fees	\$86
Miscellaneous Expense Allowance	\$1,578
Total 2023-2024 Traditional Undergraduate (Full-Time, Boarding)	\$52,454

<u>Traditional Undergraduate Student (Full-Time, Commuting)</u>	<u>23-24</u>
Tuition	\$31,720

Student Government Association Fee	\$216
Technology fee	\$300
Housing Allowance	\$8,722
Food Allowance	\$3,818
Books and Course Related Supplies	\$1,336
Transportation Allowance	\$1,396
Federal Direct Loan Fees	\$86
Miscellaneous Expense Allowance	\$1,578
Total 2023-2024 Traditional Undergraduate (Full-Time, Commuting)	\$49,172

<u>Fleer Undergraduate Student (Full-Time)</u>	23-24
Tuition (\$425 per credit hour) (12 credit hours per semester)	\$10,200
Technology fee	\$300
Housing Allowance	\$8,722
Food Allowance	\$3,818
Books and Course Related Supplies	\$1,336
Transportation Allowance	\$1,396
Federal Direct Loan Fees	\$86
Miscellaneous Expense Allowance	\$1,578
Total 2023-2024 Fleer Undergraduate (Full-Time)	\$27,436

Graduate Programs: (Full-Time, Commuting)

- **Master of Education**
- **Master of Arts in Teaching**
- **Master of Music in Piano or Organ Performance & Pedagogy**

	23-24
Tuition (\$450 per credit hour) (6 credit hours per semester)	\$5,400
Technology fee	\$300
Housing Allowance	\$8,722
Food Allowance	\$3,818
Books and Course Related Supplies	\$1,336
Transportation Allowance	\$1,396
Federal Direct Loan Fees	\$86
Miscellaneous Expense Allowance	\$1,578
Total 2023-2024 Graduate Student: (Full-Time, Commuting)	\$22,636

Graduate Programs: (Full-Time, Online)

- **Master of Education in School Counseling**
- **Master of Education in Educational Leadership**

	23-24
Tuition (\$525 per credit hour) (6 credit hours per semester)	\$6,300
Technology fee	\$300
Housing Allowance	\$8,722
Food Allowance	\$3,818
Books and Course Related Supplies	\$1,336
Transportation Allowance	\$512
Federal Direct Loan Fees	\$86
Miscellaneous Expense Allowance	\$1,578

Total 2023-2024 Graduate Student: (Full-Time, Online) \$22,652

- **Master of Health Administration**

	23-24
Tuition (\$600 per credit hour) (6 credit hours per semester)	\$7,200
Technology fee	\$300
Housing Allowance	\$8,722
Food Allowance	\$3,818
Books and Course Related Supplies	\$1,336
Transportation Allowance	\$512
Federal Direct Loan Fees	\$86
Miscellaneous Expense Allowance	\$1,578
Total 2023-2024 MHA Graduate Student: (Full-Time, Online)	\$23,552

STUDENT AFFAIRS

Victoria Burgos, 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 engagement issues and matters impacting student life within the campus community.

Residence Life

Heather Richardson, Director of Residence Life

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 Area Coordinators (ACs) are professional staff members who live in the residence halls and supervise a trained staff of student leaders called Resident Assistants (RAs). The AC'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 ACs 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.

Students must be enrolled full-time (12 or more credits) in order to live on campus. If a student drops below 12 credits, their situation will be reviewed on a case-by-case basis by the Office of Residence Life, and depending on available space, the student's circumstances, and the student's plans for subsequent semesters, the student may be approved to continue living on campus. In consultation with the Dean of Students and Dean of the College, the Office of Residence Life reserves the right to ask students to depart the residence halls if students' conduct creates an unsafe environment for themselves and/or other residents. Students must contact the director of residence life to discuss their situation.

Lucy Rose Center for Global Leadership and Career Innovation

Collier Lumpkin, Executive Director

The mission of the Lucy Rose Center for Global Leadership and Career Innovation is to infuse life and career preparation with a broader sense of purpose in the global context. Programming prepares students for success in graduate school and careers, and above all, to be leaders for a better world. The Center offers a robust and dynamic schedule of programming on such topics as oral and written communication skills, career path finding management, global intercultural literacy, professionalism and work ethic, digital technologies, teamwork and interpersonal skills, leadership skills, and critical thinking and creative problem solving.

International Student Services and Study Abroad

Collier Lumpkin, Executive Director for the Lucy Rose Center for Global Leadership & Career Innovation

The Executive Director for the Lucy Rose Center for Global Leadership & Career Innovation serves as the Salem College Homeland Security PDSO, and thus assists international 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, and directs the Salem College Study Abroad programming.

Health and Counseling Services

Health Services

Student Health Services offers nursing services to all Salem College students. Students can visit Health Services when they are feeling unwell, have an injury, or need assistance with community referrals. Health Services is located in the basement of Clewell Residence Hall. Virtual healthcare and counseling services are available to all students through Salem's telehealth provider, The Virtual Care Group. Please refer to the Salem Ready, Salem Strong webpage for more information: <https://www.salem.edu/readystrong/healthsafety>

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.

Virtual healthcare and counseling services are available to all students through Salem's 24-hour telehealth provider, The Virtual Care Group. The Counseling Services Office is in the Wellness Center located on the lower level of Gramley Residence Hall. <https://www.salem.edu/counselingservices>

Student Activities and Organizations

The Student Government Association (SGA) is the governing body for traditional age undergraduate students. Interested Fleeer 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 Fleeer Center students are automatically a part of the Fleeer Leadership Council. The Fleeer 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

Religious Life

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 religious studies 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

JJ Antoine, Director of Athletics, Recreation and Physical Education

The Salem College athletic program supports seven intercollegiate varsity sports (basketball, soccer, softball, swimming, tennis, and volleyball). Salem College is a member of NCAA Division III and the USA 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. Semesters of participation are tracked by the Athletic Director's office with assistance from the Registrar's Office. Eligibility is based on the number of semesters in college and includes semesters at other institutions.
 - a. Full-time status is required to participate (full time in fall or spring term is 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.
 - c. Dropping below 12 hours during the semester results in immediate ineligibility.

2. Students will be ineligible to compete if they fail two classes within one semester (does not include zero credit or audited courses) in the fall and spring terms. Anytime a student-athlete drops below 12 semester hours, she becomes ineligible immediately.
 - a. Repeated courses that were previously passed do not count towards the required 12 hours per semester, unless they are repeatable for credit, e.g., special topics, internships, etc.
 - b. Graded courses taken at Salem College during Summer term(s) will be added to the hours and GPA of the preceding Spring term to determine eligibility.
3. Minimum 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
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)
 - a. The student may be eligible to practice if approval is given by the Director of Athletics.
 - b. The student is not eligible to play again until she is officially removed from probation.
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 be accepted for transfer credit.

NOTE: Should a student receive a grade change for any reason and that change would have disqualified her from participating in team sports in the term in which she took the course, in the current term, and/or results in her being placed on academic probation or exclusion, the student is immediately ineligible to continue participating in any team sports in the current term, pending further review. She may be deemed permanently ineligible to participate.

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.

Cultural Events

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

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.

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.

The Alumnae Association

The Salem College Alumnae Association was founded in 1886 to ensure that Salem alumnae remain an important part of the Salem Academy and College community after graduation. The Alumnae Association fosters a spirit of continuing fellowship and service to Salem through the activities of the Alumnae Association Board,

communications to alumnae, and alumnae events held virtually, on-campus, and across the country. The Alumnae Association is managed by the Office of Institutional Advancement, with on-campus locations in Hanes House and the Alumnae House.

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 productive 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 liberal arts, 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 Impact, the College's core curriculum program, and complete at least one academic major from among those available at the College. 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.

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-year advising; the second phase is advising of majors. Each incoming traditional-age first-year student is assigned a faculty advisor who is also the instructor of their SALEM 110/111 (First-year Seminar) course. Incoming students in the Martha H. Flee Center for Adult Education are initially advised by the director of advising and retention. Once the student declares her major, usually by the spring of her sophomore year, she is assigned a new faculty advisor in the major. A student may change her faculty advisor at any time either by consultation with the dean of undergraduate studies or chair of the division 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

Candidates for each degree must complete at least 120 semester hours for graduation. All degree candidates must complete the Salem Impact requirements for their degree, a major and the needed electives to complete 120 semester hours.

Graduation Requirements

Candidates for each degree must complete at least 120 semester hours for graduation. All degree candidates must complete the Salem Impact requirements for their degree, a major and the needed electives to complete 120 semester hours. 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. If the student chooses to declare a minor, a 2.00 minimum G.P.A. in all courses required for the minor is also required.

While all prospective graduates are invited to participate in a number of activities for seniors throughout the spring term, only students who have fully met all of the requirements for graduation prior to the commencement date are eligible to participate in the awarding of the diplomas at the graduation exercises. Students who graduate in August or December will be eligible to participate in the next May commencement ceremony.

In order to qualify for a Salem degree a student must complete a minimum of thirty semester hours in residence at Salem College. A student must also meet the residency requirements of the major(s).

Once a student is enrolled at Salem, courses taken at other institutions accredited by an accreditor that is recognized by the Council for Higher Education or the U.S. Department of Education are applicable to the degree only if approved *in advance* by 1) the relevant program director 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 here: <https://www.salem.edu/registrar/forms-and-documents> 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. Full- and part-time traditional 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 six years of entrance and that the student's enrollment has not been interrupted for one calendar year or more. A student may petition the College 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 (two consecutive regular terms) will be bound by all requirements (including general degree requirements and major requirements) of the catalog in effect at the time of re-enrollment; the college may also re-evaluate previously awarded transfer credit. Prior-year catalogs are viewable at www.Salem.edu/catalog

A student who matriculated at Salem prior to Fall 2016 may petition the registrar and the dean of undergraduate studies to consider the minimum number of semester hours required for her degree to be equivalent to the number required by the catalog in force when she matriculated. If approved, a student completing one degree would be required to complete 144 semester hours, and a student completing two degrees would be required to complete 176 semester hours.

General Requirements for the Bachelor of Arts (BA), Bachelor of Science (BS)

At least 120 semester hours, including a major and the Salem Impact core curriculum, are required for the bachelor of arts (BA) or bachelor of science (BS).

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 attended another college subsequent to her high school graduation, shall be considered a first-time, first-year student during her first semester at Salem, and will be included in the incoming class cohort. During her first semester at Salem, such a student will be required to enroll in SALEM 110 and will be considered a first-time, first-year student for advising, housing, parking and other purposes dependent upon first-year standing, regardless of her student classification (first-year, sophomore, junior or senior).

Requirements for a Second Baccalaureate Degree, Major or Minor

Salem College confers two undergraduate degrees: bachelor of arts (BA), and the bachelor of science (BS). Each degree requires the completion of at least 120 semester hours and all core curriculum and

major/minor requirements. Students may pursue multiple majors or minors within a degree or multiple degrees, however, any degree (BA, BS) is granted only once regardless of the number of majors or minors within it.

Concurrent degrees

Students seeking two degrees concurrently must fulfill the core curriculum requirements for both degrees when those requirements differ and complete at least twenty-four additional semester hours beyond the 120 semester hours required for the first degree. Such students are strongly encouraged to consult with the dean of undergraduate studies and their academic advisor(s).

Completion of a second degree or major after graduation from Salem College

A student who has graduated from Salem and wishes to return to pursue an additional major or minor under the previously earned degree (for example, a second major in history, after completing a BA in English) does not pursue a second degree. These students are only required to take the course(s) needed to complete the additional major or minor and are admitted as post-baccalaureate, *non-degree* students.

Requirements for a second baccalaureate degree are applicable when a student returns to Salem to pursue a major that falls under a separate degree from the one previously earned. These students are admitted as post-baccalaureate, *degree-seeking* students and must complete at least twenty-four hours and satisfy any additional core curriculum, major and elective requirements for the second degree.

In both cases, post-baccalaureate studies are recorded separately from the prior degree studies; however, transcripts will include the student's complete academic record and will list all completed degrees, majors and/or minors.

Requirements for a Second Baccalaureate Degree—Graduates of Other Colleges

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 Impact requirements; at least thirty semester hours toward the second bachelor's degree must be taken at Salem. The Transfer Credit Policy, as published in the Salem College Undergraduate Catalog, applies.

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 general degree requirements and major requirements) of the catalog in effect at the time of re-enrollment; the college may also re-evaluate previously awarded transfer credit. Prior-year catalogs are viewable at www.Salem.edu/catalog.

Applying for Graduation

Degrees are conferred in August, December, and May, with one commencement ceremony in May for all graduates in that academic year. ALL students must apply to graduate. ***Deadlines for submitting graduation applications to the Registrar's Office (all students):*** November 1st for the following May and August graduation; September 1st for December of the same year. While all prospective graduates are invited to participate in a number of activities for seniors throughout the spring term, only students who have fully met all of the requirements for graduation prior to the commencement date are eligible to participate in the awarding of the diplomas at the graduation exercises. Students who graduate in August or December will be eligible to participate in the next May commencement ceremony.

Senior Audits

Each summer, the Registrar's Office will review the academic progress of all students who have senior status and are expected to graduate the following May. To be eligible to receive this review, students must have officially

declared all majors/minors; and plan to complete their graduation requirements within three semesters This review will be provided to the student and the student's faculty advisor. The senior letter is provided as a service to assist in tracking the student's progress towards graduation; however, it is ultimately the student's responsibility to ensure that all graduation requirements have been met. If the planned graduation date changes, it is up to the student to inform the Registrar's Office. If students have not received a senior letter by September 1, they should contact the Registrar's Office. Senior reviews will be provided only once.

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.

Academic Majors

A major must be completed according to the requirements of the degree and of the division 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.

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 Impact 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: biology, business administration, chemistry, communication and media studies, design, English and writing studies, environmental studies, exercise science, history, health communication, health humanities, health sciences, integrative studies, mathematics, nonprofit management and community leadership, political science, psychological sciences, public health, race and ethnicity studies, religious studies, sociology, Spanish, teaching, schools and society and visual and performing arts. Education licensure programs or concentrations are available for art, biology, chemistry, English, 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, design, education, and public health.

Bachelor of Science (BS)

The bachelor of science degree offers the student the opportunity to major in biochemistry, biology, exercise science, health sciences, mathematics, and psychological sciences.

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 (for a minimum of 3 semester hours) in the program 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 program) 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* (9 or more semester hours) 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 program 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* (15 or more semester hours) toward the major but failed to maintain a 2.00 G.P.A. in those courses, the student shall be removed from the major and shall be required to meet with the dean of undergraduate studies to discuss alternative programs of academic study.

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 and BS degrees, students fulfill the core curriculum requirements only once. Such students are strongly encouraged to consult with the dean of undergraduate studies and their academic advisor(s).

All students must declare a major no later than the registration period prior to achieving junior standing (57 hours). Students who enter Salem as sophomores, juniors, or seniors must declare a major no later than the end of the drop/add period following their first full term at Salem. Students who fail to declare a major by the appropriate deadline will be prevented from registering for the next full term until they do so. Students who, by the deadline, are prevented from declaring their desired major (e.g., because of their GPA) will be assigned to the Director of Academic Advising & Retention and granted a one-semester extension but will be expected to declare a major by the beginning of the following full academic term or be prevented from registering. Transfer students who enter Salem College with at least junior standing, 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 (minimum of 3 semester hours) 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 program.

Transfer students who enter Salem as juniors or seniors must declare a major no later than the end of the drop/add period following their first full term at Salem. Students who fail to declare a major by the appropriate deadline will be prevented from registering for the next full term until they do so. Students who, by the deadline, are prevented from declaring their desired major (e.g., because of their GPA) will be assigned to the Director of Academic Advising & Retention and granted a one-semester extension but will be expected to declare a major by the beginning of the following full academic term or be prevented from registering.

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 program, of no fewer than 12 semester hours 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, regardless of semester hours, may be counted toward both a student's major and a minor.

The following minors are now available to students: art history, biology, business administration, business entrepreneurship, chemistry, coaching, communication and media studies, creative writing, data science, design, English and professional writing, environmental studies, health humanities, history, mathematics, music, nonprofit management and community leadership, nutrition, political science, psychological sciences, public health, race and ethnicity studies, religious studies, sociology, Spanish, Spanish for health professions, studio art, therapeutic arts, visual and performing arts, visual literature, and women's gender and sexuality studies. The requirements for each minor may be found following the description in the catalog of each major.

Salem Impact – Salem College's Core Curriculum Program

Rebecca Dunn, Director of the Salem Impact

Salem Impact Mission Statement

Building on the commitment of Salem's founders to the education of women, Salem Impact provides an innovative and rigorous liberal arts education in support of the college's focus on health leadership. In a community devoted to scholarly inquiry, gender equity, and diversity, students participate in disciplinary and interdisciplinary courses, as well as experiential learning. Through problem-solving approaches and ethical decision making, students will ask incisive questions and forge complex solutions, emerging as leaders and change-makers in their professions and communities—global citizens ready to create a healthier world.

The purpose of a general education is to provide a broad exposure to multiple disciplines, to integrate learning across the college between the academic curriculum, co-curriculum, and experiential learning. This empowers students with broad knowledge and transferable skills and cultivates social responsibility with a strong sense of ethics and values. Salem Impact supports the college's focus on health leadership by incorporating health-related themes in our first-year seminar, our fourth-year seminar, and our Wellness and Leadership course. In addition, the Salem Impact includes requirements and competencies that are foundational to the interprofessional Health Leadership Competency Model that was designed for leadership development in practice and academic settings of all kinds. This ensures that completing the Salem Impact enables Salem graduates to enter a profession or pursue further education in a broad range of careers centered on the health of local and global communities.

Salem College has an articulation agreement with North Carolina Community Colleges. If a student has an AA or AS degree, the only additional general education courses those students need are one Gender Inquiry course, two semesters of one language (modern language, ASL, or a modern computer language), and SALEM 350. These courses may transfer in with approval from the Registrar, the Director of Salem Impact or the appropriate program directors.

Salem Impact Competencies

The Salem Impact requires students to demonstrate competencies in critical thinking, communication, intercultural knowledge and engagement, gender inquiry, ethical inquiry, and data interpretation and communication. Course requirements are grouped into: *liberal arts interdisciplinary dimensions; liberal arts disciplinary dimensions; and liberal arts experiential dimensions*. Specific courses which satisfy the various dimensions are listed following the requirements.

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

Intercultural Knowledge and Engagement: Students will demonstrate an understanding of complex social identities and engage respectfully and effectively across cultures.

Students will demonstrate the ability to

- reflect on cultural differences and cultural norms
- engage with diverse and multiple perspectives
- understand their civic identity, community membership & the common good
- act with behavioral flexibility and respect within culturally appropriate boundaries

Gender Inquiry – Students will articulate the role of gender and apply it as an analytical lens.

Students will possess the ability:

- to apply gender as an analytical lens
- to articulate the influence of gender on individuals and on society
- to analyze the intersection of gender with other identities such as race and sexuality
- to describe the historically and culturally specific roles of women.

Ethical Inquiry - Students will describe, analyze, and take considered positions on ethical issues.

Students will possess the ability:

- to recognize ethical issues in complex, multilayered contexts
- to evaluate differing ethical principles or concepts with understanding
- to apply relevant principles or concepts to ethical situations or issues
- to decide among ethical positions, actions, or outcomes

Data Interpretation and Communication-Students will be able to use data to extract insights and select the most effective format to communicate data to a variety of audiences.

- Identify reliable resources for data collection
- Collect and interpret data to determine trends or insights
- Select suitable graphics and visualizations that provide information to inform audiences

Writing Intensive- Salem College is committed to the continuing development of students' writing skills throughout the undergraduate curriculum by engaging students in the writing process. In the Salem Impact Core curriculum Program, SALEM 110: The First year Experience, SALEM 111: Honors First Year Experience, SALEM 112: Academic Writing Seminar, and SALEM 130: Transitions: A Changing Culture are designated as writing intensive (WI) courses that provide significant exposure to the writing process. Since a variety of different experiences hone a student's skills in composition, exposition, and critical thinking, other courses in the curriculum may be designated as WI courses.

- Includes improving writing proficiency as a student learning outcome;
- Distributes writing assignments throughout the course;
- Provides formative feedback to students at key stages in the writing process;

- Includes the opportunity for students to review assignments or to incorporate formative feedback on one assignment in the production of the next assignment.
- Writing intensive courses will usually include both informal and formal assignments, and might include draft-revision assignments, peer review, reflection papers, position papers, journals, annotated bibliographies, reports, creative expression, carefully constructed written arguments, or research papers, as well as other forms of writing.
- Students intending to pursue graduate studies should be aware of writing intensive requirements for their prospective graduate programs.

Salem Impact Requirements

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

Salem Impact Core

SALEM 100. Wellness and Leadership (3 hrs)

SALEM 110. First Year Experience (3 hrs) or SALEM 111. Honors First Year Experience (3 hrs)- Requirement for Traditional-Age Students Only

SALEM 112. Academic Writing Seminar (3 hrs) (may be waived through writing assessment or previous college-level coursework)

SALEM 130. Transitions: A Changing Culture (3 hrs) Requirement for Martha H. Fleer Center Students Only

SALEM 350. Senior Interdisciplinary Seminar (3 hrs)

Liberal Arts Interdisciplinary Dimensions

Gender Inquiry: One course (*minimum of 3 semester hours*) from the Interdisciplinary Dimensions-Gender Inquiry list.

Intercultural Knowledge and Engagement: One course (*minimum of 3 semester hours*) from the Interdisciplinary Dimensions-Intercultural Knowledge and Engagement list.

Ethical Inquiry: One course (*minimum of 3 semester hours*) from the Interdisciplinary Dimensions-Ethical Inquiry list.

Data Interpretation: One course (*minimum of 2 semester hours*) from the Interdisciplinary Dimensions-Data Interpretation list.

Writing Intensive: One course other than SALEM courses (*minimum of 3 semester hours*) from the Interdisciplinary Dimensions- Writing Intensive list.

Liberal Arts Experiential Dimensions

Choose a minimum of 3 semester hours from one of the following:

A Service Learning Course (*for a minimum of 3 semester hours*): Service learning courses can be found in a variety of disciplines. Courses meeting this requirement are designated with (SL) after the course description in this catalog. SALEM 210- Service Learning Seminar is also offered periodically. If a major requires a service learning course, that course will fulfill the Salem Impact requirement. Service-learning courses may be transferred from other institutions, only with approval from the registrar and the director of the Salem Impact program.

Internship Experience (*for a minimum of 3 semester hours*): Internship courses can be found in a variety of disciplines as well as SALEM 270 and SALEM 275. If a major requires internship credit, that will count towards the Salem Impact Experiential requirement. NOTE: A minimum of 3 semester hours of internship work is

required to fulfill the Salem Impact requirement for graduation; however, students may meet this requirement with partial-credit internships taken in multiple semesters. A student must work a minimum of 40 hours in her internship for every hour of credit awarded. Therefore, every student is required to work a minimum of 120 hours to fulfill the Experiential requirement. Internship requirements set by programs as well as experimental internships fulfill the graduation requirements as long as the 120-hour minimum has been met. EDUC 399 also fulfills the internship requirements. It is left to the discretion of each program to determine the number of semester hours that will fulfill major/minor internship requirements. Students should discuss these options with their advisers and/or the dean of undergraduate studies. No more than 16 hours of internship credit may be counted towards the semester hours required for graduation.

Study Away courses: Different travel courses both within and outside the country will be offered during the semester and the summer. These need advanced planning, please see the Director of the Lucy Rose Center for more information.

Liberal Arts Disciplinary Dimensions

Science: One course with lab (*minimum of 4 semester hours*) from the Disciplinary Dimensions-Science with Lab list.

In the Laboratory Sciences at Salem, students gain an understanding of how scientific arguments are developed, presented, and critically evaluated using the scientific method. Through hands-on learning, students are given opportunities to participate in the testing of hypotheses, including the collecting and reporting of empirical data, both quantitative and qualitative. Students will improve their comprehension of the structure and function of the universe and how its components interact.

Student Learning Outcomes:

- Students correctly implement the steps of the scientific method.
- Students effectively communicate the results of scientific inquiry.

Social Science: One course (*minimum of 3 semester hours*) from the Disciplinary Dimensions-Social Science list. Through the social sciences, students develop an understanding of institutionalized policies and cultural practices and their consequences. To advocate for equity, students will engage in analysis that involves historical and socioeconomic perspectives, along with formal and informal social relationships. Using ethical, evidence-based, and data-informed decision-making processes, the social sciences give students the grounding necessary to solve problems and effectively communicate potential solutions to local and global audiences.

Student Learning Outcomes:

- Explain how social science theories can be used to analyze contemporary issues, to understand diverse populations, and to develop policies for social change.
- Use information technologies to conduct ethical research about cultural practices and/or institutional policies; develop potential solutions to complex problems.
- Exhibit effective communication through personal interaction, media content creation, and classroom presentations (individually or as part of a group), to a larger audience.

Arts: One course (*minimum of 3 semester hours*) from the Disciplinary Dimensions-Arts list.

The Arts at Salem expose students to the principles and elements of the creative process that represent the human condition via aesthetic expression. Through the study of the arts, students engage in creative expression or analysis that is both subjective and critical, while developing informed perspectives on society, culture, and history. The visual and performing arts can foster empathy and improve well-being for individuals and within communities.

Student Learning Outcomes:

- Students will demonstrate understanding of the principles and elements of the creative process.
- Students will develop informed perspectives on society, culture and history through the study or practice of the arts.

Humanities: One course (*minimum of 3 semester hours*) from the Disciplinary Dimensions-Humanities list. The Humanities at Salem engage students in analyzing cultural and cross-cultural expressions of what it means to be human. The study of language, literature, and history, often attentive to ethical and religious dimensions, includes expressions that can be creative, theoretical, or empirical. Through humanities courses students acquire cultural competency and develop their abilities to read closely, think analytically, and write effectively in a variety of genres and contexts.

Student Learning Outcomes

- Students will develop and demonstrate the ability to engage with historical, cultural, or textual questions, evaluate evidence, consider alternative perspectives, and take positions, recognizing the limits of their own knowledge [think analytically]
- Students will develop and demonstrate skills of close reading, analyzing sources with attention to genre, to patterns and relationships, and to details [read closely]
- Students will develop and demonstrate skills of effective writing, as measured in essays, papers, or other compositions [write effectively]

Mathematics: MATH 060. Finite Mathematics (*3 hrs*), MATH 070, Essential Calculus (*4 hrs*) or MATH 100. Calculus I (*4 hrs*)

At Salem, we expand on the position mathematics holds in the original liberal arts by giving students exposure to mathematical functions and expressions that model many observable phenomena in the natural, physical, and human-made realms. Students develop an understanding of mathematics as a foundation for many disciplines, as well as a grounding in the logical processes that underlie mathematical thinking.

Student Learning Outcomes

- Students will apply mathematical functions accurately to solve problems from the natural, physical, or social sciences, or related to finance.
- Students will effectively express mathematical results and ideas visually.
- Students will clearly communicate mathematical results and ideas verbally, using appropriate technology as necessary.

Language: Two semesters of coursework in one language of another culture or two semesters of one modern computer language (CPSC 100 and CPSC 101) are required. If the student is placed into the intermediate level or higher (030 level) via the Salem College placement test, one additional language course in that language or a new language, or professional writing, (ENGL 250 or ENGL 305) is required (*3-8 hrs*). Students transferring in with college credit for two semesters of language have fulfilled the requirement.

Courses which satisfy Salem Impact Requirements

Interdisciplinary Dimensions – Gender Inquiry

Courses meeting the gender inquiry interdisciplinary dimensions are designated with (GI) after the course description.

- ARTH 180. Women in Art (*3 hrs*)
- COMM 223. Gender, Race, Race and the Media (*3 hrs*)
- COMM 325. Popular and Celebrity Culture (*3 hrs*)
- ENGL 223. Taboos, Experiments & the Other (*3 hrs*)

ENGL/WGSS 225. Building Communities and Growing Resilience: Theater of American Women Playwrights (3 hrs)

ENGL 249. Gender, Race, and Ethnicity in Shakespeare (3 hrs)

ENGL 292. First Contact through the Civil War: Survey of Amer. Lit. before 1870 (3 hrs)

ENGL 294. Women Write America, 1865-1990 (3 hrs)

ENGL 320. Contemporary American Ethnic Woman: Her Story (3 hrs)

ENGL 325. Modern Writings from Women of the Non-Western World: Global Lit (3 hrs)

ENGL 347. "Odd" Literary Couples: American Novel, 1900-1945 (3 hrs)

EXER/NUTR 212. Sports Nutrition (3 hrs)

EXER 245. Women in Sport (3 hrs)

HHMN/ENGL 105. Narratives of Health and Healing (3 hrs)

HIST/POLI/ENVS 216. The Nuclear Age (3 hrs)

HIST 218. The History of American Sexualities (3 hrs)

HIST 221. American Women's History (3 hrs)

HIST/REST 241. Women's Leadership in Global Historical Perspective (3 hrs)

HIST/POLI 265. US Constitutional and Legal History (3 hrs)

HIST 282. Women, Healing, and Medicine in Early America (3 hrs)

HIST 286. Modern Japan (3 hrs)

MUSI 105. Women in Music (3 hrs)

POLI 160. Gender, Politics and Policy (3 hrs)

PSYC 110. The Psychology of Women (3 hrs)

PSYC 160. Human Sexuality (3 hrs)

PUBH 230. Gender, Sexuality and Health (3 hrs)

RELI 240. Religion in America (3 hrs)

RELI 258. Women and Gender in Ancient Religions (3 hrs)

RELI 260. Feminist Studies in Religion (3 hrs)

SOCI 230. Sociology of Gender (3 hrs)

SOCI 232. Marriage and the Family (3 hrs)

SOCI 261. Sociology of Sexualities (3 hrs)

WGSS 204. Introduction to Women's Studies (3 hrs)

WGSS/RELI/HHMN 215. Disability and Gender (3 hrs)

WGSS 250. Gender Violence (3 hrs)

Interdisciplinary Dimensions – Intercultural Knowledge and Engagement

Courses meeting the intercultural knowledge and engagement interdisciplinary dimensions are designated with (IK) after the course description.

ARTD 160. Global Textiles (3 hrs)

ARTH 111. Survey of African and African American Art (3 hrs)

ECON 260. International Trade and Business (3 hrs)

EDUC 122. Learners in Context (3 hrs)

EDUC 233. Comparative Educational Studies (3 hrs)

ENGL 245. Hayao Miyazaki: Anime Master Storyteller and his Influences (3 hrs)

ENGL 246. Trauma and the "Power of Fantasy" in Hayao Miyazaki's Films (3 hrs)

ENGL/REST 365. Symbolic Meaning in Native American Literature (3 hrs)

HHMN 230. Ethics of Health and Healing (3 hrs)

HIST 103. World History I (3 hrs)

HIST 104. World History II (3 hrs)

HIST 213. Vietnam War (3 hrs)

HIST/POLI 214. The Global Cold War (3 hrs)

HIST 215/REST 210. Critical Issues in the History of Race and Ethnicity (3 hrs)

HIST/HHMN 248. History of Medicine (3 hrs)

HIST 258. Colonial Latin America (3 hrs)
HIST 286. Modern Japan (3 hrs)
MUSI 240. Music and Culture (3 hrs)
NUTR 215. International Nutrition and Cultural Foods (3 hrs)
POLI 110. Introduction to International Relations (3 hrs)
POLI 205. National Model United Nations (3 hrs)
POLI 210. Political Thought and Theory (3 hrs)
POLI 240. American Foreign Policy (3 hrs)
PUBH 260. Introduction to Global Health (3 hrs)
RELI 110. Introduction to Hebrew Scriptures (3 hrs)
RELI 130. Eastern Religious Traditions (3 hrs)
RELI 217. Death and Dying in Religious Perspectives (3 hrs)
RELI 221. Islam: The Straight Path (3 hrs)
RELI 340. Topics in the Study of Scripture (3 hrs)
REST/SOCI 202. Race and Ethnic Relations (3 hrs)
SCIE 210. Contemplative Studies of the Body and Mind (3 hrs)
SOC 240. Globalization and Global Inequities (3 hrs)
SPAN 222. Spain (3 hrs)
SPAN 261. Literature of Spain (3 hrs)
SPAN 263. Hispanic American Literature (3 hrs)
SPAN 350. Latinx Seminar (3 hrs)
WGSS 250. Gender Violence (3 hrs)

Interdisciplinary Dimensions – Ethical Inquiry

Courses meeting the ethical inquiry dimensions are designated with (EI) after the course description.

BETH 110. Introduction to Bioethics (3 hrs)
BETH 230. Technology and Bioethics (3 hrs)
BETH/POLI 202. Debating Ethical Issues (3 hrs)
BUAD 124. Business Ethics (3 hrs)
CRWR 217. Introductory Prose Writing Workshop (3 hrs)
ENGL 345: Digital Writing in Professional Contexts (3 hrs)
HHMN 230. Ethics of Health and Healing (3 hrs)
POLI 247. Regulating Sex in Society (3 hrs)
RELI/HHMN 320 Religion and Ethics (3 hrs)
SCIE 210. Contemplative Studies of Body and Mind (3 hrs)
SCIE 220. Medical Ethics (3 hrs)
WGSS/RELI/HHMN 215. Disability and Gender (3 hrs)

Interdisciplinary Dimensions – Data Interpretation

Courses meeting the Data Interpretation dimensions are designated with (DI) after the course description.

ACCT 120. Principles of Financial Accounting (3 hrs)
ACCT 130. Principles of Managerial Accounting (3 hrs)
BIOL 240. Research Methods (4 hrs)
BUAD 211. Data Management and Information Systems (3 hrs)
BUAD 240. Data Analysis for Decision Making (3 hrs)
COMM 275. Health Communication (3 hrs)
COMM 321. Community Journalism (3 hrs)
CPSC 101. Programming for Data Science (4 hrs)
ENVS 210. Geographic Information Systems (4 hrs)
EXER 360. Exercise Science Research Course (3 hrs)
MKTG 231. Marketing Research Methods (4 hrs)

SCIE 040. Spreadsheets for Science and Mathematics (2 hrs)

Interdisciplinary Dimensions – Writing Intensive

Courses meeting the writing intensive dimensions are designated with (WI) after the course description.

ARTT 300. Art of Children (3 hrs)

BIOL 311. Evolution (4 hrs)

BIOL 390. Senior Seminar (3 hrs)

ENGL- all courses with ENGL prefixes (3 hrs)

HHMN/ENGL 105. Narratives of Health and Healing (3 hrs)

HHMN/ENGL 214. Career Development for Health Humanities Students (3 hrs)

HHMN/WGSS/RELI 215. Disability and Gender (3 hrs)

HHMN 230. Ethics of Health and Healing (3 hrs)

HHMN 255. Rhetoric of Health and Medicine (3 hrs)

HHMN 390. Senior Project in Health Humanities (3 hrs)

HIST 215/REST 210. Critical Issues in the History of Race and Ethnicity (3 hrs)

HISTPOLI 224. History of US Health Policy (3 hrs)

HIST/REST 241. Women's Leadership in Global Historical Perspective (3 hrs)

HIST/HHMN 248. History of Medicine (3 hrs)

HIST 264. The Black Death (3 hrs)

HIST 282. Women, Healing, and Medicine in Early America (3 hrs)

HIST/POLI/ENVS 216. The Nuclear Age (3 hrs)

MUSI 236. Research Methods in the Fine and Performing Arts (3 hrs)

RELI 258. Women and Gender in Ancient Religions (3 hrs)

RELI/HHMN 320. Religion and Ethics (3 hrs)

RELI 360. Reading Religion: Theory and Method (3 hrs)

REST/ENGL 365. Symbolic Healing in Native American Literature (3 hrs)

WGSS/ENGL 225. Building Communities and Growing Resilience: Theater of American Women Playwrights (3 hrs)

WGSS 240. Women's Activism and Advocacy (3 hrs)

WGSS 250. Gender Violence (3 hrs)

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 (4 hrs)

BIOL 065. Human Biology (4 hrs)

BIOL 100. Cell and Molecular Biology (4 hrs)

CHEM 050. Modern Chemistry and Society (4 hrs)

CHEM 110. General Chemistry I with Lab (5 hrs)

ENVS 120. Earth Sciences (4 hrs)

PHYS 210. College Physics (4 hrs)

SCIE 030. Special Topics in Science (with laboratory or field experience) (4 hrs min.)

Disciplinary Dimensions – Social Science

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

COMM 120. Oral Communication (3 hrs)

COMM 170. Intercultural Communication (3 hrs)

COMM 180. Visual Communication (3 hrs)

CRST 100/SOCI 270. Criminology (3 hrs)

CRST 110. Introduction to Criminal Justice (3 hrs)

ECON 100. Principles of Economics (3 hrs)

EDUC 112. Historical and Social Foundations of Education (3 hrs)
 HIST/POLI 265 U.S. Constitutional and Legal History (3 hrs)
 NFPM 100. Introduction to the Nonprofit and Voluntary Sector (3 hrs)
 POLI 100. Survey of Political Science (3 hrs)
 POLI 105. Introduction to Public Policy (3 hrs)
 POLI 110. Introduction to International Relations (3 hrs)
 POLI 120. American Politics and Public Policy (3 hrs)
 PUBH 100. Introduction to Public Health (3 hrs)
 SOCI 100. Introduction to Sociology (3 hrs)

Disciplinary Dimensions – Arts

Courses meeting the arts disciplinary dimensions are designated with (AR) after the course description.

ARTD 160. Global Textiles (3 hrs)
 ARTD 248. History of Design (3 hrs)
 ARTH 111. Survey of African and African American Art (3 hrs)
 ARTH 113. Pre Columbian and Latin American Art (3 hrs)
 ARTH 121. Survey of Western Art I (3 hrs)
 ARTH 122. Survey of Western Art II (3 hrs)
 ARTH 160. The Art of Japanese Manga and Anime: Origins and Evolution (3 hrs)
 ARTH 164. Reading in Contemporary Japanese Manga (3 hrs)
 ARTH/HHMN 170. Empathy and the Western Graphic Novel (3 hrs)
 ARTH 180. Women and Art (3 hrs)
 ARTH 230. Medicine in Art (3 hrs)
 ARTH 232. Medieval Art (3 hrs)
 ARTH 260. Anatomy in Art, 1400 to 1900 (3 hrs)
 ARTH/HHMN 268. Art and Empathy (3 hrs)
 MUSI 105. Women in Music (3 hrs)
 MUSI 118. Music History I (3 hrs)
 MUSI 119. Fundamentals of Music I (4 hrs)
 MUSI 130. Introduction to Musical Styles (3 hrs)
 MUSI 220. Special Topics in Music and Health (3 hrs min)
 MUSI 236. Research Methods in the Fine and Performing Arts (3 hrs)
 MUSI 240. Music and Culture (3 hrs)

Disciplinary Dimensions – Humanities

Courses meeting the humanities disciplinary dimensions are designated with (HM) after the course description.

BUAD 124. Business Ethics (3 hrs)
 ENGL 221. Special Topics in English and Professional Writing (3 hrs)
 ENGL 223. Taboos, Experiments and the Other: Modern Drama (3 hrs)
 ENGL 225/WGSS 225. Building Communities and Growing Resilience: Theater of American Women Playwrights (3 hrs)
 ENGL 235. Embodied Rhetorics (3 hrs)
 ENGL 245. Hayao Miyazaki: Anime Master Storyteller and his Influence (3 hrs)
 ENGL 246. Trauma and the “Power of Fantasy” in Hayao Miyazaki’s Films (3hrs)
 ENGL 249. Gender, Race and Ethnicity in Shakespeare (3 hrs)
 ENGL 250. Introduction to Professional Writing (3 hrs)
 ENGL/HHMN 255. The Rhetoric of Health and Medicine (3 hrs)
 ENGL 292. Early America Through the Eyes of the ‘Other’ (3 hrs)
 ENGL 294. Women Write America, 1865-1990 (3 hrs)
 ENGL 298. “Imaginary Gardens/Real Toads”: Engaging Mod. Amer Poetry (3 hrs)
 ENGL 299. Shakespeare Meets Manga (3 hrs)

ENGL 315. Major Writers in the English Language (3 hrs)
 ENGL 325. Modern Writings/Women of Non-Western World: Global Lit. (3 hrs)
 ENGL/REST 365. Symbolic Meaning in Native American Literature (3 hrs)
 HHMN/ENGL 105. Narratives of Health and Healing (3 hrs)
 HIST 103. World History I (3 hrs)
 HIST 104. World History II (3 hrs)
 HIST 105. United States History to 1877 (3 hrs)
 HIST 106. United States History Since 1877 (3 hrs)
 HIST 215/REST 210. Critical Issues in the History of Race and Ethnicity (3 hrs)
 HIST 218. The History of American Sexualities (3 hrs)
 HIST 221. American Women's History (3 hrs)
 HIST 222. The Greco-Roman World (3 hrs)
 HIST 235. Europe in the Age of Enlightenment and Revolution, 1650-1815 (3 hrs)
 HIST/REST 241. Women's Leadership in Global Historical Perspective (3 hrs)
 HIST 247. History of Russia (3 hrs)
 HIST/HHMN 248. History of Medicine (3 hrs)
 HIST 258. Colonial Latin America (3 hrs)
 HIST 264. The Black Death (3 hrs)
 RELI 110. Introduction to Hebrew Scriptures (3 hrs)
 RELI 111. Introduction to the New Testament (3 hrs)
 RELI 130. Eastern Religious Traditions (3 hrs)
 RELI 160. The Moravian Experience (3 hrs)
 RELI 217. Death and Dying in Religious Perspectives (3 hrs)
 RELI 240. Religion in America (3 hrs)
 RELI 258. Women and Gender in Ancient Religions (3 hrs)
 RELI/HHMN 320. Religion and Ethics (3 hrs)
 RELI 340. Topics in the Study of Scripture (3 hrs)
 SPAN 350. Latinx Seminar (3 hrs)

Disciplinary Dimensions –Mathematics

Courses meeting the mathematics disciplinary dimensions are designated with (MA) after the course description.

MATH 060. Finite Mathematics (3 hrs)
 MATH 070, Essential Calculus (4 hrs)
 MATH 100. Calculus I (4 hrs)

Disciplinary Dimensions –Language

Courses meeting the language disciplinary dimensions are designated with (LA) after the course description.

CPSC 100. Introduction to Programming (3 hrs) and CPSC 101. Programming for Data Science (4 hrs)
 Two SPAN courses
 Two FREN courses

Experiential Dimensions—Service Learning

Courses meeting the service learning experiential dimensions are designated with (SL) after the course description.

ARMN 110. The Arts in the Community (3 hrs)
 ARMN 215. Performing Arts Management (3 hrs)
 ARTT 300. Art of Children (3 hrs)
 COMM 275. Health Communication (3 hrs)
 CRWR 215. Literary Artist as Citizen (3 hrs)
 EDUC 370. Integrated Math (3 hrs)
 ENGL 250. Introduction to Professional Writing (3 hrs)

ENGL 305. Professional Writing in Community Contexts (3 hrs)
ENVS 100. Introduction to Environmental Studies (3 hrs)
ENVS 230. The Role of Coal in Society with Lab (4 hrs)
EXER 225. Physical Activity Leadership Through Service (3 hrs)
HIST 211. Public History (4 hrs)
MKTG 231. Marketing Research Methods (4 hrs)
NFPM/SOCI 130. Making Change: Public Policy, Advocacy, and Grassroots Organizing (3 hrs)
NFPM 180. Volunteer and Community Engagement (3 hrs)
NFPM 230. Program Development and Grant Proposal Writing (3 hrs)
RELI 265. Religion and Migration (3 hrs)
SALEM 210. Service Learning Seminar (4 hrs)
SPAN 211. Medical Spanish (3 hrs)

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 one undergraduate-level certificate program: The Certificate Program in Nonprofit Management and Community Leadership.

To be admitted to a stand-alone 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 Office of Admissions, Salem College, 601 South Church Street, Winston-Salem, NC 27101, (336) 721-2000, or online at www.Salem.edu.

Certificate Program in Nonprofit Management and Community Leadership

Assistant Professor Fowler, coordinator

The Certificate in Nonprofit Management and Community Leadership is designed for the student wishing to enter or advance in a career in the nonprofit sector. Salem's Certificate in Nonprofit Management and Community Leadership is rigorous, consisting of four of the core courses required for Salem's BA in Nonprofit Management and Community Leadership. The courses offered in the

certificate program emphasize practical application of concepts learned in the classroom. As a result, participants gain exposure and develop valuable connections with the region's nonprofit community.

Core Requirements (12 hours):

NFPM 100. Introduction to the Nonprofit and Voluntary Sector (3 hrs)

NFPM 250. Fundraising and Resource Development (3 hrs)

NFPM 301. Strategic Thinking and Planning (3 hrs)

NFPM 310. Nonprofit Leadership and Governance (3 hrs)

Select two electives from the following courses: (6 hrs)

NFPM 140. Foundations of Entrepreneurship (3 hrs)

NFPM 160. International Nongovernmental Organizations (3 hrs)

NFPM 180. Volunteer and Community Engagement (3 hrs)

NFPM 225. Event Planning and Management (3 hrs)

NFPM 230. Program Development and Grant Proposal Writing (3 hrs)

COMM 322. Strategic Communication and Marketing (3 hrs)

NFPM 245. Organizational and Program Evaluation (3 hrs)

NFPM 280. Topics in Nonprofit Management and Community Leadership (3 hrs)

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 Nonprofit Management and Community Leadership, not the certificate.

Gainful Employment Disclosure

To access the Nonprofit Management and Community Leadership Certificate Program Gainful Employment Disclosure, please visit: http://www.Salem.edu/_theme/gainful-employment/nfp.html.

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 is open to all members of the Salem community.

Pre-Medical Program

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 their own area of special interests and abilities, and, if this area lies outside the sciences, they are 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. Students are invited to attend advising sessions provided by the Lucy Rose Center Center for Global Leadership and Career Innovation that assist students throughout the application process in school selection, crafting their personal statement, financial aid, test prep, and interview preparation. 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. Additional advising resources pertaining to medical and allied health careers can be found on the pre-health advising page of My Salem.

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

Emily Smith, Director of Internships and Pre-Professional Advising

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 and mathematics 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. U.S. Constitutional and Legal History
- HIST 269. America in our Time: 1945 to Present
- POLI 120. American Politics and Public Policy
- ECON 100. Principles of Economics
- ECON 280. History of Economic Thought
- PSYC 010. Introduction to Psychological Sciences
- PSYC 130. Social Psychology
- SOCI 202. Race and Ethnic Relations
- SOCI 204. Analysis of Social Issues
- SOCI 205. Social Psychology
- SOCI 270. Criminology

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

- COMM 120. Oral Communication
- COMM 240. Media Law
- BUAD 220. Business Law
- SOCI 220. Social Stratification

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.

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.

Model United Nations Program

Associate Professor Elizabeth Wemlinger, 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

Executive Director of the Lucy Rose Center, Collier Lumpkin

Students interested in studying abroad should contact the executive director of the Lucy Rose Center early in their academic careers. In an effort to provide access to as many regions of the world as possible, Salem College has partnered with other programs that offer accredited study abroad courses. These partners offer opportunities for semester-long, or summer study abroad. Students who wish to study abroad must be in good academic standing; individual travel programs may have additional requirements for eligibility, such as a minimum GPA or language proficiency. Unless explicitly offered as a course taught with the participation of Salem College faculty, all study abroad credit is considered non-residential transfer credit. All study abroad programs must be approved in advance. Costs associated with study abroad are the responsibility of the student unless otherwise noted.

Academic Semester or Year Abroad

AIFS Study Abroad

AIFS Study Abroad offers semester and year-long study abroad programs in Europe, Asia, Australia, Africa and the Latin Americas. AIFS programs hold students to high academic standards and help students prepare for a global marketplace, with many programs that include service learning, internship, and volunteer opportunities. Learn more about the many destination countries and programs by visiting the AIFS website at <https://www.aifsabroad.com/>

CIS Abroad

CIS Study Abroad offers semester and year-long study abroad and intern abroad programs in Europe, Asia, Australia, Africa and the Latin Americas, and many multi-country programs as well. Learn more about the many destination countries and programs by visiting the CIS website at <https://www.cisabroad.com/>.

CEA/CAPA Abroad

CEA Study Abroad brings high-quality international academic programs and services to students. Along the way students will learn to communicate across cultures, gain independence, become self aware and achieve international understanding. Learn more about the many destination countries and programs by visiting the CEA website at <https://www.ceastudyabroad.com/>.

Harlaxton College (Grantham, England)

Salem students have the opportunity to spend a semester at Harlaxton College, a 100-room manor house in the English Midlands that serves as a self-contained university campus owned and operated by the University of Evansville. 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. On campus, you will live among other American students with the services of a dean and other professionals, but not be isolated from the English; the staff, customs, and food are all British. Students must be sophomores or above, have a strong academic record, and must be approved by the dean of undergraduate studies. Learn more about Harlaxton by visiting the website at <https://harlaxton.evansville.edu/>

Meredith College (Sansepolcro, Italy)

Salem students can travel off the beaten path to a medieval town in the heart of Tuscany, where fellow women's college Meredith College offers classes in a historic palazzo. Fall semester courses emphasize Italian language, culture, arts and the humanities; Spring semester courses rotate through different liberal arts disciplines. Learn more by visiting the Meredith College in Palazzo Alberti website at <https://www.meredith.edu>.

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 core curriculum requirements for graduation. For more information, see the St. Clare's website at <https://www.stclares.ac.uk/>.

Students who wish to study abroad through a different program of studies should contact the coordinator of study abroad. Students may not study abroad in countries where the State Department has issued current travel warnings.

Summer Study Abroad

All of the partner organizations described under Academic Year or Semester Abroad also offer summer study abroad programs, which last between 3 and 5 weeks and provide students the opportunity to take one or two courses in a variety of disciplines. In addition, Salem offers two unique summer study abroad opportunities in partnership with St. Peter's College of Oxford University.

St. Peter's College Summer School (Oxford, England)

Rising seniors with a GPA of 3.2 or higher may enroll in a five-week summer program at St. Peter's College and take courses in medieval studies, English literature, or environmental studies. Students work with Oxford University faculty in the tutorial tradition, culminating in an independent research paper. This program is open to rising seniors with a minimum Salem grade point average of 3.2. Learn more at <http://www.oxsummerschools.co.uk/>

Salem College at St. Peter's College, Oxford University

Salem College conducts a three-week program at St. Peter's College every two or three years.

Other Off-Campus Programs

Associate Vice President for Academic Affairs, Dean of Undergraduate Studies, Jenna Sheffield

Washington Semester Program

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 dean of 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 eight semester hours at Salem, and
- e) have the approval of the dean of undergraduate studies at Salem and the appropriate official at Wake Forest University.

Note: ROTC courses and marching band at Wake Forest are open to qualifying first-year Salem College students. 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.

Students must inquire with the appropriate officials at Wake Forest University to determine if any other fees apply. All parking fees and fines are the responsibility of the student. 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).

Students should attend the first day of class at Wake Forest and request permission of the instructor to enter the course. While this arrangement has been very successful in the past, Wake students take priority over Salem students and students are not guaranteed a space in the class. Salem students cannot be registered until after the first day of class. During the first week of class, students should have the instructor email registrar@wfu.edu with permission to register. Once Wake receives the email confirmation from the instructor, the student will be emailed with information regarding parking, obtaining a Deacon Onecard and a Wake ID.

Students must be registered for Wake classes by the end of Salem's drop/add deadline. If not registered by the deadline, registration will not be allowed. The last day to withdraw from the course with a W grade is the first of either Wake Forest's or Salem's deadline. Please note that Wake Forest's withdrawal date may be earlier than Salem's. Requests to withdraw from Wake courses after the withdrawal date will not be honored, and the grade earned in the course, including F's, will be recorded on your Salem transcript.

Salem students are responsible for their own transportation and obeying all Wake Forest parking regulations while on campus. Salem students will need to register in the Parking Services Office. The link to the Parking Services page is <http://parking.wfu.edu/> Here you will find maps for the parking areas, shuttle schedules and many other pieces of parking information.

Academy Courses

Academy is an online platform that allows institutions to share access to online courses. Students are allowed to take a course in the Academy platform in specific situations, such as when Salem is unable to offer a course that the student needs to graduate within a particular term. The Dean of Undergraduate Studies reviews all student requests to determine eligibility.

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 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 and maintain a 3.5 or greater cumulative G.P.A. 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 SALEM 111) or by doing honors options in regular courses. (Students in the Martha H. Flier 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 programs, 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.

Academic Program Honors

To graduate with Academic Program Honors (honors in a major), a student must complete two Honors Independent Study courses (3 semester hours each, minimum) in that major, be recommended by her program and maintain a cumulative G.P.A. of 3.50 or above in the discipline.

Integrative Studies Major

Associate Vice President of Academic Affairs, Dean of Undergraduate Studies, Jenna Sheffield, 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 and 30 semester hours, including advanced courses in *at least two disciplines*, a senior capstone course or independent study project, and no more than two additional independent studies (regardless of the number of semester hours). 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 biochemistry, exercise science, health advocacy and humanitarian systems, health communication, health humanities, health science, nonprofit management and community leadership, and race and ethnicity 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 summer. To qualify, a student must have a 2.00 G.P.A. and have completed her first year of college.

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

- *Art History*: Reynolda House Museum of American Art, SECCA
- *Accounting*: NC State Treasury Department; Digitek International Ltd; State Employees Credit Union
- *Biology*: clinical and/or research internships, the WFU School of Medicine and Baptist Medical Center; Forsyth Medical Center; Winston-Salem Forsyth County Public Health Department; University of Arizona REU; East Carolina University Brody School of Medicine; Virginia Institute of Marine Science
- *Biochemistry*: WFU Center for Precision Medicine, Wake Forest School of Medicine
- *Business administration*: Merrill Lynch Global Wealth Management; Edward D. Jones; Winston-Salem Department of Human Relations; Mixxer; Center for Creative Economy; Forvis- High Point
- *Chemistry*: Glaxo Pharmaceuticals, Inc.; Mayo Clinic; Green Chemistry Institute; WFU School of Medicine; WFU Department of Chemistry
- *Communication*: Turner Broadcasting, Atlanta; Panthere Communications; Poesis Magazine; News Sentinel; Press 53; ABC 45 WXLV-tv & My48 WMYV
- *Psychological Science*: Family Services; Camel City Counseling; Bayada Home Health
- *Economics*: Merrill Lynch; Smith Barney (Atlanta); Center for Micro Finance; Wells Fargo
- *English*: Children's Theatre; Old Salem; Blair Publishing; DeHart and Company; Cultural Voice of NC
- *Health and Exercise Science*: Chermak and Hansen, Applied Family Services, Spring Arbor of Greensboro; A Proper View; Arbor Acres
- *History*: N.C. Supreme Court; N.C. Museum of History; Legal Services of NC; Old Salem; Muse
- *Interior Design*: Dynasty Furniture; Furnitureland South; Angela Morton Interior Design, Arbor Acres; Logan Oliver Design; Mona & Associates Design
- *Music*: Winston-Salem Piedmont Triad Symphony; SoundLizzard Productions
- *Nonprofit Management and Community Leadership*: The Little Theatre of Winston-Salem, Museum of Art, Scott Cares Foundation; Colours Performing Arts Troupe, Love Out Loud, Crisis Control Ministries
- *Political Science*: N.C. GOP Headquarters; Office of the District Attorney; Guilford County
- *Religious Studies*: St. Anne's Episcopal Church; Crisis Control Ministry, Greenstreet UMC
- *Sociology*: Forsyth County Sheriff Department; Winston-Salem Police Department; YMCA; The Ark
- *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/Design*: Logo-designs work for a local biotech company, Mixxer, Kaleideum, Krista Cox Design; Arts Council; Infograph Creative

Students interested in planning and participating in internships should discuss their ideas with their academic adviser or the program director of their major. The Lucy Rose Center for Global Leadership and Career Innovation is also a resource in providing orientation sessions and resources. The maximum number of internship semester hours allowed for graduation is sixteen.

Army Reserve Officer Training Corps (Army ROTC)

Associate Vice President of Academic Affairs, Dean of Undergraduate Studies, Jenna Sheffield, 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 dean of undergraduate studies for more information.

Air Force Reserve Officer Training Corps (Air Force ROTC)

Associate Vice President of Academic Affairs, Dean of Undergraduate Studies, Jenna Sheffield, Coordinator

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

ACADEMIC REGULATIONS

Enrollment Policies

Policy for Awarding Credit

A semester hour is defined as 50 minutes of classroom instruction per week for a 15-week semester, or the equivalent amount of instruction for a shorter term. In addition to in-class instruction, students should expect to spend a minimum of 100 minutes per week per semester hour on class-related work done outside of class. Courses will be awarded credit according to this standard, and any deviation from this standard must be approved by the Curriculum Committee. When courses are offered in hybrid or fully online formats, the expectations for overall time spent on a course are the same. The course content and student learning outcomes should match those established for face-to-face sections of the same course.

Registration

A student may not attend a class unless she is officially registered, either for credit or as an auditor. 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 the secure section of the MySalem website, where information about course registration (including waitlist status and holds), grades, etc. is updated.

Academic Load

To be considered full-time, the student must enroll in at least 12 semester hours; however, to achieve graduation (minimum of 120 semester hours) in four years requires 30 semester hours each academic year.

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. Any exceptions to this policy must be recommended by the student's advisor and approved in advance by the College and by the dean of undergraduate studies. Before students submit their appeal, they must: (a) be in good academic standing; (b) have completed one year of coursework at Salem College; (c) complete a transfer pre-approval form; and (d) sign a form stating that they understand that financial aid may not be used to cover the expense.

Students may carry between 12 to 18 semester hours in any fall or spring term with the approval of the faculty advisor; an overload of more than 18 semester hours (including Wake Forest courses) requires permission from the Registrar or the Dean of Undergraduate Studies (see details below).

Petitioning for an Overload (more than 18 semester hours):

All students must request permission to exceed 18 semester hours. 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 19 to 20 semester hours requires permission of the student's faculty adviser and the Registrar or the Dean of Undergraduate Studies. Petitions for more than 20 semester hours will be considered only in the most extraordinary circumstances and require permission from the Undergraduate Curriculum Council 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 approved by the student's academic advisor. This may be done through the Student Information System or through the Registrar's Office.

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. The course remains on the transcript with a grade of W.
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 from the College."

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 summer term courses, are published annually on the Salem College website.

Immunizations

North Carolina law requires individuals attending a college or university, whether public, private or religious, to receive certain immunizations. All new and transfer students are required to submit documentation of state-required immunizations. Per North Carolina state law, students will be WITHDRAWN FROM THE COLLEGE 30 days after classes begin if immunization requirements have not been met.

Withdrawal from the College

Students who wish to withdraw from the College are required to notify the Dean of Undergraduate Studies in writing and provide the dean with any requested information needed to process the withdrawal. If the student withdraws from the College, her grades in those courses are governed by the deadlines referenced in the Add/Drop Policy above. Fleeer 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 (two consecutive regular terms) or who returns to the College after a "step out" period of one calendar year or more will be bound by all requirements (including general degree requirements and major requirements) of the catalog in effect at the time of re-enrollment; the college may also re-evaluate previously awarded transfer credit. Prior-year catalogs are viewable at www.Salem.edu/catalog.

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 dean of 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 dean of undergraduate studies 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 general degree requirements and major requirements) of the catalog in effect at the time of re-enrollment; the college may also re-evaluate previously awarded transfer credit. Prior-year catalogs are viewable at www.Salem.edu/catalog.

Required Withdrawal

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 Salem College's Director of Counseling Services, 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 (twelve semester hours each) at an institution accredited by an accreditor that is recognized by the Council for Higher Education or the U.S. Department of Education. She must also submit a letter to the dean of undergraduate studies that addresses the following topics: a description of her activities during the period of 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 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 general degree requirements and major requirements) of the catalog in effect at the time of re-enrollment; the college may also re-evaluate previously awarded transfer credit. Prior-year catalogs are viewable at www.Salem.edu/catalog.

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 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. 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 Dean of 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 general degree requirements and major requirements) of the catalog in effect at the time of re-enrollment; the college may also re-evaluate previously awarded transfer credit. Prior-year catalogs are viewable at www.Salem.edu/catalog.

Any traditional student who is approved for readmission after one calendar year and who turns 23 prior to the start of the classes in her first term back must re-enroll as a Fleeer student.

Students in the Martha H. Fleeer Center who wish to pursue a leave of absence for any reason should make an appointment with the dean of undergraduate studies.

Class Attendance

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

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

In the event of a family emergency or an extended illness that results in absence from more than two class sessions, students should contact the dean of undergraduate studies, who will provide information regarding the

absences to the appropriate faculty. The Office of the Dean of Undergraduate Studies does not excuse absences. In the same way, the Student Health Center does not write excuses for missing class due to illness.

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 program director (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

Foreign Language Placement Information

Students who wish to study French or Spanish, who are not transferring college-level credit in those languages, and who either have taken one of those languages in high school or have otherwise learned to speak it, should take the appropriate online language placement test. The results of the test will inform the student of the particular course in French, Spanish, or German in which the student should continue her study of that language.

Math Placement Policy

Mathematics placement recommendations are based on a holistic look at the student's interests, past high school and college courses (including English and science courses), transfer credits, any end-of-course or end-of-grade standardized test scores, ACT or /SAT scores (when available), planned course of study, and other information in the student's academic record. provided by the student or their recommenders.

Placement recommendations are provided to first-year advisors, the Registrar's Office, and the Dean of Undergraduate Studies when a student enters Salem. If, after consulting with her academic advisor, a student wishes to contest the recommended course or to take a course that was not recommended for which prerequisites are not met, she may request that the mathematics program director review the recommendation or may submit an Academic Appeal to request enrollment in a different course.

Students are not placed into MATH 101: Calculus II or higher without prior credit for MATH 100: Calculus I or its equivalent.

Proficiency Examinations

Courses which satisfy core curriculum 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 program testing.

Advanced Placement Credit (scores and credit are subject to change without prior notice)

<u>Dept/Area</u>	<u>AP Exam</u>	<u>AP Score</u>	<u>Semester hours</u>	<u>Salem Course Equivalent</u>
Students may not receive AP, IB and/or CLEP course credit for the same subject.				
Art	Art History	4 or 5	3	ARTH 121 <i>or</i> 122 pending interview

	Studio Art	4 or 5	4	ARTS 020 or 111 pending review
	<i>Receipt of credit is pending interview with program director and/or review of portfolio</i>			
Biology	Biology	4	4	BIOL 010
	Biology	5	4	BIOL 100
Chemistry	Chemistry	3	0	Placement out of CHEM 110
	Chemistry	4 or 5	10	CHEM 110 and 120
Computer Science	Computer Science A	4 or 5	3	CPSC 100
Economics	Macroeconomics	4 or 5	3	ECON 100 (score of 4 or 5 on BOTH tests is required to earn credit)
	Microeconomics	4 or 5		
English	English Language	4 or 5	3	ENGL 000 (English elective)
	English Literature	4 or 5	3	ENGL 000 (English elective)
	<i>Credit for ENGL 000 may only be received once</i>			
Environ. Science	Environ. Science	4 or 5	3	ENVS 100
Foreign Language	French Language	3*	0	Placement out of FREN 030
	French Language	4 or 5	3	FREN 105
	French Literature	3*	0	Placement out of FREN 030
	French Literature	4 or 5	4	FREN 100
	German Language	3*	0	Placement out GERM 030
	German Language	4 or 5	3	GERM030 and placement out of foreign lang. requirement
	Latin	3*	0	Placement out of LATN 030
	Latin	4 or 5	3	LATN030 and placement out of foreign lang. requirement
	Spanish Language	3*	0	Placement out of SPAN 030
	Spanish Language	4 or 5**	7	SPAN 105 and 206
	Spanish Literature	3*	0	Placement out of SPAN 030
	Spanish Literature	4 or 5**	6	SPAN 206 and 209
	<i>*For scores of 3, one additional course in the language or another language is required to meet the general education requirement. **For scores of 4 or 5 on BOTH Spanish Language and Literature, credit is granted for SPAN 105 (4 hrs), 206 (3 hrs) and 209 (3 hrs).</i>			
History	European History	4 or 5	6	HIST 103 and 104
	US History	4 or 5	6	HIST 105 and 106
	World History	4 or 5	6	HIST 103 and 104
Mathematics	Precalculus AB	4 or 5	4	MATH 025
	Calculus AB	4 or 5	4	MATH 100
	Calculus BC	1, 2, or 3 and AB subscore of 4 or 5	4	MATH 100
	Calculus BC	4 or 5	8	MATH 100 and 101
Music	Music Theory	4 or 5	3	MUSI 161
	Additional placement testing with the music program required			

Physics	Phys C-Mechanics	3	0	Placement out of PHYS 210
	Phys C-Mechanics	4 or 5	4	Credit for PHYS 210
	Phys C-Electricity & Magnetism	3	0	Placement out of PHYS 220
	Phys C-Electricity & Magnetism	4 or 5	4	Credit for PHYS 220
Political Science	Gov't & Pol: Comp	4 or 5	3	POLI 140
	Gov't & Pol: US	4 or 5	3	POLI 120
Psychology	Psychology	4 or 5	4	PSYC 010
	Statistics	4 or 5	4	INTG 115
General Elective	General Elective	4 or 5	3	ELEC 000
SALEM	Human Geography	4 or 5	3	SOSC 000 (social science elective)
<i>Any exam not listed will be evaluated by the Director of the Salem Impact, in consultation with relevant programs.</i>				
<i>Courses for which zero credits are earned serve as prerequisites where needed.</i>				

College Level Examination Program (CLEP) Exams

Students may earn credit for **a maximum of three courses from the list below (regardless of semester hour value of the course)** by taking College Level Examination Program (CLEP) tests. 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 Impact, in consultation with relevant programs. Students may not receive AP, IB and/or CLEP course credit for the same subject.

<i>CLEP Exam</i>	<i>Minimum Score</i>	<i>Credit awarded for:</i>
Accounting	50	ACCT 120
American Government	50	POLI 120
Biology	50*	BIOL 010
Calculus	50**	MATH 100
Chemistry	50*	CHEM 110 and 120
College Algebra	50**	MATH 020
College Mathematics	50**	MATH 060
French Language (Level II)	62	FREN 030
German Language (Level II)	63	MDFL 000
History of US I: Early Colonization to 1877	50	HIST 105
History of the US II: 1865 to the Present	50	HIST 106
Human Growth and Development	50	PSYC 100
Info Systems & Computer Applications	50	BUAD 211
Intro to Educational Psychology	50	EDUC 000
Introductory Business Law	50	BUAD 220
Introductory Psychology	50	PSYC 010
Introductory Sociology	50	SOCI 100
Precalculus	50**	MATH 025
Principles of Macro-/Microeconomics	50	ECON 100***
Principles of Management	50	BUAD 201
Principles of Marketing	50	MKTG 230

Spanish Language (Level II)	63	SPAN 030
Western Civ. I: Ancient Near East to 1648	50	HIST 103
Western Civ. II: 1648 to the Present	50	HIST 104

*The programs 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 program. Students wishing to have the laboratory requirement waived will be required to show evidence of college level laboratory experience.

** Students who have earned credit for MATH 100 may not receive CLEP credit for MATH 020 or MATH 025.

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

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

Credit for Prior Learning(CPL)

Students in the Flee 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 student may earn a maximum of twelve semester hours of credit from prior learning.

Credits earned through CPL are considered non-residential and are not counted toward the 30 semester hours 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. Before submitting an application for CPL credit, students should consult with both the dean of undergraduate studies and a faculty member in the academic program in which the student seeks credit to discuss their intended proposal.

Students may obtain a CPL proposal form from the Flee Center. Proposals for CPL credit must be submitted with a nonrefundable \$25 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 semester hour recommendation to the dean of undergraduate studies. The dean of undergraduate studies reviews all recommendations before submitting the final semester hour recommendation to the Office of the Registrar for inclusion on the student’s transcript. If approved, the credit will be added to the student’s transcript for a fee.

Grading Policies

Grading System

Salem College uses the following system of grading:

A	Excellent	4.00	C	Average	2.00
A-	Excellent	3.67	C-	Average	1.67
B+	Good	3.33	D+	Passing	1.33
B	Good	3.00	D	Passing	1.00
B -	Good	2.67	D-	Passing	0.67
C+	Average	2.33	F	Failure	0.00

Other valid grades are:

I	Incomplete; grade deferred
P	Pass
NC	No credit
W	Withdrawal
WF	Unofficial 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).

A 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. NR’s will be changed to F’s by the Registrar’s Office 36 hours after the grading deadline each semester. See the “Grade Change Policy” (below) for information about changing these and other grades.

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.

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, physical education (PHED) activity courses, music performance and selected individual courses which indicate in their course descriptions that they may be repeated.

Students who earn a grade of F, 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 and to improve their grade point average. If a student repeats a course, the higher grade will count in the student's GPA; however, 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.

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, the higher grade will be included in the overall G.P.A. computation. 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.

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. Given at the discretion of the faculty member, typically for the following three reasons: illness, accident or death in the student's family, Incompletes must be made up within 8 weeks of the beginning of the next term (fall or spring), or the grade will automatically turn into an F. Extensions beyond the 8 weeks may be granted by the Dean of Undergraduate Studies or the Dean of Graduate and Professional Studies with the written support of the faculty member. If the student is receiving financial aid, they must consult with the financial aid office to discuss the impact of the Incomplete on the student's satisfactory academic progress and financial aid eligibility. A student may not graduate with an "I" or an "NR" on their record.

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.

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 division chair of the program in which the course was offered (or to the vice-president of academic and student affairs and dean of the college if the division 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.

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. 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 core curriculum 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 graded course during 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 student elects to have graded pass/no credit, the student must earn at least the equivalent of a C (2.0).

Audited Courses

A student may not attend a class unless she is officially registered, either for credit or as an auditor. Registration as an auditor permits a student to enroll in a course without working for a grade or credit. An auditor is expected to attend class regularly and participate in class discussions or activities as invited by the instructor. The auditor is not required to take tests and examinations and is not usually expected to submit papers. An auditor who finds it necessary to completely discontinue class attendance must formally drop the course. Since an audit course does not involve academic credit, it may be taken in conjunction with credit courses, and it has no bearing on course load status for full-time students. The full-time student may not audit more than one course each term, and audit courses cannot be repeated for academic credit at a later date, unless permission is granted by the dean of undergraduate studies upon recommendation of the student’s academic adviser and with the cognizance and input of the course instructor. (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.

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, three or more years after the last enrollment (six regular terms), 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 general degree requirements and major requirements) of the catalog in effect at the time of re-enrollment; the college may also re-evaluate previously awarded transfer credit. Prior-year catalogs are viewable at www.Salem.edu/catalog.

Grade Reports and Transcripts

Grade reports are available to students shortly after the end of each term through the student information system, 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. For full disclosure of Salem College's FERPA policy, see page 2 of this catalog.

Classification

Classification is determined at the beginning of each term and is based on the total number of semester hours earned at Salem.

Total Earned Semester Hours	Classification
Under 23	First-year student
23 to 56.99	Sophomore
57 to 86.99	Junior
87 and above	Senior

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 attended another college subsequent to her high school graduation, shall be considered a first-time, first-year student during her first semester at Salem, and will be included in the incoming class cohort. During her first semester at Salem, such a student will be required to enroll in SALEM 110 and will be considered a first-time, first-year student for advising, housing, parking and other purposes dependent upon first-year standing, regardless of her student classification (first-year, sophomore, junior or senior).

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

<i>Class</i>	<i>Required GPA</i>
Freshman	1.500
Sophomore	1.900
Junior	2.000
Senior	2.000

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 dean of 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 dean of undergraduate studies.
- Students may not overload while on probation. Any student wanting to take more than 15 semester hours must apply for an exception to the Undergraduate Curriculum Council.

- 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 dean of 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.

Academic 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 or spring term) she does not earn the minimum cumulative GPA listed below:

- 6 to 24.99 attempted semester hours at Salem: 1.200 G.P.A.
- 25 to 51.99 attempted semester hours at Salem: 1.500 G.P.A.
- 52 to 78.99 attempted semester hours at Salem: 1.700 G.P.A.
- 79 or more attempted semester hours at Salem: 1.800 G.P.A.

The dean of undergraduate studies monitors academic progress and will notify students whose academic performance causes them to exclude themselves from continuing as Salem Students. 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 readmission 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 readmitted. 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 at an institution accredited by an accreditor that is recognized by the Council for Higher Education or the U.S. Department of Education. She must also submit a letter to the dean of undergraduate studies that addresses the following topics: a description of her activities during the period of exclusion (courses of study at another institution, job description if employed); an analysis of the factors which led to her exclusion; a statement on how the term of exclusion has helped her reassess her educational goals; and a statement of the plans she has in place to ensure her academic success. In some cases, students may be able to petition for an exemption to exclusion following successful completion of two 3-semester hour 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 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 general degree requirements and major requirements) of the catalog in effect at the time of re-enrollment; the college may also re-evaluate previously awarded transfer credit. Prior-year catalogs are viewable at www.Salem.edu/catalog.

Academic Honors

Latin Honors

Latin graduation honors are awarded in accord with the following graduation G.P.A. listed below. Grade point averages are *not* rounded up. A transfer student must have completed 30 semester hours at Salem to be eligible for Latin honors. Waived courses do not count toward the required 30 semester hours at Salem College. Latin honors are based on the following GPA's: *cum laude*: 3.500 - 3.699; *magna cum laude*: 3.700 - 3.899; *summa cum laude*: 3.900 - 4.000

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 twelve semester hours in which grades were given, qualify for the Dean's List. 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 program director and her faculty advisor, enroll in a program independent study which may carry from one to five semesters hours, depending on the program. The amount of credit to be awarded for a particular independent study course will be determined jointly by the program director and the faculty sponsor/instructor of the course. The student should refer to the independent study course listing under the particular program in which she wishes to pursue this study in order to determine specific program 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 canceled 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 director of the program offering the independent study and by the dean of undergraduate studies. Honors independent study is open to students in their major only. Any exception to this policy must be approved by the Undergraduate Curriculum Council. 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 associate vice president for academic affairs. At least twenty 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 five* 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 associate vice president for academic affairs must submit a Salem Directed Study learning contract to codify the arrangement. 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 register for the directed study as they would for any 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 12 completed semester

hours 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, 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 with senior grades for graduating students)
- Spring term contract grades are due August 1 (due with senior grades for graduating students)
- Summer term contract grades are due September 1 (due with senior grades for graduating students)

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 Undergraduate Curriculum Council. 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 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. A student must work a minimum of 40 hours in her internship for every semester hour of credit awarded. It is left to the discretion of each program to determine the amount of credit that will fulfill major/minor internship requirements.

Before undertaking an internship, the student should consult with her faculty advisor and the appropriate program director 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 Lucy Rose Center 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 program 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 Fler students, the work approved for an internship must also be distinguished from work accepted for any credit for prior learning. No more than 16 semester hours of internship credit may be counted towards the semester hours required for graduation.

Most internships are unpaid; transportation costs and expenses of a personal nature are borne by the student. No more than 16 semester hours of internship credit may be counted toward the semester hours 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 for a maximum of 2 semester hours. A student may take no more than two courses or a maximum of 10 semester hours in any 5-week summer session at Salem. A maximum of four courses may be taken in the summer. To be eligible for financial aid, students must take a minimum of 6 semester hours over the course of the summer session(s).

Summer School at Other Institutions

Salem College will assist students in planning courses at approved summer schools at other institutions accredited by an accreditor that is recognized by the Council for Higher Education or the U.S. Department of Education. Before enrolling in a summer school course, the student must obtain approval of the proposed course from the program director concerned at Salem College and from the registrar or dean of undergraduate studies. It will be the responsibility of the student's faculty advisor and the program to which the summer school course applies to determine whether the course satisfies the needed content requirement. Students should complete the transfer pre-approval form and submit it to the Registrar before registering and paying for any courses. (<https://www.salem.edu/registrar/forms-and-documents>)

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. When considering summer school, students should remember that no more than 70 hours from a two-year institution or 90 hours from a four-year institution may be transferred to Salem College.

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 non-residential transfer credit and follows the transfer credit policy noted earlier in this catalog.

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

Other Academic Policies

Academic Appeals

The Academic Council 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 dean of undergraduate studies (for academic issues). This process should be initiated as soon as possible, preferably within 30 days of the occurrence. The student should complete the Student Grievance Form, which is available in the Office of the Dean of Students and in the Office of the Dean of the College, and submit it to the dean of students or the dean of undergraduate studies, respectively. The dean will review the written grievance and respond to the student within 15 business days while the College is in session. Depending upon the nature of the grievance, the dean may request that all parties involved meet to mediate the situation and find a reasonable solution.

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

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 programs have developed expected student outcomes for the academic majors and programs at the College. All programs provide assessments, which measure the identified outcomes within a given major or program.

Senior Experience/Seminar

In addition to the Senior Interdisciplinary Seminar (SALEM 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 program and the dean of undergraduate studies. The method of grading and the amount of credit will be determined by the program.

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

Biochemistry

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 a bachelor of science degree with a major in biochemistry must complete a minimum of seventy-two semester hours.

Required Courses:

BCHM 305. Biochemistry I (3 hrs)

BCHM 306. Biochemistry II Metabolism (4 hrs)

BCHM 307. Biochemistry Lab (3 hrs)

BCHM/CHEM 311. Physical Chemistry for the Life Sciences (3 hrs)

BCHM/CHEM 390. Senior Seminar (3 hrs)

BIOL 100. Cell and Molecular Biology (4 hrs)

BIOL 101. Biodiversity (4 hrs)

BIOL 310. Advanced Genetics (3 hrs)

CHEM 110. General Chemistry I with Lab (5 hrs)

CHEM 120. General Chemistry II with Lab (5 hrs)

CHEM 201. Organic Chemistry I with Lab (5 hrs)

CHEM 202. Organic Chemistry II with Lab (5 hrs)

CHEM 207. Quantitative Analysis *or* BIOL 205. Biometry (4 hrs each)

MATH 100. Calculus I (4 hrs)

MATH 101. Calculus II (4 hrs) *or* CPSC 100. Introduction to Data Science with Python (3 hrs) *or* MATH

107. Statistical Methods with R (4 hrs)

PHYS 210. College Physics I (4 hrs)

PHYS 220. College Physics II (4 hrs)

BCHM, BIOL or CHEM electives (*minimum of 6 semester hours*)

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

Biochemistry Courses (BCHM)

BCHM 200. Independent Study in Biochemistry (1-4 hrs) Independent study under the guidance of a faculty advisor with permission from the program director. 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 twelve semester hours, no more than six semester hours in any term. Prerequisite: previous study in chemistry or permission of the program director.

BCHM 225. Diet and Disease (3 hrs) This course will explore the relationship between diet and various diseases or health conditions. Students will learn how nutrients in our diet impact physical and mental health and how a healthy diet can reduce the risk of developing the disease. We will also explore nutrition recommendations for patients diagnosed with specific diseases. Recommended prerequisite: either NUTR 210, CHEM 110, BIOL 010, BIOL 065, or BIOL 100. Cross-listed with NUTR 225

BCHM 270. Internship in Biochemistry (1-4 hrs) 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 basic knowledge and will increase her knowledge and skills by direct contact with an experienced, knowledgeable mentor. Open to juniors and seniors with 2.0 overall cumulative average and in the major; maximum credit per term is four (4) semester hours; admission by application only. Course may be repeated a maximum of three (3) times.

BCHM 290. Honors Independent Study in Biochemistry (3-4 hrs) Advanced independent study in biochemistry under the guidance of a faculty advisor. Normally open to juniors and seniors with a 3.5 average in biochemistry. Subject to approval of the program director. Honors work may be taken for a maximum of four semester hours per term.

BCHM 305. Biochemistry I (3 hrs) Modern biochemistry with emphasis on structures, functions, and properties of biologically important molecules such as proteins and nucleic acids. Additionally, signal transduction and basic neurochemistry will be introduced. Three hours of lecture. Prerequisite: CHEM 202 and BIOL 100, or permission of instructor.

BCHM 306. Biochemistry II Metabolism (4 hrs) This biochemistry course focuses on energy conversion pathways and metabolic regulation. Topics include glycolysis, gluconeogenesis, the citrate cycle, oxidative phosphorylation, glycogenesis, glycogenolysis, beta-oxidation, lipid synthesis, amino acid metabolism, nucleotide metabolism, and metabolic integration. Four hours of lecture. Prerequisites: BIOL 065 or BIOL 100, and CHEM 201. Completion of BCHM 305 is highly recommended.

BCHM 307. Biochemistry Lab (3 hrs) This laboratory course is required for biochemistry majors and covers 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 working with micropipettes, centrifugation, chromatography, electrophoresis, and UV/Vis spectroscopy. One lecture and one 3-hour lab

BCHM 311. Physical Chemistry for the Life Sciences (3 hrs) This course introduces thermodynamics, thermochemistry, electrochemistry (including neuron and neural firing), chemical equilibrium, and kinetics, with emphasis on energy changes and rate processes in chemical reactions in the biological system. Prerequisites: CHEM 201, PHYS 210, MATH 00. Cross-listed with CHEM 311

BCHM 390. Senior Seminar (3 hrs) Discussion of special topics in chemistry and biochemistry with special emphasis on current research culminating in a research paper and oral presentation. Cross-listed with CHEM 390.

Bioethics

Bioethics courses are offered through the health humanities program as an enrichment to other curricular offerings. There is no major or minor available in bioethics.

Bioethics Courses (BETH)

BETH 110. Introduction to Bioethics (3 hrs) Through close examination of topics pertaining broadly to health and wellbeing, students will learn to think through complex ethical questions and quandaries using established normative principles, concepts, and frameworks. The course will be useful to students of science, medicine, and health, public policy, law, non-profit leadership, health communications, religious organization, health administration, and creative and professional writing. (EI)

BETH 202. Debating Ethical Issues (3 hrs) This highly interactive, debate-focused course teaches students to improve their skills at engaging with and leading civil debate. Through close examination of case studies, the course will teach students to improve fact-finding skills and enhance their ability to present reasoned arguments effectively and professionally. Students may also have the opportunity to participate in and/or attend the NCICU.

With permission of the instructor, this class can be taken multiple times for credit. Cross-listed with POLI 202 (EI)

BETH 230. Technology and Bioethics (3 hrs) This course explores important and challenging questions about the impact and ethics of technology in our lives, including digital technologies, robotics, artificial intelligence, and genetic engineering. Students will learn to approach technology and technological innovation using well-established ideas, concepts, and theories in bioethics. The course will be useful for all students wanting to improve their critical thinking skills with respect to the ongoing impact of technology on society and planetary life. (EI)

Biology

The study of biological sciences enhances students' knowledge of the fundamental facts and principles concerning living matter, from molecules to the environment, through an evolutionary lens.

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. At least four of the eight biology courses required for the major (BA) must be taken at Salem.

Required Courses:

- BIOL 100. Cell and Molecular Biology (4 hrs)
- BIOL 101. Biodiversity (4 hrs)
- BIOL 205. Biological Statistics (4 hrs) *
- BIOL 210. Ecology (4 hrs)
- BIOL 310. Advanced Genetics (3 hrs)
- BIOL 311. Evolution (4 hrs)
- BIOL 390. Senior Seminar (3 hrs)
- CHEM 110. General Chemistry (5 hrs)
- CHEM 120. General Chemistry with Qualitative and Quantitative Analysis (5 hrs)
- MATH 070. Essential Calculus or higher (4-5 hrs)

Select one additional Biology elective at or above the 100 level (3-5 hrs)

*Another college-level statistics course may be substituted for BIOL 205 with permission of the biology department chair.

Biology Major (BS)

The student who seeks the bachelor of science degree with a major in biology must complete a minimum of *eighteen* courses, including *at least ten* biology courses.

Required Courses:

- BIOL 100. Cell and Molecular Biology (4 hrs)
- BIOL 101. Biodiversity (4 hrs)
- BIOL 210. Ecology (4 hrs)
- BIOL 310. Advanced Genetics (3 hrs)
- BIOL 311. Evolution (4 hrs)
- BIOL 312. Genetic Explorations (2 hrs)
- BIOL 390. Senior Seminar (3 hrs)
- CHEM 110. General Chemistry (5 hrs)

CHEM 120. General Chemistry with Qualitative and Quantitative Analysis (5 hrs)
CHEM 201. Organic Chemistry I (5 hrs)
CHEM 202. Organic Chemistry II (5 hrs)
MATH 100. Calculus I or higher (3-5 hrs)
PHYS 210. General Physics I (4 hrs)
PHYS 220. General Physics II (4 hrs)

One of the following statistics courses:

BIOL 205 Biological Statistics (4 hrs)
MATH 107 Statistical Methods with R (4 hrs)
MATH 132 Mathematical Statistics (4 hrs)
POLI 255 Quantitative Methods in Political Science (3 hrs)
PSYC 201 Statistics with SPSS (3 hrs)

Three Biology elective courses at or above the 100 level for a minimum of 9 hours.

At least six of the 11 biology courses required for the major (BS) must be taken at Salem.

A student intending to be a 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, 310, and (for BS majors) 312 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:

Required Courses:

BIOL 100. Cell and Molecular Biology (4 hrs)
BIOL 101. Biodiversity (4 hrs)
BIOL 210. Ecology (4 hrs)
BIOL 310. Advanced Genetics (3 hrs)

Select one additional Biology elective at or above the 100 level (3-5 hrs)

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 (BA and BS)

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* or a similarly comprehensive exam while enrolled in BIOL 390. The Major Field Test in Biology is designed and evaluated by the Educational Testing Service (ETS).

Biology Courses (BIOL)

BIOL 010. Principles of Biology (4 hrs) 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. Weekly lectures and two-hour laboratory. (LS)

BIOL 065. Human Biology (4 hrs) An introductory course in biological science for non-majors. Emphasis is on foundational principles of biology, including the scientific method, cytology, metabolism, cellular respiration, genetics, and evolution, as well as an overview of all major systems of the human body. This course will not substitute for any biology course for natural science majors, such as Biology, Biochemistry, or Health Sciences. Weekly lectures, one two-hour laboratory. (LS)

BIOL 070. Issues in Biology for Women (3 hrs) 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 Gender Inquiry requirement for the Salem Impact Liberal Arts Interdisciplinary Dimensions. (GI)

BIOL 100. Cell and Molecular Biology (4 hrs) 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 (4 hrs) 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: Placement above MATH 020, and BIOL 100 or BIOL 010, or permission of instructor.

BIOL 114. General Botany (4 hrs) 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. The final exam will be scheduled by the instructor. Three hours of lecture, one three-hour lab. Prerequisite: BIOL 101 or permission of instructor.

BIOL 180. Animal Behavior (4 hrs) 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 with PSYC 180. Prerequisites: Either BIOL 010, BIOL 100 or PSYC 010.

BIOL 200. Independent Study in Biology (1-4 hrs) Independent study under the guidance of a faculty advisor. Open to students with a 2.0 cumulative average and permission of the program director. Independent study may take the form of readings, research, conference, project, and/or field experience. Independent study may be taken for a total maximum of eight hours, the maximum in any one term being eight hours. Prerequisite: BIOL 100 and 101; MATH 025, 070 or higher; or permission of instructor.

BIOL 205. Biological Statistics (4 hrs) Introduction to the theory and application of descriptive and inferential statistical methods used in the life sciences. Includes training in computer assisted analysis. Weekly lectures and two-hour laboratory/discussion session per week. Prerequisites: MATH 025, 070 or higher, or permission of instructor. Previous college-level biology course is recommended.

BIOL 210. Ecology (4 hrs) 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. Weekly lectures, one three-hour laboratory. Prerequisites: BIOL 010 or 100, and 101; or permission of instructor. Course in Statistics (e.g., BIOL 205) is strongly recommended.

BIOL 218. Anatomy and Physiology I (5 hrs) 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. Weekly lectures and three-hour laboratory. Prerequisite: BIOL 100 and one of the following: BIOL 101, BIOL 065, or SCIE 050, or permission of instructor.

BIOL 219. Anatomy and Physiology II (5 hrs) 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. Weekly lectures and three-hour laboratory. Prerequisite: BIOL 218.

BIOL 220. Special Topics in Biology (1-4 hrs) 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 natural sciences; the topic will be announced prior to registration for the course. This course may be repeated for credit multiple times, provided each Special Topic taken is different; the same Special Topic may not be repeated for credit. One to four hours of lecture/discussions and may include weekly three-hour laboratory or field experience. Prerequisites may vary.

BIOL 221L: Special Topics in Biological Investigation (1-4 hrs) A laboratory or field 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. This course may have a corequisite of BIOL 220, or it may stand alone. This course may be repeated for credit multiple times, provided each Special Topic taken is different; the same Special Topic may not be repeated for credit. Lab fees may apply. Prerequisites may vary.

BIOL 225. Parasitology (4 hrs) The biology of parasites and parasitism, including a comparative and systematic study of the major eukaryotic parasitic groups: protozoa, helminths and arthropods. Representative members of these groups will be discussed in lecture and explored through laboratory work. The concepts and principles of life cycles, morphology, physiology, and pathology of disease will be discussed with an emphasis on clinically significant zoonotic diseases, parasite-host relationships that impact human food systems, and parasite-host relationships that disrupt ecosystem services. A combination of lab and lecture. Prerequisites: BIOL 100 and BIOL 101, or permission of the instructor.

BIOL 233. Animal Nutrition (3 hrs) This course introduces the student to the science of animal nutrition. A comparative approach will yield insight into the varying nutritional spectra across domesticated mammalian species. This course is focused on the basic concepts of nutrition including gastrointestinal tract anatomy, nutrients and their functions, digestion and metabolism, dietary requirements, consumption needs from their environment, and formation of regular feedings. Emphasis will be made on the role nutrition plays in the

development of animal disease including pathologies shared by humans. Weekly lectures. Prerequisite: BIOL 100 or permission of the instructor.

BIOL 235. Microbiology (4 hrs) 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. Weekly lectures and two two-hour laboratories. Prerequisites: BIOL 100 and 101; or permission of instructor.

BIOL 240. Research Methods (4 hrs) 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 one or more lab periods. Prerequisite: BIOL 100 and 101; or permission of instructor. (DI)

BIOL 260. Conservation Biology (3 hrs) 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 (1-5 hrs) 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; the maximum in any term is five semester hours; admission by application only.

BIOL 280. Immunology (4 hrs) 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 (3-4 hrs) 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 program director. Prerequisite: BIOL 100 and 101; MATH 070 or higher. Honors independent study may be taken for a total maximum of eight hours, the maximum in any one term being eight hours.

BIOL 310. Advanced Genetics (3 hrs) Advanced problem solving in transmission genetics, molecular genetics and biotechnology. Prerequisites: BIOL 100 and BIOL 101; MATH 100 or C- or better in MATH 070; and junior standing as a natural science or mathematics major, or permission of instructor. Course in statistics is strongly recommended.

BIOL 311. Evolution (4 hrs) 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. Four hours of lecture/discussion per week. Prerequisites: BIOL 210 and 310, or permission of instructor. (WI)

BIOL 312. Genetic Explorations (2 hrs) Current methodologies and experiments in classical genetics, molecular biology and bioinformatics. One three-hour laboratory. Prerequisites: BIOL 100 and BIOL 101; Math 100 or C-

or better in MATH 070; and junior standing as a natural science or mathematics major, or permission of instructor. Additional prerequisite or corequisite: BIOL 310. Course in statistics is strongly recommended.

BIOL 390. Senior Seminar (3 hrs) 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. (WI)

Business Administration

Business Administration Major (BA)

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 accounting, business ethics, business law, business statistics, computer applications, economics, finance, management, 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 and perhaps a business administration course. Several courses required for the major will also satisfy core curriculum requirements. Students are encouraged to pursue these in order to increase their upper-level elective options. Internships are not required for the major, but they offer the student an opportunity to apply course concepts in a business setting.

The business administration major is required to take 12 core courses for a minimum of 36 semester hours and 3 elective courses. Some of these courses may also be used to fulfill certain core curriculum requirements. At least seven of the required core courses, including BUAD 350 (Strategic Management Capstone with Portfolio), must be taken at Salem.

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.

Required core courses:

- ACCT 120. Principles of Financial Accounting (3 hrs)
- ACCT 130. Principles of Managerial Accounting (3 hrs)
- BUAD 211. Data Management and Information Systems (3 hrs)
- BUAD 124. Business Ethics (3 hrs)
- BUAD 201. Principles of Management (3 hrs)
- BUAD 220. Business Law (3 hrs)
- BUAD 240. Data Analysis for Decision Making (3 hrs)
- BUAD 350. Strategic Management Capstone with Portfolio (3 hrs)
- ECON 100. Principles of Economics (3 hrs)
- FINC 302. Corporate Finance (3 hrs)
- MKTG 230. Principles of Marketing (3 hrs)

One additional course must be taken from one of the following writing intensive (WI) courses (not SALEM courses):

- ENGL 250: Introduction to Professional Writing (3 hrs)
- ENGL 305: Professional Writing in Community Contexts (3 hrs)
- ENGL 335: Freelance Professional Writing, Editing, and Publishing (3 hrs)
- ENGL 345: Digital Writing in Professional Contexts (3 hrs)
- Any non-SALEM course with a writing intensive designation (WI)

Three additional courses must be taken from the following list:

Any ACCT or ECON course
 ARTD 040. Graphic Design and Communication (4 hrs)
 ARTD 102. Design (4 hrs)
 ARTD 160. Global Textiles (3 hrs)
 ARTD 180. Visual Representation (4 hrs)
 ARTD 203. Business Practices in Design (3 hrs)
 ARTD 209. Digital Design (4 hrs)
 ARTD 210. Web Design (4 hrs)
 ARTD 261. Digital Imaging and Graphic Design (4 hrs)
 BUAD 270. Internship in Management (1-4 hrs)
 BUAD 325. Oxford Summer Program (3 hrs)
 COMM 107. Digital Storytelling (3 hrs)
 COMM 120. Oral Communication (3 hrs)
 COMM 170. Intercultural Communication (3 hrs)
 COMM 180. Visual Communication (3 hrs)
 COMM 250. Internship in Communication (1-4 hrs)
 COMM 322. Strategic Communication and Marketing (3 hrs)
 CPSC 100. Introduction to Programming (3 hrs)
 CPSC 101. Programming for Data Science (4 hrs)
 CPSC 110. Special Topics in Computer Science (3 hrs)
 ENGL 291. Visual Rhetoric and Document Design for Professional Writing (3 hrs)
 ENGL 345. Digital Writing in Professional Contexts (3 hrs)
 ENTR 120/NFPM 140. Foundations of Entrepreneurship (3 hrs)
 ENTR 270. Internship in Entrepreneurship (3-4 hrs)
 ENTR 320. Entrepreneurship and New Venture Planning (3 hrs)
 FINC 101. Personal Finance (3 hrs)
 MATH 070. Essential Calculus (4 hrs)
 MATH 100. Calculus I (4 hrs)
 MATH 101. Calculus II (4 hrs)
 MATH 107. Statistical Methods with R (4 hrs)
 MATH 110. Introductory Linear Algebra (4 hrs)
 MATH 122. Probability (4 hrs)
 MATH 132. Mathematical Statistics (4 hrs)
 MATH 162. Mathematics of Finance (3 hrs)
 MKTG 270. Internship in Marketing (1-4 hrs)
 NFPM 301. Strategic Thinking and Planning (3 hrs)
 NFPM 310. Nonprofit Leadership and Governance (3 hrs)
 POLI 110. Introduction to International Relations (3 hrs)
 POLI 120. American Government and Politics (3 hrs)
 POLI 230. State and Local Government (3 hrs)
 POLI 240. American Foreign Policy (3 hrs)
 PSYC 130/SOCI 205. Social Psychology (3 hrs)
 SPAN 210. Business Spanish (3 hrs)

No more than three courses, regardless of semester hours, may be counted toward both a student's major and a minor.

Business Administration Minor

Required Courses:

ACCT 120. Principles of Financial Accounting (3 hrs)
 BUAD 201. Principles of Management (3 hrs)

BUAD 211. Data Management and Information Systems (3 hrs)
ECON 100. Principles of Economics (3 hrs)
FINC 302. Corporate Finance (3 hrs)
MKTG 230. Principles of Marketing (3 hrs)

A minimum of three courses must be taken at Salem.

No more than three courses, regardless of semester hours, may be counted toward both a student's major and a minor.

Business Entrepreneurship Minor

Required Courses:

ENTR 120 *or* NFPM 140. Foundations of Entrepreneurship
ENTR 270. Internship in Entrepreneurship (3-4 hrs) (*internship must be approved by the entrepreneurship program director*)
ENTR 320. Entrepreneurship and New Venture Planning (3 hrs)
ECON 100. Principles of Economics (3 hrs)
or ACCT 120, Principles of Financial Accounting (3 hrs)

Choose one of the following tracks:

Track 1: Business Entrepreneurship

BUAD 201. Principles of Management (3 hrs)
MKTG 230. Principles of Marketing (3 hrs)

Track 2: Social Entrepreneurship

NFPM 100. Introduction to Nonprofit and Voluntary Sector (3 hrs)
COMM 322. Strategic Communication and Marketing (3 hrs)

No more than three courses, regardless of semester hours, may be counted toward both a student's major and a minor.

Business Administration Courses (BUAD)

BUAD 124. Business Ethics (3 hrs) 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. (HM) (EI)

BUAD 200. Independent Study in Management (1-4 hrs) 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 12 semester hours, but usually not more than 6 semester hours per term. Prerequisites: 2.0 cumulative average, previous study in management, permission of the program director.

BUAD 201. Principles of Management (3 hrs) 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 211. Data Management and Information Systems (3 hrs) Study will cover critical resources for managerial decision making and expose the student to technologies and systems that support organizational processes and enhance business strategies. Upon successful completion of this course, students will have advanced Excel skills and in-depth exposure to current, relevant analytical and decision tools commonly used by most businesses. (DI)

BUAD 220. Business Law (3 hrs) 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. Data Analysis for Decision Making (3 hrs) Emphasis on using statistical analysis and quantitative methods to support decision making in business operations. Coursework covers quantitative methods to analyze risks, returns, uncertainty, process quality and control, customer/consumer demand, marketing research, and forecasting. Students will use advanced Excel and other popular decision analysis tools. Prerequisite: a college-level math course or permission of instructor. (DI)

BUAD 260. Special Topics in Management (1-4 hrs) 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 (1-4 hrs) 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 four semester hours; admission by application only.

BUAD 290. Honors Independent Study in Management (3-4 hrs) 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 program director. Honors work may be taken for a maximum of 8 semester hours.

BUAD 325. Oxford Summer Program (3 hrs) 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.

BUAD 350. Strategic Management Capstone with Portfolio (3 hrs) Emphasis on hands-on learning, operational strategies, and optimizing a firm's stakeholder value through sustainable competitive advantage. This course serves as a capstone course with heavy emphasis on case studies in strategy formulation and implementation. Students will learn new operational concepts and utilize conceptual tools learned in principles of management, corporate finance, marketing, economics, and accounting. At end of the course, students will submit a senior portfolio. Prerequisites: Permission from program director, BUAD 201, 211, 240, MKTG 230, and ACCT 120

BUAD 390. Senior Seminar in International Business (2 hrs) 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 (MKTG)

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.

MKTG 230. Principles of Marketing (3 hrs) 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 (4 hrs) 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 project, using SPSS for statistical analysis. Prerequisites: MKTG 230 and BUAD 240 (may be co-requisite); or permission from the instructor. (SL) (DI)

MKTG 235. Service Marketing (4 hrs) 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. Prerequisite: MKTG 230.

MKTG 270. Internship in Marketing (1-4 hrs) 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 of four semester hours may be taken per term.

Economics Courses (ECON)

ECON 100. Principles of Economics (3 hrs) 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. (SS)

ECON 200. Independent Study in Economics (1-4 hrs) 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 program director.

ECON 201. Money, Banking, and Monetary Policy (3 hrs) 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 (3 hrs) 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 (3 hrs) 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 (3 hrs) 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 (3 hrs) 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. (GA) (IK)

ECON 270. Internship in Economics (1-4 hrs) 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 of 4 semester hours per term; admission by application only.

ECON 280. History of Economic Thought (3 hrs) 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 with HIST 280. Prerequisite: ECON 100.

ECON 290. Honors Independent Study in Economics (3-4 hrs) 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 program director. Honors work may be taken for a maximum of six semester hours.

ECON 310. Current Issues in Economics (3 hrs) 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 (4 hrs) 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 (1-4 hrs) 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 (3 hrs) 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.

Finance Courses (FINC)

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.

FINC 101. Personal Finance (3 hrs) 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 (3 hrs) 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 060 or above; ACCT 120.

FINC 303. Investment Analysis (3 hrs) 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 (3 hrs) 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 (ENTR)

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.

ENTR 120. Foundations of Entrepreneurship (3 hrs) This course introduces students to entrepreneurial concepts, topics and terminology including the creation of enduring change in economic and social systems. The course will present contemporary trends in for-profit, nonprofit, and low-profit entrepreneurial models and will expose students to real-world startup ventures in each. Students will develop an understanding of the entrepreneurial thought process and skills of entrepreneurs as they learn about opportunity recognition; industry, competitor, and market analysis; planning and structuring an entrepreneurial venture; and financial issues including financial sustainability of social venture. Cross-listed with NFPM 140.

ENTR 270. Internship in Entrepreneurship (3-4 hrs) 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 4 semester hours; admission by application only.

ENTR 320. Entrepreneurship and New Venture Planning (3 hrs) 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 and financial sustainability of the venture, 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 angel/venture investors, bank financing, grant providers, foundations, or donors. Prerequisites: ENTR 120; ECON 100 or ACCT 120; MKTG 230 or NFPM 150; BUAD 201 or NFPM 100; or permission of instructor.

Accounting Courses (ACCT)

ACCT 120. Principles of Financial Accounting (3 hrs) 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. (DI)

ACCT 130. Principles of Managerial Accounting (3 hrs) The analysis of financial data for managerial decision making; the interpretation of accounting data for planning and controlling business activities. Emphasis will be given to the role of financial data in decisions regarding the structure of economic institutions and the mix of goods and services produced by a society. Prerequisite: ACCT 120 or permission of instructor. (DI)

ACCT 140. Intermediate Accounting I (3 hrs) 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 (3 hrs) A continuation of Intermediate Accounting I with emphasis on dilutive securities and earnings per share, investments, issues related to income measurement, pension costs, leases and current value accounting. Prerequisite: ACCT140 and MATH070 or MATH100.

ACCT 155. Intermediate Accounting III (3 hrs) This course is continuation of Intermediate Accounting II with emphasis on dilutive securities and earnings per share, investments, issues related to pension costs, leases and current value accounting, statement of cash flows, accounting for income taxes, and Securities and Exchange Commission required financial reporting for publicly held companies, including relevant International Financial Reporting Standards. Prerequisite: ACCT 150 and MATH070 or MATH100.

ACCT 160. Cost Accounting (3 hrs) This course will cover various methods of accumulating accounting data for decision-making in a production environment. Emphasis is on the development and use of different types of standard cost systems, analysis of costs and gross profit, budgeting, responsibility accounting, income effects of costing alternatives and return on investment concepts. This course will include topics covered on the Certified Management Accounting professional exam. Prerequisite: ACCT 120.

ACCT 165. Principles of Fraud Examination (3 hrs) 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 program director.

ACCT 170. Finance Management for Nonprofits (3 hrs) 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.

ACCT 200. Independent Study in Accounting (1-4 hrs) 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 program director.

ACCT 220. Special Topics in Accounting (1-4 hrs) 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 (1-4 hrs) 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 (3-4 hrs) 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 program director.

ACCT 301. Auditing (3 hrs) 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 (3 hrs) 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 (4 hrs) This course continues with the study of taxation as it applies to Subchapter C and S corporations, partnerships, estates and trusts, including a review of the similarities and distinctions in tax reporting among such entities. In addition, a service project related to income taxation will be included in this course. Prerequisite: ACCT 303.

ACCT 350. Accounting for Nonprofit Organizations (3 hrs) This course introduces accounting concepts, principles and procedures used in reporting for governmental, health care and other nonprofit organizations and teaches students how to prepare specialized financial reports and manage financial activities. Prerequisite: ACCT 140.

Chemistry

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 a minimum of 44 semester hours:

Required courses:

- CHEM 110. General Chemistry I with Lab (5 hrs)
- CHEM 120. General Chemistry II with Lab (5 hrs)
- CHEM 201. Organic Chemistry I with Lab (5 hrs)
- CHEM 202. Organic Chemistry II with Lab (5 hrs)
- CHEM 207. Quantitative Analysis (4 hrs)
- CHEM/BCHM 311. Physical Chemistry for the Life Sciences (3 hrs)
- CHEM/BCHM 390. Senior Seminar (3 hrs)
- PHYS 210. College Physics I (4 hrs)
- MATH 100. Calculus I (4 hrs)

In addition, select a minimum 6 semester hours of CHEM electives, which can include BCHM 305, BCHM 306, and BCHM/NUTR 225.

At least three of the classes 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 program 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 the following:

Required Courses:

- CHEM 110. General Chemistry I with Lab (5 hrs)
- CHEM 120. General Chemistry I with Lab (5 hrs)
- CHEM 201. Organic Chemistry I with Lab (5 hrs)
- CHEM 202. Organic Chemistry II with Lab (5 hrs)

In addition, select a minimum of 4 semester hours of CHEM electives. BCHM/NUTR 225 may be included.

Students must take two of the chemistry courses at Salem.

Nutrition Minor

The minor in nutrition requires the completion of five nutrition-related courses for a minimum of 15 semester hours and must include Introduction to Nutrition (NUTR 210) plus four nutrition-related electives at the 200-level or above.

Required Courses:

- NUTR/EXER 210. Introduction to Nutrition (3 hrs)

Choose 4 electives from the following:

- NUTR/EXER 212. Sports Nutrition (3 hrs)
- NUTR 215. International Nutrition and Cultural Foods (3 hrs)
- NUTR/BCHM 225. Diet and Disease (3 hrs)
- NUTR/CHEM 230. Food Science (3 hrs)
- NUTR/CHEM 235. Vitamins, Minerals, and Bioactive Compounds (3 hrs)
- BCHM 306. Biochemistry II Metabolism (4 hrs)

One elective from the list above may be substituted with one of the following courses: BCHM 200 (3 credit minimum and a topic focused on nutritional biochemistry), BCHM 270 (3 credit minimum and a project focused on nutritional biochemistry), BIOL 205, or SCIE 210.

Chemistry Courses (CHEM)

CHEM 050. Modern Chemistry and Society (4 hrs) 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. (LS)

CHEM 110. General Chemistry I with Lab (5 hrs) 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 II with Lab (5 hrs) 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 (1-4 hrs) Independent study under the guidance of a faculty advisor with permission from the program director. 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 twelve semester hours, no more than six semester hours in any term. Prerequisite: previous study in chemistry or permission of the program director.

CHEM 201. Organic Chemistry I with Lab (5 hrs) 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 with Lab (5 hrs) 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. Quantitative Analysis (4 hrs) 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.

CHEM 220. Special Topics in Chemistry (1-4 hrs) 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 (1-5 hrs) 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 five semester hours; admission by application only.

CHEM 290. Honors Independent Study in Chemistry (3-4 hrs) 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 program director. Honors work may be taken for a maximum of four semester hours per term.

CHEM 308. Spectroscopy (4 hrs) 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 (2 hrs) 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 (2 hrs) 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 for the Life Sciences (3 hrs) This course introduces thermodynamics, thermochemistry, electrochemistry (including neuron and neural firing), chemical equilibrium, and kinetics, with emphasis on energy changes and rate processes in chemical reactions in the biological system. Prerequisites: CHEM 201, PHYS 210, MATH 100. Cross-listed with BCHM 311

CHEM 230. Food Science (3 hrs) This course introduces the fundamentals of food science and technology. Students will learn about food analysis, sensory evaluation, fermentation, food packaging, preservation, additives, and food safety. Relevant topics, such as food allergies and genetically modified foods, will be discussed. Prerequisites: either CHEM 110, BIOL 010, BIOL 065, BIOL 100, or NUTR 210. Cross-listed with NUTR 230

CHEM 235. Vitamins, Minerals, and Bioactive Compounds (3 hrs) This course focuses on the metabolism and biochemical mechanisms of vitamins, minerals, and bioactive compounds such as phytochemicals. Health conditions and diseases associated with vitamin and mineral deficiency or overload will be examined. We will also study the impact of bioactive compounds on the prevention of disease and overall preservation of health. Prerequisites: NUTR 210 or CHEM 110. Recommended prerequisite or corequisite: CHEM 201, BCHM 305, or BCHM 306. Cross-listed with NUTR 235

CHEM 312. Physical Chemistry II (4 hrs) Kinetics, quantum mechanics and spectroscopy. Four hours of lecture. Prerequisite: CHEM 311.

CHEM 313. Inorganic Chemistry (4 hrs) 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 (4 hrs) 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 (3 hrs) Discussion of special topics in chemistry and biochemistry with emphasis on current research culminating in a research paper and oral presentation. Cross-listed with BCHM 390

Nutrition Courses (NUTR)

NUTR 210. Introduction to Nutrition (3 hrs) 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: either CHEM 050, CHEM 110, BIOL 010, BIOL 065, or BIOL 100. Cross-listed with EXER 210

NUTR 212. Sports Nutrition (3 hrs) This course emphasizes the unique nutritional needs for optimal exercise and sport training. Evidence-based nutrition recommendations will be discussed for performance enhancement, recovery, injury prevention, and improved overall health. Prerequisites: NUTR/EXER 210. Cross-listed with EXER 212 (GI)

NUTR 215. International Nutrition and Cultural Foods (3 hrs) This course explores nutrition, cultural foods, and eating patterns at the international level. We will study the geographical, historical, religious, and cultural factors that influence food consumption and availability. Food insecurity will also be examined. Understanding cultural food patterns and international nutrition will foster an appreciation for global diversity in our food system. (GA) (IK)

NUTR 225. Diet and Disease (3 hrs) This course will explore the relationship between diet and various diseases or health conditions. Students will learn how nutrients in our diet impact physical and mental health and how a healthy diet can reduce the risk of developing the disease. We will also explore nutrition recommendations for patients diagnosed with specific diseases. Recommended prerequisite: either NUTR 210, CHEM 110, BIOL 010, BIOL 065, or BIOL 100. Cross-listed with BCHM 225

NUTR 230. Food Science (3 hrs) This course introduces the fundamentals of food science and technology. Students will learn about food analysis, sensory evaluation, fermentation, food packaging, preservation, additives, and food safety. Relevant topics, such as food allergies and genetically modified foods, will be discussed. Prerequisites: either CHEM 110, BIOL 010, BIOL 065, BIOL 100, or NUTR 210. Cross-listed with CHEM 230

NUTR 235. Vitamins, Minerals, and Bioactive Compounds (3 hrs) This course focuses on the metabolism and biochemical mechanisms of vitamins, minerals, and bioactive compounds such as phytochemicals. Health conditions and diseases associated with vitamin and mineral deficiency or overload will be examined. We will also study the impact of bioactive compounds on the prevention of disease and overall preservation of health. Prerequisites: NUTR 210 or CHEM 110. Recommended prerequisite or corequisite: CHEM 201, BCHM 305, or BCHM 306. Cross-listed with CHEM 235

Classical Studies

Greek Courses (GREK)

GREK 010. Elementary Greek I (3 hrs) 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 (3 hrs) 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 (3 hrs) 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 (1-4 hrs) 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 (1-4 hrs) 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 (3 hrs) 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 (3 hrs) 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 (3 hrs) 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 (1-4 hrs) 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 124. Medical and Scientific Terminology (3 hrs) In this course, students will explore the etymological and historical roots of medical and scientific terminology and how the terminology relates to anatomical and physiological structures and functions. Students intending to apply to physician assistant, physical therapy, or occupational therapy programs are especially encouraged to Salem up, but the course could benefit anyone who plans on a career in the sciences.

LATN 220. Special Topics in Classical Latin (1-4 hrs) Focus on a particular topic or body of literature in classical Latin. Prerequisite: LATN 030 or proficiency equivalent.

College Honors

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 (3 hrs) 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 (3 hrs) 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 (3-4 hrs) 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 successfully complete two HONR 290 courses (6 semester hours total), 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 program honors requirements; students wishing to be considered for both program honors and College Honors should register for the program honors independent study, if eligible.

Communication and Media Studies

This undergraduate course of study develops students' understanding of and practice of oral, written and visual communication. Our disciplinary assumption is that through communication practices, people coordinate social and cultural activity, influence change and define our identities.

In this century, digital media content creation and quickly emerging technologies continually alter human-communication practices. New communication paths have created social, ethical and legal issues. Our

curriculum promotes listening well, then transmitting accurately, clearly, and fairly, a range of ideas, while avoiding stereotypes. When technologies increase speed and mass of communication, communicators who practice critical listening and accurate speech can ethically and effectively provide ideas and opinions for their communities, nation and world.

Communication and Media Studies Major (BA)

The major in communication and media studies requires nine courses: seven core courses are required of all majors and two Communication and Media Studies electives that allow students to specialize in an area of their choosing. Majors analyze and interpret communication activity, and practice social intervention to prepare for careers, post-baccalaureate learning and participation in a global community.

To graduate, majors demonstrate competency in seven communication learning outcomes through the required COMM 107, *Digital Storytelling*, and the required 323 and 390 courses, in which majors create a senior project, portfolio and presentation. The program develops hands-on learning and experiential courses, internship, professional and scholarly presentations, community involvement, and media creation –to build skills for future employment, graduate school and global life. Internships and independent studies link student knowledge of communication and liberal arts with practical experiences in institutions and organizations. Students are encouraged to pursue two program-specific internships (COMM 250) during their junior and senior years to explore career and research option, develop a résumé, and gain mentoring.

The program contributes to Salem’s liberal arts mission by developing students as reflective and responsible change agents aware of communication as the force underlying social change and continuity.

Communication Foundations courses:

COMM 107. Digital Storytelling (3 hrs)

COMM 120. Oral Communication (3 hrs)

COMM 170. Intercultural Communication (3 hrs)

COMM 223. Gender, Race and Class in Media (3 hrs)

COMM 275. Health Communication (3 hrs)

SSCI 255. Quantitative Research Methods OR SSCI 216. Qualitative Research Methods (3 hrs)

SSCI 395. Interdisciplinary Systems Thinking Capstone Project (3 hrs)

Choose three electives:

COMM 200. Independent Study in Communication and Media Studies (1-4 hrs)

COMM 220. Special Topics in Communication and Media Studies (1-4 hrs)

COMM 250. Internship in Communication and Media Studies (1-4 hrs)

COMM 290. Honors Independent Study in Communication and Media Studies (1-4 hrs)

COMM 321. Community Journalism (3 hrs)

COMM 322. Strategic Communication and Marketing (3 hrs)

COMM 325. Celebrity and Popular Culture (3 hrs)

SSCI 130. Introduction to Research Methods (3 hrs)

Additional electives as approved by advisor

Health Communication Major (BA)

Health Communication will develop students’ interdisciplinary understanding of health, science, communication, and statistics, as well as develop their skills in the full process of gathering, evaluating, and presenting complex data to audiences. The Bachelor of Arts in Health Communication will offer students a foundation of STEM, Social Science, Humanities, and Arts courses, as well as the opportunity to specialize by selecting interdisciplinary electives.

Students in this program will engage in data collection, learn statistics, and create communication materials, such as infographics, public service campaigns, and journalistic reporting. Thus, this program seeks to prepare students

to understand, evaluate, and enhance the health of persons, communities, and the environment by equipping them to use data-informed processes to identify and evaluate health issues or health-based practices and inform a broader community about their conclusions. Furthermore, a focus on data analytics and effective communication of data will require students to engage in problem-solving approaches and ethical decision making. Students will be asked to forge complex solutions that are grounded in data so that they may become well-respected and effective leaders and change-makers in their professions and communities.

Scientific Inquiry & Knowledge (*4 courses, 13-14 hrs*)

PSYC 102. Research Methods with Human Participants (*4 hrs*)

SCIE 050. Medical Terminology (*1 hr*)

Choose one:

BIOL 010. Principles of Biology (*4 hrs*)

BIOL 100. Cell and Molecular Biology (*4 hrs*)

Choose one:

CHEM 050. Modern Chemistry & Society (*4 hrs*)

CHEM 110. General Chemistry I with Lab (*5 hrs*)

Data Analytics (*3 courses, 10-11 hrs*)

CPSC 100. Introduction to Programming (*3 hrs*)

CPSC 101. Intermediate Programming (*4 hrs*)

Choose one:

MATH 107. Statistics with R (*4 hrs*)

PSYC 201. Statistics with SPSS (*3 hrs*)

BIOL 205. Biometry (*4 hrs*)

Design Fundamentals (*1 course, 4 hrs*)

Choose one:

ARTD 040. Graphic Design and Communication (*4 hrs*)

ARTD 180. Visual Representation (*4 hrs*)

ARTD 209. Digital Design (*4 hrs*)

Communication Principles and Practices (*3 courses, 9 hrs*)

COMM 107. Digital Storytelling (*3 hrs*)

COMM 275. Health Communication (*3 hrs*)

COMM 322. Strategic Communication & Marketing (*3 hrs*)

Capstone Project (*1 course, 3 hrs*)

COMM 350. Capstone Health Publication/Production (*3 hrs*)

Electives (*2 courses, 4-9 hrs*)

ARTD 210. Web Design and Development (*4 hrs*)

ARTD 261. Digital Imaging and Graphic Design (*4 hrs*)

BIOL 070. Issues in Biology for Women (*3 hrs*)

BIOL 210. Ecology (*4 hrs*)

BIOL 218. Anatomy and Physiology I (*5 hrs*)

ENGL 235. Embodied Rhetorics (*3 hrs*)

ENGL/HHMN 255. The Rhetoric of Health and Medicine (*3 hrs*)

ENGL 250. Introduction to Professional Writing (*3 hrs*)

ENVS 100. Introductory Environmental Studies (*3 hrs*)

EXER 210. Introduction to Nutrition (*3 hrs*)

MATH 242. Nonparametric Statistical Methods (*3 hrs*)

HIST/POLI 224. History of U.S. Health Policy (*3 hrs*)

POLI 105. Introduction to Public Policy (*3 hrs*)

PSYC 010. Introduction to Psychological Science (*4 hrs*)

PSYC 100. Developmental Psychology (*3 hrs*)

PSYC 130. Social Psychology (*3 hrs*)

PSYC 140. Abnormal Psychology (3 hrs)
PSYC 160. Human Sexuality (3 hrs)
SCIE 040. Spreadsheets for Science/Math (2 hrs)
SCIE 110. Scientific Writing with LaTeX (2 hrs)
SCIE 150. Introduction to Public Health (3 hrs)
SPAN 207. Translation I: Introduction to Translation (3 hrs)
SPAN 208. Translation II: Translation in the Health Professions (3 hrs)
SPAN 211. Medical Spanish (3 hrs)
Additional electives as approved by the program director.

Communication and Media Studies Minor

The minor consists of five courses in communication:

COMM 107. Digital Storytelling (3 hrs)
COMM 170. Intercultural Communication (3 hrs)

Choose three additional communication electives:

COMM 200. Independent Study in Communication and Media Studies (1-4 hrs)
COMM 220. Special Topics in Communication and Media Studies (1-4 hrs)
COMM 223. Race, Gender, and Class in Media (3 hrs)
COMM 250. Internship in Communication and Media Studies (1-4 hrs)
COMM 290. Honors Independent Study in Communication and Media Studies (1-4 hrs)
COMM 321. Community Journalism (3 hrs)
COMM 325. Popular and Celebrity Culture (3 hrs)

Students must take at least three of the five courses in the minor at Salem College.

Communication Courses (COMM)

COMM 107. Digital Storytelling (3 hrs) Introduction to the study and practice of storytelling across digital media technologies. Students learn best practices in information gathering and how to adapt storytelling techniques to text, audio, visual, and converged platforms, Requires original research and media production across multiple media platforms.

COMM 120. Oral Communication (3 hrs) Introduction to fundamentals of rhetoric and public speaking, including histories of women in public speaking and the development of feminine rhetorical style. Students will research, prepare, and present four-six speeches of various types and learn the basics of using visual aids. (SS)

COMM 170. Intercultural Communication (3 hrs) 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 (3 hrs) 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 and Media Studies (1-4 hrs) Independent study, under guidance of a faculty advisor, is available to students with a 2.5 cumulative average and permission of communication program director. 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 220. Special Topics in Communication and Media Studies (1-4 hrs) 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, Race, and Class in Media (3 hrs) Critical exploration of the social construction of identity through mass communication. Provides a foundation in feminist theoretical approaches to understanding media stereotyping, policies of exclusion from media production, and potential of media to empower marginalized peoples. Requires a critical essay and media analysis. Prerequisites: for majors COMM 120 or 170; or, for non-majors, NFPM 100 or MKTG 230; or permission of instructor. (GI)

COMM 224. Media and Culture (3 hrs) Introduction to the history of media technologies; media effects theory and research; and media law and ethics. Emphasis on development of media literacy and understanding of mass media—including news and entertainment—as cultural industries. Requires research project.

COMM 225. Persuasion and Culture (3 hrs) 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. Requires a research project and portfolio.

COMM 250. Internship in Communication and Media Studies (1-4 hrs) On-site communication experience in profit or nonprofit 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: COMM 120 or 170; and COMM 223 or 224 or 225; Minimum 2.5 G.P.A. and permission of the internship coordinator.

COMM 262. Photojournalism (3 hrs) Critical analysis and practice of photo storytelling, with emphasis on composition, lighting and the law and ethics of photojournalism. Students must have access to a digital camera. Requires group project, digital portfolio and presentation. Prerequisites: COMM 180 or permission of instructor.

COMM 263. Guerilla Video Production (4 hrs) In lectures, experiential learning, and a weekly lab, students will explore visual theories during video pre-production, then pursue recording and edit content in post-production. Key topics include use of ambient light and sound, storyboarding, shot composition, and function of B-roll. Discussion of ethical and legal issues; improvisation and innovation. Final short video-project—group or individual. 1-hour weekly lab to learn hardware and software early in course, then to edit film from midterm through project due date. Prerequisites: COMM 107.

COMM 275. Health Communication (3 hrs) This course is a survey of scholarship related to health communication in interpersonal, media, and organizational health contexts. Students will gain knowledge of media representations of health, wellness, and science, while developing critical media literacy skills that enable them to identify misinformation. Students will engage in project-based community service in partnership with a local health-oriented organization. (SL) (DI)

COMM 290. Honors Independent Study in Communication and Media Studies (3-4 hrs) 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 program director approval. Honors work may be taken a maximum of twice. Requires research or creative project. Prerequisite: COMM 223, 224 or 323, or permission of instructor.

COMM 321. Community Journalism (3 hrs) This course explores the historical and philosophical foundations of community journalism and provides experiential learning opportunities for students to report and produce solutions-based journalism. Working within a problem-based learning approach, students will conduct field research in order to refine listening skills and create a digital story about a local neighborhood issue or organization. The course will include science journalism and data analytics, ethical reporting, and avoidance of misinformation in reporting. Service learning will take place in the form of partnerships with local non-profit media organizations that students work closely with to address specific needs. (DI)

COMM 322. Strategic Communication and Marketing (3 hrs) Strategic communication includes theories and practices in public relations, advocacy/activism, health communication, marketing communication, investor relations, fundraising, media relations, lobbying, and content marketing. This course introduces students to values-driven approaches that nonprofit and for-profit organizations can use to more effectively reach their target audiences. Students also will learn how to leverage digital media and use analytics to maximize the impact of communication strategies. Class research project, individual portfolio and oral presentation required. Prerequisite: COMM 107 or permission of instructor.

COMM 325. Popular and Celebrity Culture (3 hrs) Seminar course that provides a foundation in cultural studies approaches to understanding the history of popular media and the social construction of celebrity and fame. Topics will include the economic, legal, and political aspects of popular and celebrity culture, as well as representations of intersectional identities including race, gender, sexuality, socio-economic class, nationality, and religion in fame industries. Requires an original research paper. (GI)

COMM 350. Capstone Health Publication/Production (3 hrs) In this course, students will propose and complete a significant group project that synthesizes the knowledge and skills developed during the degree program. Drawing inspiration from the annual Salem College Health Leadership theme, students will conduct research, complete analyses, and create a multimedia publication or production that informs the community about an aspect of the theme. For example, the class might produce a podcast series, a series of infographics, or a dashboard informing students about maternal mortality rates in the NC Piedmont. Permission of the instructor required.

Design

Design Major (BA)

The major in design consists of 11 core courses, and 4 additional required courses within a particular concentration.

Required Core courses (34-36 hours):

ARTD 203. Business Practices (3 hrs) or MKTG 230. Principles of Marketing (3 hrs)
ARTD 209. Digital Design (4 hrs) or ARTD 180 Visual Representation (4 hrs)
ARTD 248. History of Design (3 hrs)
ARTD 270. Internship in Design (2-4 hrs)
ARTD 380. Advanced Design Studio (4 hrs)
ARTD 391. Senior Seminar (2 hrs)
ARTH 121. Survey of Western Art I (3 hrs) or ARTH 122 Survey of Western Art II (3 hrs)
ARTS 020. 2-D Design (4 hrs)
ARTS 025. Color Theory (4 hrs)
ARTS 111. Drawing (4 hrs) or ARTS 112. Anatomical and Figure Drawing (4 hrs)
ARTV 105. Design Thinking (3 hrs)

Choose one concentration:

Interior Design Concentration (15 hours):

ARTD 102. Intro to Design (4 hrs)
ARTD 202. Contract Design (4 hrs) or ARTD 204. Architectural Details (4 hrs)
ARTD 201. Residential Design (4 hrs) or ARTD 205. Computer Assisted Drafting/Design (4 hrs)
ARTD 160. Global Textiles (3 hrs)

Graphic Design Concentration (16 hours):

ARTD 040. Graphic Design and Communication (4 hrs)
ARTD 261. Digital Imaging and Computer Design (4 hrs)
ARTD 210. Web Design (4 hrs)
ARTS 135. Introduction to Printmaking (4 hrs)

Design Minor

The design minor requires 3 core courses and 3 electives (*minimum of 23 semester hours*)

Required Core Courses

ARTS 020. Introduction to Two-Dimensional Design (4 hrs)

ARTS 111. Drawing (4 hrs)

ARTD 248. History of Design (3 hrs)

Electives: Choose three courses from the following:

ARTD 040. Graphic Design and Communication (4 hrs)

ARTD 102. Introduction to Design (4 hrs)

ARTD 201. Residential Design (4 hrs)

ARTD 205. Computer Assisted Drafting/Design (4 hrs)

ARTD 209. Digital Design (4 hrs)

ARTD 261. Digital Imaging and Graphic Design (4 hrs)

Design Courses (ARTD)

ARTD 040. Graphic Design and Communication (4 hrs) 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. Opportunities to design projects related to health and related fields will be provided. 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 (4 hrs) This course develops the elements and principles of design in design as well as the visual and verbal communication skills of the designer. Students will become familiar with the design thinking process and explore with principles of universal and user-centered design. Prerequisites: ARTS 020.

ARTD 160. Global Textiles (3 hrs) 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. (AR) (GA) (IK)

ARTD 180. Visual Representation (4 hrs) Introduction to visualization and graphics representation as it relates to design. Students will become familiar with terminology and practices associated with graphic documentation, both mechanically and digitally generated.

ARTD 200. Independent Study in Design (1-4 hrs) Independent study under the guidance of a faculty advisor. Open to students with a 3.0 cumulative average and permission of the program director. Independent study may take the form of readings, research, conference, project and/or field experience. Independent study may be taken for a total of eight semester hours, the maximum in any one term being four semester hours. Prerequisite: permission of program director.

ARTD 201. Residential Design (4 hrs) An introduction to space planning and furnishing residential interiors with an emphasis on sustainable practices such as indoor air quality, energy efficiency and water conservancy thus promoting a healthy built environment. Kitchen and bath design is covered in detail. Prerequisite: ARTD 102.

ARTD 202. Contract Design (4 hrs) Planning of commercial, institutional and environmental spaces. The class provides opportunities to design spaces that promote mental and physical well being including but not limited to health care and related facilities. Building and accessibility codes are introduced. Prerequisite: ARTD 102.

ARTD 203. Business Practices in Design (3 hrs) 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 102.

ARTD 204. Architectural Details (4 hrs) 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 102.

ARTD 205. Computer Assisted Drafting/Design (4 hrs) 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 209. Digital Design (4 hrs) This course explores the basics of Macintosh computer operations and fundamental techniques of raster and vector-based graphics. Additionally, it introduces Web design, 3D modeling and animation. Software: Illustrator®, PhotoShop®, Sketch Up®.

ARTD 210. Web Design (4 hrs) 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 220. Special Topics in Design (1-4 hrs) 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 (3 hrs) 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. (AR)

ARTD 261. Digital Imaging and Computer Design (4 hrs) An introduction to industry standard software and terminology as it relates to computer graphic applications. The Macintosh platform is incorporated in the design lab to introduce students to digital design-publishing software. Prerequisite: ARTD 040; recommended prerequisite ARTD 209 or the permission of instructor.

ARTD 270. Internship in Design (1-4 hrs) 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 (3-4 hrs) 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 program director. Honors work may be taken for a maximum of eight semester hours.

ARTD 380. Advanced Design Studio (4 hrs) 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. Students will be encouraged to explore topics related to health, wellness, and healing. 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 (2 hrs) Senior thesis work. Required of all design majors. Prerequisite: senior standing in major.

Education

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

The teacher education program at Salem College has been approved by 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, 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 3.0 or better
2. have completed Professional Studies blocks 1 and 2 with a G.P.A. of 3.0 or better
3. provide proof of minimum state-mandated test scores (SAT combined scores 1100+ if taken before March 2016/1170 if taken after March 2016, 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

A student must apply for EDUC 394 (Teachers as Practitioners seminar), EDUC 396 (edTPA Support), 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 3.0 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. Candidates must have taken and passed all required licensure exams by the published deadline prior to student teaching.

During the student teaching semester, students enroll in EDUC 396 edTPA Support, in which they create and submit the edTPA, an extensive electronic portfolio that 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:

- EDUC 110. 21st Century Teaching & Learning (3 hrs)
- EDUC 112. Social and Historical Foundations of Education (3 hrs)
- EDUC 120. Text in Context (3 hrs)
- EDUC 122. Learners in Context (3 hrs)

Teaching, Schools and Advocacy Concentration:

- POLI 105. Introduction to Public Policy (3 hrs)
- PSYC 010. Introduction to Psychological Science (4 hrs)
- SOCI 100. Introduction to Sociology (3 hrs)
- EDUC 390. Senior Seminar (3 hrs)

Choose three from:

- COMM 107. Digital Storytelling (3 hrs)
- COMM 120. Oral Communications (3 hrs)
- COMM 170. Intercultural Communication (3 hrs)
- COMM 321. Community Journalism (3 hrs)
- HIST 209. African American History (3 hrs)
- HIST 211. Public History (4 hrs)
- HIST 221. American Women's History (3 hrs)
- NFPM 100. Introduction to Nonprofit and Voluntary Sector (3 hrs)
- NFPM 130/SOCI 130. Making Change: Public Policy, Advocacy, and Grassroots Organizing (3 hrs each)
- NFPM 140/ENTR 120. Foundations of Entrepreneurship (3 hrs)
- POLI 100. Survey of Political Science (3 hrs)
- PSYC 100. Developmental Psychology (3 hrs)
- PSYC 130/SOCI 205. Social Psychology (3 hrs)
- PSYC 150. Psychology of Personality (3 hrs)
- SOCI 202. Race and Ethnic Relations (3 hrs)
- SOCI 220. Social Stratification (3 hrs)
- SOCI 232. Marriage and the Family (3 hrs)

Teaching, Schools and Social Sciences Concentration:

- ECON 100. Principles of Economics (3 hrs)
- HIST 103. World History I (3 hrs)
- HIST 104. World History II (3 hrs)
- HIST 105. United States History to 1877 (3 hrs)
- HIST 106. United States History Since 1877 (3 hrs)
- POLI 100. Survey of Political Science *or* POLI 120. American Politics and Public Policy (3 hrs each)
- SOCI 240. Globalization and Global Inequities (3 hrs)

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 program 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 (3 hrs)

EDUC 112. Historical and Social Foundations of Education (3 hrs)

BLOCK II

EDUC 120. Text in Context (3 hrs)

EDUC 122. Learners in Context (3 hrs)

BLOCK III

EDUC 330. Instructional Design (3 hrs)

EDUC 332. Development and Cognition (3 hrs)

BLOCK IV

EDUC 394. Teachers as Practitioners Seminar (2 hrs)

EDUC 396 edTPA Support (1 hr)

EDUC 399. Teachers as Practitioners (12 hrs)

Specialty Area Program Courses (choose one option):

ELEMENTARY EDUCATION (K-6)

EDUC 334. Introduction to Exceptionalities (3 hrs)

EDUC 355. Primary Literacy (3 hrs)

EDUC 356. Intermediate Literacy (3 hrs)

EDUC 370. Integrated Mathematics (3 hrs)

EDUC 372. Integrated Content Areas (3 hrs)

GENERAL CURRICULUM SPECIAL EDUCATION

EDUC 355. Primary Literacy (3 hrs)

EDUC 356. Intermediate Literacy (3 hrs)

EDUC 370. Integrated Mathematics (3 hrs)

EDUC 380. Exceptional Students – Exceptional Characteristics (3 hrs)

EDUC 381. Exceptional Students – Exceptional Strategies (3 hrs)

Teacher Licensure for Candidates in Middle School (grades 6-8) Content Areas, Secondary (grades 9-12) Content Areas, Art (K-12), or 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 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:

Block I

EDUC 110. 21st Century Teaching and Learning (3 hrs)

EDUC 112. Historical and Social Foundations of Education (3 hrs)

Block II

EDUC 120. Text in Context (3 hrs)

EDUC 122. Learners in Context (3 hrs)

Block III

EDUC 330. Instructional Design (3 hrs)

EDUC 332. Development and Cognition (3 hrs)

Block IV

EDUC 394. Teachers as Practitioners Seminar (2 hrs)

EDUC 396 edTPA Support (1 hr)

EDUC 399. Teachers as Practitioners (12 hrs)

Specialty Area Program Courses:

EDUC 334. Introduction to Exceptionalities (3 hrs)

EDUC 368. Adolescent Pedagogy (3 hrs)

EDUC 385. Teaching Content in the MS/HS *OR one of the following Specialty Area Methods Courses:*

EDUC 375. English in the MS/HS (3 hrs)

EDUC 376. Foreign Language in the MS/HS (3 hrs)

EDUC 377. Mathematics in the MS/HS (3 hrs)

EDUC 378. Science in the MS/HS (3 hrs)

EDUC 379. Social Studies in the MS/HS (3 hrs)

EDUC 383. Art in the K-12 School (3 hrs)

Education Courses (EDUC)

EDUC 110. 21st Century Teaching and Learning (3 hrs) This course overviews the kinds of distinct characteristics that distinguish 21st century learning including: instructional technology applications and skills in authentic performance-based context (including the most updated NETS standards); the Framework for 21st Century Learning and the updated NC Professional Teaching Standards; professional organizations and professional development; 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 (3 hrs) 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 (3 hrs) 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 (3 hrs) This course introduces diversity issues and potential implications for 21st century teaching and learning. After an exploration of their personal cultural context, students will explore diversity issues of race/ethnicity, language, gender, socio-economic status, age and development, exceptionalities, religions and family/community structures. Field experiences will connect culturally-responsive teaching practices with various aspects of diversity. Students will also be introduced to School Improvement Profiles (SIP) and the interdependency of context and SIP relevance. (GA) (IK)

EDUC 200. Independent Study in Education (1-4 hrs) Independent study. Candidates must select a topic and complete a self-directed inquiry form in consultation with the specialty program advisor. Proposal form required prior to registration.

EDUC 220. Special Topics in Education (1-4 hrs) This course will examine a topic of importance in the field of education. The specific topic may vary in response to developments in education and current needs of students. The topic will be announced prior to registration for the course.

EDUC 233. Comparative Educational Studies (3 hrs) 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. (GA) (IK)

EDUC 290. Honors Independent Study in Teaching, Schools, and Society (3-4 hrs) 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. Must be taken for 3 semester hours each time.

EDUC 330. Instructional Design (3 hrs) This course introduces students to instructional design models, curriculum development and assessment (formative, summative and performance.) Candidates will master instructional planning that is aligned with state/national standards. Instructional planning and implementation will be explored from the constructivist perspective. A variety of teaching strategies will be presented and various differentiation strategies will be explored. Integration across disciplines will be modeled, with an emphasis on integration of the arts. Classroom management issues will be examined and analyzed. Candidates will plan and construct an instructional unit specific to their area of teaching specialty. Field experience is a required component of this course. *Admission to Teacher Education required.*

EDUC 332. Development and Cognition (3 hrs) This course explores social, emotional, physical, and cognitive development; theories of learning, motivation, and behavior; exceptionalities; and classroom management in order to prepare students to work with a wide range of individual student differences in skills, motivation, experience and affect. All topics will be addressed in terms 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 334. Introduction to Exceptionalities (3 hrs) This course examines an historical and philosophical overview of education for exceptional learners, including ways in which a variety of disabilities are presented in 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 (3 hrs) This course provides a developmental introduction to literacy foundations for learners in the primary grades (K-2). Based on the Science of Reading, the course is grounded in the five key components of literacy: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Field experiences in schools or related settings are required. *Admission to Teacher Education is required.*

EDUC 356. Intermediate Literacy (3 hrs) This course provides an introduction to literacy for learners in the intermediate grades (3-6). Based on the Science of Reading, the course is grounded in the five key components of literacy: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Field experiences in schools or related settings are required. Prerequisite: EDUC 355 or permission of the Director of Teacher Education; *Admission to Teacher Education is required*

EDUC 368. Adolescent Pedagogy (3 hrs) This course presents concepts, theories, research and best practices related to adolescent development and learning. Candidates will be introduced to curricular practices 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 (3 hrs) This course presents constructivist instructional strategies, use of developmentally appropriate materials for facilitating learners' understanding of mathematical concepts and strategies for integrating math across the elementary curriculum. Math standards from 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 (3 hrs) This course will utilize cooperative learning, brain-compatible instructional theories and technology to introduce candidates to applications and strategies for teaching science, social studies and health that are integrated across the curriculum. Instructional units will be correlated with 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 (3 hrs) 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 (3 hrs) 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 (3 hrs) 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 (3 hrs) 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 (3 hrs) 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 (3 hrs) This course examines an historical and philosophical overview of education for exceptional learners, including ways in which a variety of disabilities are

presented in 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 (3 hrs) This course examines current trends, instructional strategies, and development of individual education plans (IEPs) for implementation in the EC classroom. Candidates will identify strategies for accommodations and modifications for EC students in general education 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. Prerequisite: EDUC 380 and *Admission to Teacher Education required.*

EDUC 383. Teaching Art in the K-12 School (3 hrs) Curriculum, methods, and assessment for teaching art in kindergarten through grade 12. *Admission to Teacher Education required.*

EDUC 385. Teaching Content in the MS/HS (3 hrs) This course deepens teacher candidates' knowledge, skills, and dispositions in instructional planning, teaching strategies, assessment, classroom management, and differentiation. Integrating the fine and practical arts across disciplines is emphasized. Instructional planning correlated with 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 (3 hrs) 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 (2 hrs) 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. Corequisite: EDUC 399. *Admission to Teacher Education required. (P/NC).*

EDUC 396 edTPA Support (1 hr) This course provides support for students completing the edTPA , a teacher candidate performance assessment developed by the Stanford Center for Assessment, Learning, and Equity (SCALE). The course will address planning, instruction, and assessment. Successful completion of the edTPA is required to be recommended for teacher licensure. Admission to Teacher Education is required. (P/NC) Corequisites: EDUC 394 and 399 or permission of the Director of Teacher Education

EDUC 399. Teachers as Practitioners (12 hrs) Supervised internship (student teaching). Required for all initial licensure candidates. Fulfills the internship requirement for graduation. Corequisite: EDUC 394. (P/NC) *Admission to Teacher Education required.*

English and Writing Studies Program

The English and Writing Studies Program at Salem College offers a major in English and Writing Studies with two concentrations, in English and Professional Writing (ENGL & PW) and in English and Creative Writing (ENGL & CRWR). Each concentration purposefully integrates English literature with professional or creative

writing, offering students an opportunity to develop their critical and ethical thinking skills in a variety of contexts: through study of English language literature in its historical, social, intellectual, and aesthetic contexts; including literature by women and writers from diverse cultures; through creative writing workshops; and through writing in and about professional contexts.

For both concentrations, students start with an introductory “Reading and Writing for English Studies” course that grounds their critical and ethical thinking and communication in English Studies, health leadership, and beyond. In their junior year, all students take a professional development course, also offered through the Health Humanities program, and finish the major by completing an in-depth capstone project experience tailored to their interests in literature, professional writing and/or creative writing. This integration of literature and writing will give students a solid foundation to teach English, professional or creative writing at the secondary level, continue to graduate level work, or enter industry as critically thinking professionals and leaders in a variety of health-related fields. The concentrations are designed to complement other programs of study at Salem College and encourage interdisciplinarity.

Students may also choose from three minors (English, Professional Writing, Creative Writing), each with a unique focus on writing.

English and Professional Writing (ENGL & PW)

The English and Professional Writing concentration prepares students for literary scholarship and writing in the genres, styles, and communication practices essential for the contemporary, digital workplace. Students in this concentration engage in critical study and research of English literature across different time periods and styles of writing with particular focus given to women and ethnic writers. Through intentional practice of critical thinking and reading skills, rhetorical analysis, ethical inquiry, and research and writing in diverse professional contexts, students prepare for study at the graduate level and future careers in a variety of health-related fields, law and teaching.

English and Creative Writing (ENGL & CRWR)

The English and Creative Writing concentration prepares students for literary scholarship as well as futures in writing, editing, and publishing. Students in this concentration engage with critical and creative thinking as they explore both the reading and the writing of literature, focused on fiction, creative nonfiction, poetry, and drama. Throughout this course of study, students practice ethical thinking and empathy as they master craft and technique as well as explore English language literature from diverse contexts and authors.

English and Writing Studies Major (BA)

The major in English and Writing Studies requires ten courses (minimum of 30 semester hours). All students take three core courses with the remaining seven specific to their concentration. To be used toward the major or minor(s), each course must be taken for 3 or 4 semester hours.

Core Courses (3 courses):

- ENGL104. Reading and Writing for English Studies (3 hrs)
- ENGL/HHMN 214. Career Development for Health Humanities (3 hrs)
- ENGL 380. Senior Capstone Project (3 hrs)

Choose one concentration:

Concentration in English and Professional Writing: The concentration in English and Professional Writing requires seven courses (minimum of 21 semester hours) in two areas: Literary Theory, Rhetoric and Composition (3 courses) and Literature in English (4 courses).

Literary Theory, Rhetoric and Composition (3 courses):

- ENGL 250. Introduction to Professional Writing (3 hrs)

ENGL 399. A Game of Interpretation: Introduction to Contemporary Literary Theory (3 hrs)

Select one from:

ENGL 211. Writing Center Theory and Practice (3 hrs)

ENGL 235. Embodied Rhetorics (3 hrs)

ENGL/HHMN 255. Rhetoric of Health and Medicine (3 hrs)

ENGL 291. Visual Rhetoric and Document Design for Professional Writing (3 hrs)

ENGL 345. Digital Writing in Professional Contexts (3 hrs)

CRWR 217. Introductory Prose Writing Workshop (3 hrs)

Literature in English (4 courses, 3 hrs each):

Select 4 from the following:

ENGL/HUMN 105. Narratives of Health and Healing (3 hrs)

ENGL 200. Independent Study in English and Professional Writing (1-4 hrs)

ENGL 221. Special Topics in English and Professional Writing (3 hrs)

ENGL 223. Taboos, Experiments and the Other: Modern Drama (3 hrs)

ENGL 225. Building Communities, Growing Resilience: Theater of American Women Playwrights (3 hrs)

ENGL 245. Hayao Miyazaki: Anime Master Storyteller and His Influences (3 hrs)

ENGL 246. Trauma and the “Power of Fantasy” in Hayao Miyazaki’s Films (3 hrs)

ENGL 249. Gender, Race and Ethnicity in Shakespeare (3 hrs)

ENGL 270. Internship in English and Professional Writing (1-4 hrs)

ENGL 290. Honors Independent Study in English and Professional Writing (3-4 hrs)

ENGL 292. Early America Through the Eyes of the ‘Other’ (3 hrs)

ENGL 294. Women Write America, 1865-1990 (3 hrs)

ENGL 298. “Imaginary Gardens with Real Toads”: Engaging Modern Amer. Poetry (3 hrs)

ENGL 299. Shakespeare Meets Manga (3 hrs)

ENGL 315. Major Writers in the English Language (3 hrs)

ENGL 320. Contemporary American Ethnic Woman: Her Story (3 hrs)

ENGL 325. Modern Writings from Women of Non-Western World: Global Lit (3 hrs)

ENGL 347. ‘Odd’ Literary Couples: American Novel, 1900-1945 (3 hrs)

ENGL 349. Race, Culture and Identity in Multi-Ethnic Literature of the US (3 hrs)

ENGL 365. Symbolic Healing in Native American Literature (3 hrs)

CRWR 218. Introductory Poetry Workshop (3 hrs)

A maximum of three-semester hours of internship (ENGL 270) can be used as an elective towards the concentration. Typically, a maximum of two independent or two honors independent studies can be used as electives, as long as they are taken for a minimum of 3 semester hours each. Any exceptions must be approved by the program director. At least six of the 10 required courses, including ENGL 380, must be completed at Salem.

Concentration in English and Creative Writing: The concentration in English and Creative Writing requires seven courses (minimum of 21 semester hours) in two areas: Workshop Sequence (3 courses) and Reading and Writing (4 courses). To be used toward the major or minor(s), each course must be taken for 3 or 4 semester hours.

Workshop Sequence (3 courses):

CRWR 217: Introductory Prose Workshop (3hrs)

CRWR 218: Introductory Poetry Workshop (3hrs)

Select one from:

CRWR 313: Intermediate Fiction Workshop (3hrs)

CRWR 321: Intermediate Poetry Workshop (3hrs)

Reading and Writing (4 courses, at least two in literature, 3 hours each):

Select three of the following:

CRWR 200: Independent Study in CRWR

CRWR 215: Literary Artist as Citizen

CRWR 220: Special Topics in CRWR

CRWR 270: Internship in CRWR

CRWR 290: Honors Independent Study in CRWR

CRWR 315: The Art and Act of Revision

ENGL/HHMN 105: Narratives of Health and Healing

ENGL 223. Taboos, Experiments and the Other: Modern Drama (3 hrs)

ENGL 225: Building Communities, Growing Resilience: Theater of American Women Playwrights

ENGL 245: Hayao Miyazaki: Anime Master Storyteller and His

Influences or ENGL 246. Trauma and the “Power of Fantasy” in Hayao Miyazaki’s Films (3hrs)

ENGL 249: Gender, Race, and Ethnicity in Shakespeare or ENGL 299. Shakespeare Meets Manga (3 hrs)

ENGL 291: Visual Rhetoric and Document Design for Professional Writing

ENGL 292: Early America Through the Eyes of the “Other”

ENGL 294. Women Write America, 1865-1990 (3 hrs)

ENGL 298. “Imaginary Gardens with Real Toads”: Engaging Modern American Poetry (3hrs)

Select one from the following:

ENGL 315: Major Writers in the English Language

ENGL 325. Modern Writings from Women of Non-Western World: Global Lit (3 hrs)

ENGL 347: Literary “Odd” Couples: American Novel, 1900-1945 or

ENGL 320. Contemporary American Ethnic Woman: Her Story (3 hrs)

ENGL 349: Race, Culture, and Identity in Multi-Ethnic Literature of the US

ENGL/REST 365: Symbolic Healing in Native American

Literature ENGL 399: A Game of Interpretation: Intro to Contemporary Literary Theory

A maximum of three-semester hours of internship (ENGL 270 or CRWR 270) can be used as an elective towards the concentration. Typically, a maximum of two independent or two honors independent studies can be used as electives, as long as they are taken for a minimum of 3 semester hours each. Any exceptions must be approved by the program director. At least six of the 10 required courses, including ENGL 380, must be completed at Salem.

English Minor

The minor in English offers a concentrated study of literary texts and requires the completion of five English courses (*minimum of 15 semester hours*): a core course in Reading and Writing for English Studies and four literature courses selected from a list of Literature in English. Maximum of one independent or one honors independent study can count toward the minor. Each course for the minor must be taken for 3-4 semester hours. At least three of the five courses must be completed at Salem. No more than three courses can be counted toward both a student's minor and major.

ENGL 104. Reading and Writing for English Studies (3 hrs)

Literature in English (12 hrs):

Select 4 from the following:

ENGL/HUMN 105. Narratives of Health and Healing (3 hrs)

ENGL 200. Independent Study in English and Professional Writing (1-4 hrs)

ENGL 221. Special Topics in English and Professional Writing (3 hrs)

ENGL 223. Taboos, Experiments and the Other: Modern Drama (3 hrs)

ENGL 225. Building Communities, Growing Resilience: Theater of American Women Playwrights (3 hrs)

ENGL 245. Hayao Miyazaki: Anime Master Storyteller and His Influences (3 hrs)

ENGL 246. Trauma and the "Power of Fantasy" in Hayao Miyazaki's Films (3 hrs)

ENGL 249. Gender, Race and Ethnicity in Shakespeare (3 hrs)

ENGL 270. Internship in English and Professional Writing (1-4 hrs)

ENGL 290. Honors Independent Study in English and Professional Writing (3-4 hrs)

ENGL 292. Early America Through the Eyes of the 'Other' (3 hrs)

ENGL 294. Women Write America, 1865-1990 (3 hrs)

ENGL 298. "Imaginary Gardens with Real Toads": Engaging Modern Amer. Poetry (3 hrs)

ENGL 299. Shakespeare Meets Manga (3 hrs)

ENGL 315. Major Writers in the English Language (3 hrs)

ENGL 320. Contemporary American Ethnic Woman: Her Story (3 hrs)

ENGL 325. Modern Writings from Women of Non-Western World: Global Lit (3 hrs)

ENGL 347. 'Odd' Literary Couples: American Novel, 1900-1945 (3 hrs)

ENGL 349. Race, Culture and Identity in Multi-Ethnic Literature of the US (3 hrs)

ENGL/REST 365. Symbolic Healing in Native American Literature (3 hrs)

Professional Writing Minor

The minor in professional writing emphasizes the whole person within systems of power and prepares students in the genres, styles, and communication practices essential for the contemporary, digital workplace. With its focus on collaborative writing, problem-solving, real-world audiences, and document design, the minor in professional writing complements any major and helps students develop vital professional practices. The minor in professional writing requires completion of five courses (15 semester hours) listed below:

Required courses:

ENGL 250: Introduction to Professional Writing (3 hrs)

ENGL 291: Visual Rhetoric and Document Design for Professional Writing (3 hrs)

ENGL 235. Embodied Rhetorics (3 hrs)

1 writing intensive (WI) course in the student's major discipline, or if a writing intensive course is not available in their major, in a different program with the approval of their advisor.

Choose one remaining course from:

ENGL/HHMN 255. Rhetoric of Health and Medicine (3 hrs)

ENGL 211. Writing Center Theory and Practice (3 hrs)

ENGL 345. Digital Writing in Professional Contexts (3 hrs)

COMM 107. Digital Storytelling (3 hrs)

COMM 322. Strategic Communication and Marketing (3 hrs)

COMM 275. Health Communication (3 hrs)

Creative Writing Minor

The minor in creative writing requires completion of five courses (15 semester hours) listed below:

Required Courses:

CRWR 215: Literary Artist as Citizen (3 hrs)

CRWR 217: Introductory Prose Workshop (3 hrs)

CRWR 218: Introductory Poetry Workshop (3 hrs)

Choose One:

CRWR 313: Intermediate Fiction Workshop (3 hrs)

CRWR 321: Intermediate Poetry Workshop (3 hrs)

Choose One:

CRWR 315: The Art and Act of Revision (3 hrs)

CRWR 220: Special Topics in Creative Writing (3 hrs min)

CRWR 200: Independent Study in Creative Writing (3 hrs min)

CRWR 270: Internship in Creative Writing (3 hrs min)

CRWR 290: Honors Independent Study in Creative Writing (3 hrs min)

A Literature, Theory, or Professional Writing course. (3 hrs)

English Courses (ENGL)

The course numbers reflect the intentional scaffolding of the course material and skills for the program. Each course level (100, 200, 300) teaches skills that are needed to successfully complete the courses in the next level. We recommend that students take at least one course in each level before moving on to the next level.

ENGL 104. Reading and Writing for English Studies (3 hrs) This course functions as an introduction to English Studies. The course will cover the different parts of the discipline, teach students how to engage with and produce texts in English Studies, and offer an overview of connections between English Studies and broadly defined health leadership. Enrollment suggested for first year and sophomore students. (WI)

ENGL 105. Narratives of Health and Healing (3 hrs) An introduction to the study of human health through literature, narrative, and the arts drawn from diverse cultural contexts. Students will develop critical skills in text-centered methods of analysis through topics including representations of health, healers, and healing; illness and disability narratives; death and dying; medicine, technology, and the human body. Cross-listed with HHMN 105 (WI) (HM) (GI)

ENGL 200. Independent Study in English and Professional Writing (1-4 hrs) 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 program director. Independent study may take the form of readings, research, and will include a substantial written project. Independent study may be taken twice, but not more than once in any term. To count toward the major or minor, the course must be taken for 3 or 4 semester hours. (WI)

ENGL 211. Writing Center Theory and Practice (3 hrs) This course is designed to examine the techniques and theories that inform the practice of tutoring writing. In particular, this course will train students to tutor writing in the Salem College Writing Center, as well as other tutoring spaces across campuses, ages, identities, and communities. The course will focus on the practical components of writing center work and how these methods can be applied across settings. Specific topics will include collaborative learning, consultation approaches, consultant roles, grammar instruction discussions, consulting strategies for a variety of clients (on campus and in the community), technology use in the writing center, composition & learning theories that influence writing center work, and resource development. (WI)

ENGL 214. Career Development for Health Humanities (3 hrs) This course is designed to assist students in the health humanities prepare for careers outside of academia. Students will learn about the history of the health

humanities, investigate potential careers and design a timeline and plan to maximize their professional development at Salem College. Cross-listed with HHMN 214. (WI)

ENGL 221. Special Topics in English and Professional Writing (1-4 hrs) 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. To count toward the major or minor, the course must be taken for 3 or 4 semester hours. (HM) (WI)

ENGL 223. Taboos, Experiments and the Other: Modern Drama (3 hrs) 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 the Theater of Absurd and the African American theater of August Wilson. (HM) (GI) (WI)

ENGL 225. Building Communities, Growing Resilience: Theater of American Women Playwrights (3 hrs) Shared feminist and intersectional perspectives bind American women playwrights since early twentieth century. Their plays redefine gender roles, challenge racial and social injustice, and argue for a more equitable world for all. Students will examine in their critical and socio-cultural contexts a selection of plays by playwrights who come from diverse racial, cultural, geographic, and theatrical backgrounds. Socio-political and therapeutic functions of theater will be explored as unique to community building and fostering resilience. Cross-listed as WGSS 225 (GI) (HM) (WI)

ENGL 235. Embodied Rhetorics (3 hrs) This professional writing course examines the idea of embodiment and considers how these various ways of viewing, interacting with/through, and thinking about bodies affects/creates rhetorical structures and genres in professional settings. In particular, we consider intersectionality, ways of controlling/policing bodies as well as ways of resisting and subverting such control, bodies in particular circumstances/places/spaces such as classrooms, research, medical establishments, dress, and performance. (HM) (WI)

ENGL 245. Hayao Miyazaki: Anime Master Storyteller and His Influences (3 hrs) 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. (GA) (HM) (WI) (IK)

ENGL 246. Trauma and the "Power of Fantasy" in Hayao Miyazaki's Films (3 hrs) Different kinds of trauma, historical, socio-cultural, environmental, emotional and physical, inform films of the Japanese animation master Hayao Miyazaki. His distinctive art of anime and storytelling aesthetic have created what Susan Napier, Japanese culture and animation scholar, calls "Miyazaki World" where the audiences are transported to a thirtieth-century toxic jungle (*Nausicaä*), a bathhouse for tired gods (*Spirited Away*), or meet a red-haired fish girl (*Ponyo*), a furry woodland spirit (*My Neighbor Totoro*), or a modern witch (*Kiki's Delivery Service*). Through close analysis of his films, their art of animation and storytelling, we will explore how Miyazaki creates a unique

form of fantasy that can heal, restore, and help us face mortality and destruction. Along with films, major sources of inspiration from the Japanese and European literature, myth, art and history will be examined to contextualize the staying power of Miyazaki's works. (GA) (HM) (WI) (IK)

ENGL 249. Gender, Race and Ethnicity in Shakespeare (3 hrs) 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. We will examine how Elizabethan understanding of the human body and mind shaped representation of gender, race, and ethnicity on stage; what role Elizabethan notions of mental health and disability played in characterization and Shakespearean plots; and how Shakespeare used language to affect change. (HM) (GI) (WI)

ENGL 250. Introduction to Professional Writing (3 hrs) This course familiarizes students with genres and practices of professional writing in traditional and digital contexts. Students will gain introductory experience writing in a variety of professional genres, including memos, proposals, executive summaries, emails, and letters of intent. Students will also interrogate notions of professionalism and investigate the role of the body in multimodal professional contexts. (HM) (WI) (SL)

ENGL 255. The Rhetoric of Health and Medicine (3 hrs) This course examines rhetorical practices related to health and medicine, with a focus on strategies employed by both experts and popular culture. The course will emphasize connecting theories of rhetoric with current health debates, including how discourses of medicine intersect with issues of race, disability, gender identity, sexuality, and socioeconomic status. Cross-listed as HHMN 255 (HM) (WI)

ENGL 270. Internship in English and Professional Writing (1-4 hrs) The opportunity to use the knowledge and skills that the English and Professional Writing 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. No more than one internship can count towards English electives and must be taken for 3 or 4 semester hours. (WI)

ENGL 290. Honors Independent Study in English and Professional Writing (3-4 hrs) Advanced independent study under the guidance of a faculty advisor. Open to juniors and seniors with a 3.5 G.P.A. in English and Professional Writing, subject to the approval of the program director. Honors Independent Study may be taken for a maximum of two courses and must be taken for 3 or 4 semester hours. (WI)

ENGL 291. Visual Rhetoric and Document Design for Professional Writing (3 hrs) This course introduces students to visual rhetoric, focusing on the theories and practices for producing and refining document design for professional purposes. This course will make use of design programs including Photoshop, Publisher, and more through the lens of business/professional writing. (WI)

ENGL 292. Early America Through the Eyes of the 'Other' (3 hrs) What was America like before Columbus? How did Native Americans and African Americans perceive America before the Civil War? What was the experience of the new continent and early America for women? Through research and close reading of a variety of early texts we will explore the counter-narrative of American experience, emerging national identity, and their relationship to evolving notions of race and gender. Our readings will range from creation stories and trickster tales to captivity and slave narratives, letters, speeches, journalistic essays, early American novels and poetry. (HM) (GI) (WI)

ENGL 294. Women Write America, 1865-1990 (3 hrs) This course will explore writing by American women authors and their perspective on American experience since the end of the Civil War. Close reading of literary texts will be grounded in historical and social contexts and examined in relation to major literary movements of American realism, naturalism, local color, modernism, and ethnic writing. We will focus on themes central to

women's experience and imagination, women's use of language, and their perspective on the evolving notions of gender, race and class. The selection of readings will include works by Anglo American, Native American, Asian American, African American and Hispanic American writers. (GI) (HM) (WI)

ENGL 298. "Imaginary Gardens with Real Toads": Modern American Poetry (3 hrs) 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) (WI)

ENGL 299. Shakespeare Meets Manga (3 hrs) 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 genderbending 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. (HM) (WI)

ENGL 305. Professional Writing in Community Contexts (3 hrs) This service learning course offers experience working with community partners in order to practice professional writing. Students will refine their skills in genres including grant proposals, grant letters, project pitches, memo writing, and social media for professional purposes. Students will be exposed to writing center theory and practice with an emphasis on social justice applications. Prerequisite: ENGL 250 (SL) (WI)

ENGL 315. Major Writers in the English Language (3 hrs) An intensive study of the works of one or two important writers in the English language. Emphasis on themes, style and artistic development of each writer. The topic will be announced prior to the beginning of the course. As topics change, the course may be repeated. (HM) (WI)

ENGL 320. Contemporary American Ethnic Woman: Her Story (3 hrs) The last three decades of the twentieth century were instrumental to the emergence of ethnic women's voices in contemporary American fiction. As a result of Civil Rights and Women's Liberation Movements, their books were published, creating a new readership and awareness that challenged mainstream understanding of American literature and introduced new forms of storytelling. We will study a selection of American women writers whose stories engage contested ideas of identity, gender, race and ethnicity and represent various ethnic histories. Their writing styles will range from realistic to postmodernist, draw on ethnic traditions of storytelling, and experiment with narrative forms such as an epistolary novel, slave narrative, memoir, detective story, and bildungsroman among others. (GI) (WI)

ENGL 325. Modern Writings from Women of the Non-Western World: Global Lit. (3 hrs) 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. (HM) (GI) (WI)

ENGL 335. Freelance Professional Writing, Editing, and Publishing (3 hrs) This course provides students with theoretical and practical knowledge of how to create, promote, and sustain freelance writing work. Focusing on multiple outlets of professional writing including copy editing, ghost writing, freelance writing, tutoring writing, and self-publishing, this course will cover freelance experiences from conception through practice. Students will create a variety of professional materials including the basics of a personal website, professional social media accounts, business cards, and more. Prerequisite: ENGL 250. (WI)

ENGL 345: Digital Writing in Professional Contexts (3 hrs) This course focuses on digital production of texts, including professional uses of social media, blogging, and web design. Students will examine ethical issues around digital writing and surveillance and create a professional portfolio to showcase their work. (WI) (EI)

ENGL 347. 'Odd' Literary Couples: American Novel, 1900-1945 (3 hrs) 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. (GI) (WI)

ENGL 349. Race, Culture and Identity in Multi-Ethnic Literature of the United States (3 hrs) 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. (WI)

ENGL 365. Symbolic Healing in Native American Literature (3 hrs) The worlds of Native American spirituality and mythology will be explored through writings of Native American writers with particular focus on narrative structures of healing, role of mythic imagination and transactional symbols. Students will examine how Native writers use ceremony and trickster traditions to address historical and cultural trauma and heal the relationship between mind, body, spirit, community and natural environment as part of Native American concepts of health and wellness. Cross-listed with REST 365. (HM) (GA) (WI) (IK)

ENGL 380. Senior Capstone Project (3 hrs) Students will undertake extensive primary and secondary reading and research on a specified topic, to be determined with the help of a program faculty member. The outcome of this work will be an independent research project that will result in a professional written document (senior thesis or equivalent) and presentation. Enrollment limited to seniors. (WI)

ENGL 399. A Game of Interpretation: Introduction to Contemporary Literary Theory (3 hrs) 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 the 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. (WI)

Creative Writing Courses (CRWR)

CRWR 200. Independent Study in Creative Writing (1-4 hrs) Independent study under the guidance of a faculty advisor. Open to students with a 2.0 cumulative average and permission of the program director.

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 twelve semester hours but no more than six in any term. Prerequisite: Previous study in creative writing and permission of the director.

CRWR 215. Literary Artist as Citizen (3 hrs) This service-learning course introduces students to the ethical work of being a literary artist. Students will learn what it means to be a literary arts citizen as well as discover how the arts inform the interior experience of healthcare by examining the human as a whole. We will explore how knowing our stories helps us to understand and empathize with the stories of others. Service-learning opportunities will focus on building communication, empathy, and mindfulness in community settings and organizations. (SL)

CRWR 217. Introductory Prose Writing Workshop (3 hrs) This workshop course emphasizes the craft of writing prose and how that craft contributes to conveying the human experience. Students will focus on narrative as a means not only to communicate but also to develop empathy and cultural competency—skills integral to futures in humanities and in health-related fields. Students will study both short stories and creative nonfiction to learn craft and technique as well as how to write about their experiences and those of others with ethical self-awareness. Ultimately, students will utilize those skills to produce their own original prose for workshop. Workshop sessions will assist students in acquiring the skills necessary to evaluate other student writing critically and creatively as well as reflect on their own. (EI)

CRWR 218. Introductory Poetry Workshop (3 hrs) This workshop course emphasizes the craft of writing poetry and how that craft contributes to conveying the human experience. Students will study selected poets, including those who reflect on experiences of healing and health, as well as discover how poetry relates to healing and self-care. As students produce original work, workshop sessions will assist them in acquiring the skills necessary to evaluate other student writing critically and creatively as well as reflect on their own.

CRWR 220. Special Topics in Creative Writing (1-4 hrs) 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.

CRWR 270. Internship in Creative Writing (1-4 hrs) 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 (3-4 hrs) 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 program director. Honors Independent Study may be taken for a maximum of two courses.

CRWR 313. Intermediate Fiction Workshop (3 hrs) 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. Prerequisite: CRWR 217.

CRWR 315. Art & Act of Revision (3 hrs) This course will nurture skills of observation, analysis, and self-reflection. Students will be challenged to revise and reflect on their work critically and creatively to better express their own experience and connect to the human element, integral to the humanities and health-related fields. The ultimate goal of this course is to synthesize how creative writing can function as communication, healing, prevention of burnout, and as medicine itself through focused revision and reflection. Prerequisite: at least one other creative writing or writing intensive course.

CRWR 321. Intermediate Poetry Workshop (3 hrs) 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. Prerequisite: CRWR 218.

CRWR 390. Managing a Literary Award and Editing for Publication (4 hrs) 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: One creative writing course, excluding a Special Topics course (taken at Salem). May be repeated twice for credit toward the major/minor.

Environmental Studies

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 processes, 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 a required core of nine courses (31 to 33 hours) and a concentration of six courses (18 to 26 hours). The total number of semester hours that a student must take to complete the Environmental Studies major depends upon their concentration and the electives they choose. 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 (31-33 hrs):

ENVS 100. Introductory Environmental Studies (3 hrs)

ENVS 120. Earth Sciences (4 hrs)

ENVS 390. Senior Seminar in Environmental Studies (3 hrs)

BIOL 100. Cell and Molecular Biology (4 hrs) or BIOL 010. Principles of Biology (4 hrs) (BIOL 100 is especially recommended for students concentrating in conservation ecology.)

BIOL 101. Biodiversity (4 hrs)

BIOL 210. Ecology (4 hrs)

Plus, two of the following Social Science courses (6-7 hrs)

ECON 100. Principles of Economics (3 hrs)

NFPM 100. Introduction to Nonprofit and Voluntary Sector (3 hrs)

POLI 105. Introduction to Public Policy (3 hrs)

Plus, one course from the following (3 or 4 hrs):

BIOL 205. Biometry (4 hrs)

BUAD 240. Data Analysis for Decision Making (3 hrs)
ECON 320. Econometrics (4 hrs)
MATH 107. Statistical Methods with R (4 hrs)
PSYC 201. Statistics with SPSS (3 hrs)

Environmental Management Concentration (19-21 hrs):

COMM 322. Strategic Communication and Marketing (3 hrs)
NFPM 250. Fundraising and Resource Development (3 hrs)
NFPM 301. Strategic Thinking and Planning (3 hrs)
NFPM 310. Nonprofit Leadership and Governance (4 hrs)

Plus, two electives from the following list:

COMM 321. Community Journalism (3 hrs)
ENVS 200. Independent Study in Environmental Studies *or* ENVS 290. Honors Independent Study in Environmental Studies (3 hrs min)
ENVS 220. Special Topics in Environmental Studies (3 hrs min)
ENVS 230. The Role of Coal in Society (4 hrs)
ENVS 270. Internship in Environmental Studies (3 hrs min.)
NFPM 180. Volunteer and Community Engagement (3 hrs)
NFPM 225. Event Planning and Management (3 hrs)
NFPM 230. Program Development and Grant Proposal Writing (3 hrs)
NFPM 245. Organizational and Program Evaluation (3 hrs)
NFPM 280. Topics in Nonprofit Management and Community Leadership or other special topics courses, subject to the approval of the program coordinator (3hrs min.).

Computational Environmental Analysis Concentration (22 hrs):

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 (22 hours) are required:

CPSC 100. Introduction to Programming (3 hrs)
ENVS 210. Introduction to Geographic Information Systems (GIS) (4 hrs)
MATH 101. Calculus II (4 hrs)
MATH 110. Introductory Linear Algebra (4 hrs)
MATH 210. Differential Equations (4 hrs)
MATH 242. Nonparametric Statistical Methods (3 hrs)

Environmental Policy and Advocacy Concentration (18-19 hours):

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 Required Core (6 hrs):

NFPM 130/SOCI 130. Making Change: Public Policy, Advocacy, and Grassroots Organizing (3 hrs)
POLI 100. Survey of Political Science (3 hrs)

Concentration Elective—choose one (3-4 hrs):

BIOL 260. Conservation Biology (3 hrs)
CHEM 314. Environmental Chemistry (4 hrs)
ENVS 200. Independent Study in Environmental Studies *or* ENVS 290. Honors Independent Study in Environmental Studies (3hrs min.)
ENVS 216. The Nuclear Age (3 hrs)
ENVS 220. Special Topics in Environmental Studies (3 hrs min.)
ENVS 230. The Role of Coal in Society (4 hrs)

ENVS 270. Internship in Environmental Studies (3 hrs min.)

Other special topics courses, subject to approval of program coordinator (3 hrs min.)

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

International Grouping—choose three courses (9 hrs):

ECON 260. International Trade and Business (3 hrs)

NFPM 140/ENTR 120. Foundations of Entrepreneurship (3 hrs)

NFPM 160. International Nongovernmental Organizations (3 hrs)

BUAD 124. Business Ethics (3 hrs)

POLI 110. Introduction to International Relations (3 hrs)

SOCI 240. Globalization and Global Inequities (3 hrs)

Domestic Grouping—choose three courses (9 hrs)

ENVS 216. The Nuclear Age (3 hrs)

NFPM 140/ENTR 120. Foundations of Entrepreneurship (3 hrs)

BUAD 124. Business Ethics (3 hrs)

POLI 120. American Politics and Public Policy (3 hrs)

POLI 230. State and Local Government Policy (3 hrs)

SOCI 220. Social Stratification (3 hrs)

WGSS 240. Women's Activism and Advocacy (3 hrs)

Conservation Ecology Concentration (23-26 hrs):

Concentration Core (17 hours)

BIOL 260. Conservation Biology (3 hrs)

CHEM 110. General Chemistry I with Lab (5 hrs)

CHEM 120. General Chemistry II with Lab (5 hrs)

ENVS 210. Introduction to Geographic Information Systems (GIS) (4 hrs)

Plus, two electives from the following list (6 hrs min.):

CHEM 201. Organic Chemistry I with Lab (5 hrs)

CHEM 314. Environmental Chemistry (4 hrs)

ENVS 200. Independent Study in Environmental Studies *or* ENVS 290. Honors Independent Study in Environmental Studies (3 hrs min.)

ENVS 220. Special Topics in Environmental Studies (3 hrs)

ENVS 230. The Role of Coal in Society (4 hrs)

ENVS 270. Internship in Environmental Studies (3hrs min.)

HIST 213. The Vietnam War (3 hrs)

HIST 269. America in our Time, 1945-Present (3 hrs)

HIST 286. Modern Japan (3 hrs)

MATH 100. Calculus I (4 hrs)

PHYS 210. College Physics I (4 hrs)

Other special topics courses, subject to approval of program coordinator (3hrs min.)

Environmental Studies Minor

The environmental studies minor requires the completion of six courses (18-22 hours), 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 (13 hrs):

ENVS 100. Introductory Environmental Studies (3 hrs)

ENVS 120. Earth Sciences (4 hrs)

- NFPM 100. Introduction to Nonprofit and Voluntary Sector (3 hrs)
 POLI 105. Introduction to Public Policy (3 hrs)
Plus, two additional courses from the following list (6-9 hrs):
 BIOL 210. Ecology (4 hrs)
 BIOL 260. Conservation Biology (3 hrs)
 COMM 321. Community Journalism (3 hrs)
 COMM 322. Strategic Communication and Marketing (3 hrs)
 CHEM 201. Organic Chemistry (5 hrs)
 CHEM 314. Environmental Chemistry (4 hrs)
 ENVS 210. Geographic Information Systems (4 hrs)
 ENVS 216. The Nuclear Age (3 hrs)
 ENVS 220. Special Topics in Environmental Studies (3 hrs min)
 ENVS 230. The Role of Coal in Society (4 hrs)
 NFPM/SOCI 130. Making Change: Public Policy, Advocacy, and Grassroots Organizing (3 hrs)
 NFPM 140/ENTR 120. Foundations of Entrepreneurship (3 hrs)
 NFPM 160. International Nongovernmental Organizations (3 hrs)
 NFPM 180. Volunteer and Community Engagement (3 hrs)
 NFPM 230. Program Development and Grant Proposal Writing (3 hrs)
 NFPM 245. Organizational and Program Evaluation (3 hrs)
 NFPM 250. Fundraising and Resource Development (3 hrs)
 NFPM 301. Strategic Thinking and Planning (3 hrs)
 NFPM 310. Nonprofit Leadership and Governance (3 hrs)
 POLI 120. American Government and Politics (3 hrs)
 POLI 230. State and Local Government (3 hrs)
- SOCI 220. Social Stratification (3 hrs)
 SOCI 240. Globalization and Global Inequities (3 hrs)
 WGSS 240. Women's Activism and Advocacy (3 hrs)
 Other courses approved by the director of environmental studies (3 hrs min)

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:

- COMM 321. Community Journalism (3 hrs)
 COMM 322. Strategic Communication and Marketing (3 hrs)
 ENVS 220. Special Topics in Environmental Studies (3 hrs min.)
 NFPM 140/ENTR 120. Foundations of Entrepreneurship (3 hrs)
 NFPM 160. International Nongovernmental Organizations (3 hrs)
 NFPM 180. Volunteer and Community Engagement (3 hrs)
 NFPM 230: Program Development and Grant Proposal Writing (3 hrs)
 NFPM 245: Organizational and Program Evaluation (3 hrs)
 NFPM 250. Fundraising and Resource Development (3 hrs)
 NFPM 301. Strategic Thinking and Planning (3 hrs)

NFPM 310. Nonprofit Leadership and Governance (3 hrs)

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 (4 hrs)

BIOL 260. Conservation Biology (3 hrs)

CHEM 201. Organic Chemistry (5 hrs)

CHEM 314. Environmental Chemistry (4 hrs)

ENVS 210. Geographic Information Systems (4 hrs)

ENVS 220. Special Topics in Environmental Studies (3 hrs min.)

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.

ENVS 216. The Nuclear Age (3 hrs)

ENVS 220. Special Topics in Environmental Studies (1-4 hrs)

NFPM/SOCI 130. Making Change: Public Policy, Advocacy, and Grassroots Organizing (3 hrs)

POLI 120. American Government and Politics (3 hrs)

POLI 230. State and Local Government (3 hrs)

SOCI 240. Globalization and Global Inequities (3 hrs)

WGSS 240. Women's Activism and Advocacy (3 hrs)

Environmental Studies Courses (ENVS)

ENVS 100. Introductory Environmental Studies (3 hrs) 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, 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. (SL)

ENVS 120. Earth Sciences (4 hrs) 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 (1-4 hrs) 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 (4 hrs) 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 three-hour lab. Prerequisites: MATH 020 or placement above MATH 020 or permission of instructor. (DI)

ENVS 216 The Nuclear Age (3 hrs) This course will provide students with a scholarly venue within which to study the history, politics, culture, environmental consequences, and gendered nature of atomic research during the past century. Specific topics to be examined include: the science of radioactivity; race and the global impact of radium and uranium mining; the development of atomic weapons and the subsequent nuclear arms race; cultural responses to the use of nuclear weapons; women's involvement in atomic science and labor; and ongoing debates concerning nuclear energy, with case studies such as Shinkolobwe, Three Mile Island, Chernobyl, and Fukushima. Cross-listed with HIST 216 and POLI 216. (GA) (GI) (WI)

ENVS 220. Special Topics in Environmental Studies (1-4 hrs) 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 (4 hrs) 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. (SL)

ENVS 270. Internship in Environmental Studies (1-4 hrs) 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 four semester hours; admission by application only. Prerequisite: ENVS 100 or permission of instructor.

ENVS 290. Honors Independent Study in Environmental Studies (3-4 hrs) 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 (3 hrs) 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 100, ENVS 120, POLI 105, NFPM 100, BIOL 210 and a statistics course.

Exercise Science

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. 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.

Required Core Courses

BIOL 100. Cell and Molecular Biology (4 hrs)

BIOL 101. Biodiversity (4 hrs)

BIOL 218. Anatomy and Physiology I (5 hrs)

BIOL 219. Anatomy and Physiology II (5 hrs)

EXER 100. Introduction to Exercise Science (3 hrs)

EXER 180/280. First Aid/CPR/AED (1 hr)

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 Impact.

EXER/NUTR 210. Introduction to Nutrition (3 hrs)

EXER 250. Care and Prevention of Athletic Injuries (3 hrs)

EXER 255. Organization and Administration in Exercise Science (3 hrs)

EXER 270. Internship in Sport and Exercise Science (3 hrs min.)

EXER 310. Exercise Physiology (4 hrs)

EXER 320. Biomechanics of Sport and Exercise (3 hrs)

EXER 330. Measurement, Assessment, and Evaluation of Exercise and Sport (3 hrs)

PHED 146/246. Women on Weights (1 hr)

Required senior capstone courses:

EXER 340. Science of Strength and Conditioning (3 hrs)

EXER 350. ACSM Exercise Physiologist Preparatory Course (3 hrs)

Major Elective (choose one)

EXER 150. Philosophy and Fundamentals of Coaching Competitive Sports (3 hrs)

EXER 200. Independent Study in Exercise Science (3 hrs min.)

EXER/NUTR 212. Sports Nutrition (3 hrs)

EXER 240. Psychology of Sport and Exercise (3 hrs)

EXER 245. Women in Sport (3 hrs)

EXER 260. Sport in Society (3 hrs)

EXER 290. Honors Independent Study in Exercise Science (3 hrs min.)

EXER 360. Exercise Science Research (3 hrs)

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.

Required courses:

BIOL 100. Cell and Molecular Biology (4 hrs)

BIOL 101. Biodiversity (4 hrs)

BIOL 218. Anatomy and Physiology I (5 hrs)

BIOL 219. Anatomy and Physiology II (5 hrs)
CHEM 110. General Chemistry I with Lab (5 hrs)
CHEM 120. General Chemistry II with Lab (5 hrs)
EXER 100. Introduction to Exercise Science (3 hrs)
EXER 180/280. First Aid and CPR: Emergency Response (1 hr)

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 Impact.

EXER/NUTR 210. Introduction to Nutrition (3 hrs)
EXER 240. Psychology of Sport and Exercise (3 hrs)
EXER 250. Prevention and Care of Athletic Injuries (3 hrs)
EXER 255. Organization and Administration in Exercise Science (3 hrs)
EXER 270. Internship in Sport and Exercise Science (3 hrs min.)
EXER 310. Exercise Physiology (4 hrs)
EXER 320. Biomechanics of Sport and Exercise (3 hrs)
EXER 330. Measurement, Assessment and Evaluation of Exercise and Sport (3 hrs)
EXER 340. Science of Strength and Conditioning (3 hrs)
EXER 350. ACSM Exercise Physiologist Certification Preparatory Course (3 hrs)
MATH 100. Calculus I (4 hrs) or MATH 070. Essential Calculus (4 hrs)
PHED 146/246. Women on Weights (1 hr)
PHYS 210. College Physics I (4 hrs)

Coaching Minor

The coaching minor curriculum is derived from the National Standards for Sport Coaches. The completion of the program meets all 42 standards as set by SHAPE America.

Required courses:

EXER 150. Philosophy and Fundamentals of Coaching Competitive Sports (3 hrs)
EXER 180/280. First Aid/CPR/AED (1 hr)

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 Impact.

EXER 240. Psychology of Sport and Exercise (3 hrs)
EXER 245. Women in Sport (3 hrs)
EXER 250. Prevention and Care of Athletic Injuries (3 hrs)
EXER 255. Organization and Administration in Exercise Science (3 hrs)
EXER 275. Internship in Coaching (2 hrs min.)

Exercise Science Courses (EXER)

EXER 100. Introduction to Exercise Science (3 hrs) 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, occupational 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 science through the female lens.

EXER 150. Philosophy and Fundamentals of Coaching Competitive Sports (3 hrs) 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 (1 hr) 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.

EXER 200. Independent Study in Exercise Science (1-4 hrs) Independent study under the guidance of a faculty advisor. Open to students with a 2.0 cumulative grade point average and permission of the program director. Independent study may take the form of readings, research, conference, project, and/or field experience. Independent study may be taken for a total of twice, the maximum in any one term being four semester hours. 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. Introduction to Nutrition (3 hrs) 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: either CHEM 050, CHEM 110, BIOL 010, BIOL 065, or BIOL 100. Cross-listed with NUTR 210

EXER 212. Sports Nutrition (3 hrs) This course emphasizes the unique nutritional needs for optimal exercise and sport training. Evidence-based nutrition recommendations will be discussed for performance enhancement, recovery, injury prevention, and improved overall health. Prerequisites: NUTR/EXER 210. Cross-listed with NUTR 212 (GI)

EXER 225. Physical Activity Leadership Through Service (3 hrs) The content of this course includes (1) current physical activity guidelines for Americans, (2) health-related physical activity components and programming, (3) equity issues around physical activity participation, and (4) leadership skills for health and physical activity promotion. Students will support health-related physical activity, committing at least thirty (30) hours of service toward promoting physical activity in the community. Through course work and service, students will (1) develop leadership skills in a community setting, (2) apply information from guidelines and peer-reviewed articles to support their service, and (3) challenge their own assumptions, attitudes, and beliefs surrounding physical activity participation and equity. (SL)

EXER 240. Psychology of Sport and Exercise (3 hrs) This course is designed as an introductory course to the field of sport and exercise psychology. The course will examine the theories and research related to sport and exercise behavior, and includes an overview of the major topics of sport and exercise psychology. These could include but are not limited to personality, motivation, 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 (3 hrs) 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. (GI)

EXER 250. Prevention and Care of Athletic Injuries (3 hrs) 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 255 Organization and Administration in Exercise Science (3 hrs) This course presents an overview of organizational and administrative practices relative to health and fitness settings. Students will gain knowledge necessary to manage personnel, facilities, and finances. Legal issues and marketing techniques will also be discussed.

EXER 260. Sport in Society (3hrs) 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 (1-4 hrs) 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; admission by application only.

EXER 275. Internship in Coaching (1-4 hrs) 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; 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 (3-4 hrs) 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 program director. Honors work may be taken a total of twice for a maximum of 8 semester hours.

EXER 310. Exercise Physiology (4 hrs) 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. Two lectures and one, two-hour laboratory per week. Prerequisites: BIOL 218 and 219; MATH 060 or higher.

EXER 320. Biomechanics of Sport and Exercise (3 hrs) 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 (3 hrs) 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 (3 hrs) 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. Prerequisites: EXER 310 and EXER 320.

EXER 350. ACSM Exercise Physiologist Certification Preparatory Course (3 hrs) 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. Prerequisites: EXER 310 and EXER 320.

EXER 360. Exercise Science Research Course (3 hrs) 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. (DI)

Health Advocacy and Humanitarian Systems

Health Advocacy and Humanitarian Systems is an interdisciplinary program that offers a Bachelor of Arts degree and a minor.

Health Advocacy and Humanitarian Systems Major (BA)

The major requires students to complete a total of eleven courses (33 hrs min): six required core courses and five elective courses in a domestic or globally focused concentration.

Required Courses:

POLI 100. Survey of Political Science (3 hrs) or POLI 105. Introduction to Public Policy (3 hrs)

NFPM 130/SOCI 130. Making Change: Public Policy, Advocacy, and Grassroots Organizing (3 hrs)

HADV 270. Health Advocacy Internship (3 hrs)

SSCI 395. Interdisciplinary Systems Thinking Capstone Project (3 hrs)

Two methodology courses:

SSCI 130. Introduction to Research Methods (3 hrs)

SSCI 216. Qualitative Research Methods (3 hrs) or SSCI 255. Quantitative Research Methods (3 hrs)

Choose one Concentration (15 hrs):

Leadership in Domestic Contexts

Choose five (5) of the following electives:

BIOL 070. Issues in Biology for Women (3 hrs)

COMM 170. Intercultural Communication (3 hrs)

COMM 275. Health Communication (3 hrs)

ENVS 100. Introductory Environmental Studies (3 hrs)

HHMN/ENGL 105. Narratives of Health and Healing (3 hrs)

HHMN 230. Ethics of Health and Healing (3 hrs)

HIST/POLI 224. The History of US Health Policy (3 hrs)

NFPM 180. Volunteer and Community Engagement (3 hrs)
 NFPM 230. Program Development and Grant Proposal Writing (3 hrs)
 NFPM 245. Organizational and Program Evaluation (3 hrs)
 NFPM 301. Strategic Thinking and Planning (3 hrs)
 POLI 105. Introduction to Public Policy (3 hrs)
 POLI 220. Ethics and Public Policy (3 hrs)
 PUBH 100. Introduction to Public Health (3 hrs)
 PUBH 150. History of Public Health (3 hrs)
 PUBH 205. Determinants of Health and Health Equity (3 hrs)
 PUBH 230. Gender, Sexuality and Health (3 hrs)
 RELI 265. Religion and Migration (3 hrs)
 SOCI 204. Analysis of Social Issues (3 hrs)
 SOCI 222. Women and Reproduction (3 hrs)
 SOCI 262. Sociology of the Body (3 hrs)
 WGSS 240. Women's Activism and Advocacy (3 hrs)
Additional relevant courses from other disciplines may be substituted for one of the courses listed above as approved by the program co-directors.

Or Leadership in Global Contexts

Choose five (5) of the following electives:

BIOL 070. Issues in Biology for Women (3 hrs)
 COMM 170. Intercultural Communication (3 hrs)
 COMM 275. Health Communication (3 hrs)
 EDUC 233. Comparative Educational Studies (3 hrs)
 ENGL 325. Modern Writings from Women of the Non-Western World: Global Literature (3 hrs)
 HIST/REST 241. Women's Leadership in Global Historical Perspective (3 hrs)
 HIST/POLI/ENVS 216. The Nuclear Age (3 hrs)
 NFPM 160. International Nongovernmental Organizations (3 hrs)
 NFPM 180. Volunteer and Community Engagement (3 hrs)
 POLI 110. Introduction to International Relations (3 hrs)
 POLI 205. National Model United Nations (3 hrs)
 POLI 257. Development of International Human Rights (3 hrs)
 PUBH 205. Determinants of Health and Health Equity (3 hrs)
 PUBH 230. Gender, Sexuality and Health (3 hrs)
 PUBH 260. Introduction to Global Health (3 hrs)
 RELI 265. Religion and Migration (3 hrs)
 SOCI 240. Globalization and Global Inequities (3 hrs)
Additional relevant courses from other disciplines may be substituted for one of the courses listed above as approved by the program co-directors.

Health Advocacy and Humanitarian Systems Minor

The minor (15 hrs) includes two core courses and three electives that can be chosen from either the domestic or global concentration options listed above.

Required Courses:

POLI 100. Survey of Political Science (3 hrs) or POLI 105. Introduction to Public Policy (3 hrs)

NFPM 130/SOCI 130. Making Change: Public Policy, Advocacy, and Grassroots

Organizing (3 hrs)

Choose 3 electives from concentration lists above (9 hrs)

Health Advocacy and Humanitarian Systems Courses (HADV)

HADV 200. Independent Study in Health Advocacy and Humanitarian Systems (1-4 hrs) 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, a project and/or field experience. Independent study may be taken for a total of six semester hours, but no more than three semester hours per term. Prerequisite: Permission of co-director(s).

HADV 210. Health Law and Ethics (3 hrs) This class will explore the multifaceted relationship between health and law at the national and international levels. Students will evaluate the impact of legal systems on health care outcomes and consider the role of human rights in the legal structures of state and international systems. Students will evaluate these impacts through an ethical lens.

HADV 220. Special Topics in Health Advocacy and Humanitarian Systems (1-4 hrs) In-depth study of an issue or problem will be studied intensively. The specific content and methods of study will be announced prior to the beginning of the course. Prerequisite: one Health Equity and Advocacy course or permission of instructor. Offered as needed.

HADV 270. Health Advocacy Internship (3 hrs) This course provides students with an applied learning experience that integrates theoretical and practical aspects of health advocacy in a community-based setting. Students will complete a 120-hour field placement in an approved community organization or government office under the supervision of an agency staff member and in consultation with a Health Advocacy and Humanitarian Systems faculty member. This course is required of majors in their senior year. Juniors may take this course with permission of the instructor.

HADV 290. Honors Independent Study in Health Advocacy and Humanitarian Systems (3-4 hrs) Advanced independent study under the guidance of a faculty advisor. Normally open to juniors and seniors with a 3.5 average in the Health Advocacy and Humanitarian Systems program, subject to the approval of the program co-director(s). Honors Independent Study may be taken for a total of six semester hours, but no more than three semester hours per term.

Health Humanities

Salem College's major and minor in Health Humanities provide an interdisciplinary exploration of human health—past, present, and across cultures and communities—through the methods and materials of the humanities and arts. Through literature, history, religious studies, language studies, and the creative arts, students will investigate topics such as healing, illness, disability, gender, childhood, aging, embodiment, and mortality. The program approaches health and leadership as objects of critical study as it advances arts- and humanities-based approaches to topics marked by complexity and ambiguity.

The Health Humanities major or the minor combined with another course of study will prepare students who are interested in future careers in the health professions and public health, in graduate programs and careers in the humanities and arts, as well as a range of careers in areas such as policy, administration, advocacy, education, translation, law, ministry, and communication.

Health Humanities Major (BA)

The major in Health Humanities requires a minimum of 30 semester hours: a four-course required core and six electives, taken from at least three different disciplines. No more than four courses may count toward both the Health Humanities major and a second major.

Required Courses:

Literary and Narrative Studies: *Choose one:*

ARTH/HHMN 170. Empathy and the Western Graphic Novel (3 hrs)

ARTH/HHMN 268. Empathy in Renaissance and Baroque Art (3 hrs)

- ENGL/HHMN 255. Rhetoric of Health and Medicine (3 hrs)
 ENGL/HHMN 105. Narratives of Health and Healing (3 hrs)
- Historical Studies and Perspectives: *Choose one:*
 HIST 224. History of U.S. Health Policy (3 hrs)
 HIST/HHMN 248. History of Medicine (3 hrs)
 HIST 282. Women, Healing, and Medicine in Early America (3 hrs)
- Ethical Studies: *Choose one:*
 HHMN 230. Ethics of Health and Healing (3 hrs)
 RELI/HHMN 320. Religion and Ethics (3 hrs)
 WGSS/RELI/HHMN 215. Disability and Gender (3 hrs)
- HHMN 390. Senior Project in Health Humanities (3 hrs)
 (As an alternative, students may request to count a senior seminar in another of the Humanities or Arts.)
- Choose six courses not taken in the core requirements, drawing from at least three disciplines:*
- ARTD 248. History of Design (3 hrs)
 ARTH/HHMN 170. Empathy and the Western Graphic Novel (3 hrs)
 ARTH 230. Medicine in Art (3 hrs)
 ARTH 260. Anatomy in Art, 1400-1900 (3 hrs)
 ARTH/HHMN 268. Empathy in Renaissance and Baroque Art (3 hrs)
 BETH 110. Introduction to Bioethics (3 hrs)
 CRWR 215. Literary Artist as Citizen (3 hrs)
 CRWR 217. Introductory Prose Workshop (3 hrs)
 CRWR 218. Introductory Poetry Workshop (3 hrs)
 CRWR 315. The Art and Act of Revision (3 hrs)
 ENGL 225/WGSS 225. Building Communities and Growing Resilience: Theater of American Women Playwrights (3 hrs)
 ENGL 235. Embodied Rhetorics (3 hrs)
 ENGL 246. Trauma and the “Power of Fantasy” in Hayao Miyazaki’s Films (3 hrs)
 ENGL 249. Gender, Race and Ethnicity in Shakespeare (3 hrs)
 ENGL/HHMN 255. The Rhetoric of Health and Medicine (3 hrs)
 ENGL/REST/ 365. Symbolic Healing in Native American Literature (3 hrs)
 HHMN /ENGL 214. Career Development for Health Humanities Students (3 hrs)
 HHMN/ENGL 105. Narratives of Health and Healing (3 hrs)
 HHMN 230. Ethics of Health and Healing (3 hrs)
 HHMN 310: Health Disparities in the Hispanic and Latinx Community (3 hrs).
 HIST 207. Native American History (3 hrs)
 HIST 209. African American History (3 hrs)
 HIST 213. The Vietnam War (3 hrs)
 HIST 215/REST 210. Critical Issues in the History of Race and Ethnicity (3 hrs)
 HIST/POLI/ENVS 216. The Nuclear Age (3 hrs)
 HIST 218. American Sexualities (3 hrs)
 HIST/POLI 224. History of U.S. Health Policy (3 hrs)
 HIST/REST 241. Women’s Leadership in Global Historical Perspective (3 hrs)
 HIST/HHMN 248. History of Medicine (3 hrs)
 HIST 264. The Black Death (3 hrs)
 HIST 282. Women, Healing, and Medicine in Early America (3 hrs)
 HIST 286. Modern Japan (3 hrs)
 MUSI 105. Women in Music (3 hrs)
 MUSI 220. Special Topics in Music and Health (3 hrs)
 RELI 217. Death and Dying in Religious Perspectives (3 hrs)

RELI 265. Religion and Migration (3 hrs)
RELI 340. Shared Stories: Jewish, Christian, Muslim (3 hrs)
SPAN 208: Translation II: Translation in the Health Professions (3 hrs)
SPAN 211. Medical Spanish (3 hrs)
SPAN 350. Latinx Seminar (3 hrs)
WGSS/RELI/HHMN 215. Disability and Gender (3 hrs)
WGSS 250. Gender Violence (3 hrs)

Health Humanities Minor

The minor in Health Humanities requires the completion of five courses for a minimum of fifteen semester hours, two from the four core areas listed for the major. Others may be chosen from the major electives listed above, with the addition of HHMN 390. At least three of the five courses (9 hrs minimum) must be taken at Salem. Courses must be taken from at least three different disciplines.

Health Humanities Courses (HHMN)

HHMN 105. Narratives of Health and Healing (3 hrs) An introduction to the study of human health through literature, narrative, and the arts drawn from diverse cultural contexts. Students will develop critical skills in text-centered methods of analysis through topics including representations of health, healers, and healing; illness and disability narratives; death and dying; medicine, technology, and the human body. Cross-listed with ENGL 105 (WI) (HM) (GI)

HHMN 170. Empathy and the Western Graphic Novel (3 hrs) A course taught using contemporary graphic novels from Western Europe and America. Students will focus on the development of skills of empathy, as they learn to ‘read’ the visual storytelling effects of this vibrant ‘new’ art form. Panel and character design, the placement of text within panels, the way in which characters’ faces and bodies move, and many other features all contribute to the narrative and provide opportunities to ‘join’ the characters, empathize with them, in the unfolding story—experience their emotions, become part of their fictional life journey. As in the fine arts, graphic novels are about joy, love, sorrow, fear, pride, hope, despair, ecstasy, anger, surprise; power, triumph, generosity, conflict, faith, spirituality, heroism, domesticity. The main question for this course: how do artists express these deeply human feelings—and how can we recognize and share them when we see them in these works of sequential art? The roots of graphic novel storytelling techniques will also be explored in the visual culture of many pre-modern periods, from Egypt to the Baroque, as well as in early graphic media and comic books. Cross-listed with ARTH 170 (AR)

HHMN 200. Independent Study in Health Humanities (1-4 hrs) Independent study under the guidance of a faculty advisor. Open to students with a 2.0 cumulative average and permission of the program director. Independent study may take the form of readings, research, conference, project and/or field experience. Independent study may be taken a total of three times, regardless of semester hour value. Prerequisite: At least one previous Health Humanities course and permission of instructor.

HHMN 214. Career Development for Health Humanities Students. (3 hrs) This course is designed to assist students in the health humanities prepare for careers outside of academia. Students will learn about the history of the health humanities, investigate potential careers and design a timeline and plan to maximize their professional development at Salem College. Cross-listed as ENGL 214

HHMN 215. Disability and Gender (3 hrs) Introduces the multidisciplinary field of disability studies with particular attention to gender. Students will explore how understandings and experiences of disability have been positioned in various frameworks, including political, legal, literary, rhetorical, artistic, educational, medical, and religious. They will examine how culture, community and self-advocacy create alternatives to longstanding discriminatory systems and to medical or charity-oriented models of disability. Cross-listed as WGSS 215 and RELI 215 (EI) (GI) (WI)

HHMN 220. Special Topics in Health Humanities (1-4 hrs). Focus on a particular topic within the interdisciplinary field of Health Humanities. The specific content and methods of study will be announced in the course description. As the topic changes, the course may be repeated.

HHMN 230. Ethics of Health and Healing (3 hrs) The course explores ethical issues, principles and theories regarding health and healing with particular attention to how different cultures and groups understand health, disease, disability, and healing systems. Students examine how health care decisions can create tensions between individual rights and the common good, how religious beliefs can intersect with health choices, and how gender, race, ethnicity, and class relate to health inequities. The course introduces ethical principles, moral theories, and values such as truth-seeking, care, and empathy as guides to ethical reasoning in matters that may include aging and end of life care, eugenics, mental illness, or other topics. (WI) (HM) (GA) (IK)

HHMN 248. History of Medicine (3 hrs) This course examines the history of medicine from the ancient Mediterranean world to the modern era with a special emphasis on Europe and the Middle East. Also a prominent part of the course will be addressing the underlying ideas to past and present practices. By examining the historical antecedents to current medical practices, students will have the historical depth to better contextualize current debates concerning modern health issues. Cross-listed with HIST 248 (HM) (GA) (IK) (WI)

HHMN 255. Rhetoric of Health and Medicine (3 hrs) This course examines rhetorical practices related to health and medicine, with a focus on strategies employed by both experts and popular culture. The course will emphasize connecting theories of rhetoric with current health debates, including how discourses of medicine intersect with issues of race, disability, gender identity, sexuality, and socioeconomic status. Cross-listed as ENGL 255 (HM) (WI)

HHMN 268. Empathy in Renaissance and Baroque Art (3 hrs) A course taught using works from Italian Renaissance, Northern Renaissance and Baroque Art. Students will focus on the development of skills of empathy, as students learn to ‘read’ the visual storytelling of the past. The history of art concerns itself with the representation of the great stories of Western and other civilizations, from the Bible, myth and history. These visual stories cover the full range of human experience: they express a vast range of deeply human emotions and themes. Art is about joy, love, sorrow, fear, pride, hope, despair, ecstasy, anger, surprise; about power, triumph, generosity, conflict, faith, spirituality, heroism, domesticity. The main question for this course: how do artists express these deeply human feelings—and how can we recognize and share them when we see them in works of art? Cross-listed as ARTH 268 (AR)

HHMN 270. Internship in Health Humanities (1-4 hrs) An opportunity to use the knowledge and skills the student has learned in coursework in a real work setting. The apprenticeship aspect of the internship implies that the student has some base of knowledge and will increase 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 four semester hours; admission by application only.

HHMN 290. Honors Independent Study in Health Humanities (3-4 hrs) An advanced independent study under the guidance of a faculty advisor. Open to juniors and seniors with a 3.5 average in Health Humanities courses, subject to the approval of the program director. Honors Independent Study work may be taken a maximum of twice.

HHMN 310. Health Disparities in the Hispanic and Latinx Community (3 hrs) The course will provide a cultural understanding of the many complexities that are involved in access to and participation in health initiative for members of the US Hispanic and Latinx community. It will discuss some cultural values and their historical context while maintaining a Cultural Humility framework. No Spanish prerequisite, although some knowledge of Spanish would be helpful.

HHMN 320. Religion and Ethics (3 hrs) An examination of contemporary ethical issues from the standpoint of varied religious traditions. Topics may include religious ethics related to health and healing; war, peace, and violence; leadership, gender, and virtue; or study of a particular approach, such as womanist or mujerista ethics. May be taken more than once with a different topic. Prior coursework in religion or ethics is recommended. Cross-listed with RELI 320 (WI) (HM)

HHMN 390. Senior Project in Health Humanities (3 hrs) In this course, students will develop a substantial, original research project concerning health leadership drawing on the methods and materials of health humanities. Required of majors in their senior year. Juniors may take this course with the permission of instructor. (WI)

Health Science

Health Science Major (BA)

The Bachelor of Arts in Health Science provides students with a foundation of scientific knowledge commonly required for post-graduate training in such areas as physical therapy and occupational therapy, and with an interdisciplinary perspective on health science issues. The BA requires 66 to 73 hours of coursework, of which 50 to 51 hours are in traditional STEM disciplines.

Students are expected to take SCIE 070. Healthcare Career Exploration and consult with their adviser before choosing elective courses, as specific career plans will shape which courses would be most beneficial or required as graduate program prerequisites.

Science & Mathematics Core Courses (39-40 hrs)

BIOL 100. Cell and Molecular Biology (4 hrs)

BIOL 101. Biodiversity (4 hrs)

BIOL 390. Senior Seminar (3 hrs)

CHEM 110. General Chemistry I with Lab (5 hrs)

CHEM 120. General Chemistry I with Lab (5 hrs)

MATH 100. Calculus I (4 hrs)

PHYS 210. College Physics I (4 hrs)

PSYC 010. Introduction to Psychological Science (4 hrs)

SCIE 050. Medical Terminology (1 hr)

SCIE 070. Healthcare Career Exploration (2 hrs)

Choose one:

BIOL 205. Biometry (4 hrs)

CHEM 207. Quantitative Analysis (4 hrs)

MATH 107. Statistics with R (4 hrs)

PSYC 201. Statistics with SPSS (3 hrs)

Science Electives (15-19 hrs)

Choose two:

BIOL 235. Microbiology (4 hrs)

BIOL 280. Immunology (4 hrs)

CHEM 201. Organic Chemistry I with Lab (5 hrs)

EXER 310. Exercise Physiology (4 hrs)

PHYS 220. College Physics II (4 hrs)

Choose two:

BCHM 311. Physical Chemistry for the Life Sciences (3 hrs)

CHEM 202. Organic Chemistry II with Lab (5 hrs)

BIOL 218. Anatomy & Physiology I (5 hrs)

BIOL 219. Anatomy & Physiology II (5 hrs)

BIOL 240. Research Methods (4 hrs)

BIOL 310. Advanced Genetics (3 hrs)

EXER/NUTR 210. Introduction to Nutrition (3 hrs)

Any one Science Elective may be replaced with 3 credits of BIOL 200. Independent Study in Biology, BIOL 290. Honors Independent Study in Biology, BCHM. 200 Independent Study in Biochemistry or BCHM 290. Honors Independent Study in Biochemistry.

Interdisciplinary Perspectives Courses (12-13 hrs)

Required:

SOCI 100. Introduction to Sociology (3 hrs)

Choose one:

HIST 224. History of US Health Policy (3 hrs)

HIST/HHMN 248. History of Medicine (3 hrs)

HIST 264. The Black Death (3 hrs)

HIST 282. Women, Healing and Medicine in Early America (3 hrs)

SCIE 150. Introduction to Public Health (3 hrs)

Choose one:

HHMN 230. Ethics of Health and Healing (3 hrs)

SCIE 220. Medical Ethics (3 hrs)

POLI 220 Ethics and Public Policy (3 hrs)

RELI/HHMN 320. Religion and Ethics (3 hrs)

Choose one:

COMM 120. Oral Communication (3 hrs)

COMM 170. Intercultural Communication (3 hrs)

COMM 275. Health Communication (3 hrs)

COMM 322. Strategic Communication and Marketing (3 hrs)

ECON 100. Principles of Economics (3 hrs)

ENGL 105. Narratives of Health and Healing (3 hrs)

ENGL 235. Embodied Rhetorics (3 hrs)

ENGL 250. Introduction to Professional Writing (3 hrs)

ENGL/HHMN 255. The Rhetoric of Health and Medicine (3 hrs)

NFPM 230. Program Development and Grant Proposal Writing (3 hrs)

PSYC 100. Developmental Psychology (3 hrs)

PSYC 130. Social Psychology (3 hrs)

PSYC 140. Abnormal Psychology (3 hrs)

Health Science Major (BS)

The Bachelor of Science in Health Science provides students with a thorough foundation of scientific knowledge commonly required for post-graduate training in healthcare professions, and with an interdisciplinary perspective on healthcare issues. The BS requires 75 to 81 hours of coursework, of which 59 to 62 hours are in traditional STEM disciplines.

Students are expected to take SCIE 070. Healthcare Career Exploration and consult with their academic adviser before choosing elective courses, as specific career plans will shape which courses would be most beneficial or required as graduate program prerequisites.

Science & Mathematics Core Courses (48-49 hrs)

BIOL 100. Cell and Molecular Biology (4 hrs)

BIOL 101. Biodiversity (4 hrs)

BIOL 235. Microbiology (4 hrs)

BIOL 390. Senior Seminar (3 hrs)

CHEM 110. General Chemistry with Lab (5 hrs)

CHEM 120. General Chemistry II with Lab (5 hrs)

CHEM 201. Organic Chemistry I with Lab (5 hrs)
MATH 100. Calculus I (4 hrs)
PHYS 210. College Physics I (4 hrs)
PSYC 010. Introduction to Psychological Science (4 hrs)
SCIE 050. Medical Terminology (1 hr)
SCIE 070. Healthcare Career Exploration (2 hrs)

Choose one:

BIOL 205. Biometry (4 hrs)
CHEM 207. Quantitative Analysis (4 hrs)
MATH 107. Statistics with R (4 hrs)
PSYC 201. Statistics with SPSS (3 hrs)

Science Electives (15-19 hrs)

Choose two:

BIOL 280. Immunology (4 hrs)
CHEM 202. Organic Chemistry II with Lab (5 hrs)
EXER 310. Exercise Physiology (4 hrs)
PHYS 220. College Physics II (4 hrs)

Choose two:

BCHM 305. Biochemistry I (4 hrs)
BCHM/CHEM 311. Physical Chemistry for the Life Sciences (3 hrs)
BIOL 218. Anatomy & Physiology I (5 hrs)
BIOL 219. Anatomy & Physiology II (5 hrs)
BIOL 240. Research Methods (4 hrs)
BIOL 310. Advanced Genetics (3 hrs)
EXER/NUTR 210. Introduction to Nutrition (3 hrs)

Any one Science Elective may be replaced with 3 credits of BIOL 200. Independent Study in Biology, BIOL 290. Honors Independent Study in Biology, BCHM. 200 Independent Study in Biochemistry or BCHM 290. Honors Independent Study in Biochemistry.

Interdisciplinary Perspectives Courses (12-13 hrs)

Required:

SOCI 100. Introduction to Sociology (3 hrs)

Choose one:

HIST 224. History of US Health Policy (3 hrs)
HIST/HHMN 248. History of Medicine (3 hrs)
HIST 264. The Black Death (3 hrs)
HIST 282. Women, Healing and Medicine in Early America (3 hrs)
SCIE 150. Introduction to Public Health (3 hrs)

Choose one:

HHMN 230. Ethics of Health and Healing (3 hrs)
POLI 220 Ethics and Public Policy (3 hrs)
RELI/HHMN 320. Religion and Ethics (3 hrs)
SCIE 220. Medical Ethics (3 hrs)

Choose one:

COMM 120. Oral Communication (3 hrs)
COMM 170. Intercultural Communication (3 hrs)
COMM 275. Health Communication (3 hrs)
COMM 322. Strategic Communication and Marketing (3 hrs)
ECON 100. Principles of Economics (3 hrs)
ENGL 105. Narratives of Health and Healing (3 hrs)
ENGL 235. Embodied Rhetorics (3 hrs)
ENGL 250. Introduction to Professional Writing (3 hrs)

ENGL/HHMN 255. The Rhetoric of Health and Medicine (3 hrs)
NFPM 230. Program Development and Grant Proposal Writing (3 hrs)
PSYC 100. Developmental Psychology (3 hrs)
PSYC 130. Social Psychology (3 hrs)
PSYC 140. Abnormal Psychology (3 hrs)

History

The history program offers a major and a minor in history. Among the program'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 (at least five must be taken at Salem):

HIST 103. World History I (3 hrs)
HIST 104. World History II (3 hrs)
HIST 105. United States History to 1877 (3 hrs)
HIST 106. United States History since 1877 (3 hrs)
Two HIST courses at the 200-level or above in U.S. history (3 hrs min.)
Two HIST courses at the 200-level or above in European history (3 hrs min.)
Two HIST courses at the 200-level or above in non-Western history (3 hrs min.)
HIST 310. The Clio Colloquium (3 hrs)

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 program director.

History Minor

The minor in history requires the completion of five history courses for a minimum of 15 semester hours 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 at the 200-level or above must be taken at Salem College or Wake Forest University. Students may transfer 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 (3 hrs) 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) (IK)

HIST 104. World History II (3 hrs) 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) (IK)

HIST 105. United States History to 1877 (3 hrs) 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 (3 hrs) 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 (1-4 hrs) Independent study under the guidance of a faculty advisor. Open to students with a 2.0 cumulative average and permission of the program director. 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 a total of three times, regardless of semester hour value. Prerequisite: Previous study in history or permission of instructor.

HIST 205. History of the American South (3 hrs) 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 (3 hrs) 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 209. African-American History (3 hrs) 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 211. Public History (4 hrs) 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. (SL)

HIST 213. Vietnam War (3 hrs) 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. (GA) (IK)

HIST 214. The Global Cold War (3 hrs) 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. (GA) (IK) (REST major elective)

HIST 215. Critical Issues in the History of Race and Ethnicity (3 hrs) 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) (HM) (WI) (IK)

HIST 216 The Nuclear Age (3 hrs) This course will provide students with a scholarly venue within which to study the history, politics, culture, environmental consequences, and gendered nature of atomic research during the past century. Specific topics to be examined include: the science of radioactivity; race and the global impact of radium and uranium mining; the development of atomic weapons and the subsequent nuclear arms race; cultural responses to the use of nuclear weapons; women's involvement in atomic science and labor; and ongoing debates concerning nuclear energy, with case studies such as Shinkolobwe, Three Mile Island, Chernobyl, and Fukushima. Cross-listed with POLI 216 and ENVS 216. (GA) (GI) (WI)

HIST 218 The History of American Sexualities (3 hrs) This course is a survey of the history of sexualities in American society from early colonial encounters to modern identities and debates. This course will explore sex and sexuality as public rather than exclusively private aspects of life and in doing so highlight the connection between sex and power in American society. Students will read a variety of primary and secondary sources to explore the place of sexuality in the lives of ordinary Americans, in popular culture, in the legal system, in the definition of social roles, and in social movements. (HM) (GI)

HIST 221. American Women's History (3 hrs) 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. (HM) (GI)

HIST 222. The Greco-Roman World (3 hrs) 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 (3 hrs) 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 224. History of U.S. Health Policy (3 hrs) This course will explore the evolution of federal health policy in the United States. Focusing on the post-Civil War era, specific policies to be analyzed include the Freedman's Bureau, Sheppard-Towner Act, Social Security, Medicare, Medicaid, and the Affordable Care Act. The class will also examine systemic health inequities within the United States, as well the federal government's response to health crises such as the Influenza Pandemic of 1918, HIV/AIDS, and COVID-19. Cross-listed as POLI 224. (WI)

HIST 229. History of the British Isles (3 hrs) 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 (3 hrs) 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 (3 hrs) 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. (HM)

HIST 241. Women's Leadership in Global Historical Perspective (3 hrs) This course will engage students with some of the world's most important women's rights leaders of the past century. Students will examine the

leadership strategies of a diverse array of feminists who challenged systems of oppression in myriad ways. Readings will incorporate a variety of perspectives written by the activists themselves, reflecting important points of difference and commonality across lines of age, race, nation, culture, class, sexuality, and political ideology. Cross-listed as REST 241 (GI) (HM) (WI)

HIST 245. History of Germany (3 hrs) A political, social and cultural study of Germany from the Middle Ages to the present.

HIST 247. History of Russia (3 hrs) A political, social and cultural study of Russia from the Middle Ages to the present. (HM)

HIST 248. History of Medicine (3 hrs) This course examines the history of medicine from the ancient Mediterranean world to the modern era with a special emphasis on Europe and the Middle East. Also a prominent part of the course will be addressing the underlying ideas to past and present practices. By examining the historical antecedents to current medical practices, students will have the historical depth to better contextualize current debates concerning modern health issues. Cross-listed with HHMN 248 (HM) (GA) (WI) (IK)

HIST 250. Special Topics in History (1-4 hrs) 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.

HIST 258. Colonial Latin America (3 hrs) This course will explore the political, economic, social and cultural history of colonial Latin America from 1492 to 1820. Among the topics to be addressed will be the Aztec and Incan Empires, late medieval and early modern Iberia and Africa, the Spanish Conquistadores, the Columbian Exchange, the slave trade, piracy in the Caribbean, and early modern transatlantic revolutions. This course is also designed to help students develop skills in critical thinking and writing. (GA) (HM) (IK)

HIST 264. The Black Death (3 hrs) This course examines the biological, environmental, economic, political, social, and religious ramifications of the most well-known pandemic in history. Although the Black Death began in the late Middle Ages, epidemics continued to break out well into the early modern era. In a broader sense, this course will enable students to understand the complex dynamics associated with the nature of pandemics past and present. (HM) (WI)

HIST 265. U.S. Constitutional and Legal History (3 hrs) 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. (SS) (GI)

HIST 275. Internship in History (1-4 hrs) 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 program director is required. Open to sophomores, juniors and seniors with a 2.0 cumulative average.

HIST 281. Ottoman Empire (3 hrs) 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 282. Women, Healing, and Medicine in Early America (3 hrs) This course explores women's historical roles as healers, patients, and subjects of medical inquiry from the colonial period through the mid-nineteenth century. It examines key topics such as medical views of gender and the reproductive body; women's roles as

healers in their families and communities; women's roles as patients and practitioners during pregnancy and childbirth; and women's experiences as patients and healers in the context of slavery. In approaching these topics, this course analyzes the ways in which ideas about gender, race, class, and sexuality intersected to shape perceptions of women's bodies and of health and healing and to shape the experiences of women as patients and practitioners. Students will learn to think about histories of healing and medicine as embedded in the broader social and cultural contexts that shape people's lives. (GI) (WI)

HIST 286. Modern Japan (3 hrs) 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. (GA) (IK) (GI)

HIST 290. Honors Independent Study in History (3-4 hrs) 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 program director. Honors work may be taken for a maximum of eight semester hours.

HIST 310. The Clio Colloquium (3 hrs) 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

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 and 30 semester hours, including advanced courses in *at least two* disciplines, a senior capstone course/independent study and no more than two additional independent studies (regardless of the number of semester hours). 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 115. Statistical Inference (4 hrs) An introduction to the theory and application of descriptive and inferential statistical methods, with an emphasis on statistical literacy. Coursework addresses the logic of hypothesis testing and how to interpret statistical significance and effect sizes. Students will use real-world data in Microsoft Excel (or other data analysis software as appropriate) to describe the central tendency and variability of data, calculate confidence intervals and margin of error, and to conduct linear correlations, simple linear regressions, t-tests, and one-way analysis of variance. Prerequisite: MATH 020 or placement in a mathematics course above MATH 020.

INTG 200. Independent Study in Integrative Studies (1-4 hrs) 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. May be counted twice for credit toward the major, regardless of the number of semester hours taken each time; may be taken for a maximum of eight semester hours.

INTG 220. Special Topics in Integrative Studies (1-4 hrs) 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 (1-4 hrs) 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 4 semester hours; admission by application only.

INTG 290. Honors Independent Study in Integrative Studies (3-4 hrs) 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. May be counted twice for credit toward the major, regardless of the number of semester hours taken each time; may be taken for a maximum of eight semester hours.

Mathematics

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.

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 twelve semester hours 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 the following:

Required core courses:

MATH 100. Calculus I (4 hrs)

MATH 101. Calculus II (4 hrs)

MATH 102. Calculus III (3 hrs)

MATH 110. Introductory Linear Algebra (4 hrs)

MATH 210. Differential Equations (4 hrs)

MATH 221. Modern Algebra (4 hrs)

MATH 321. Analysis of Real Numbers *or* MATH 330. Complex Variables (4 hrs)

CPSC 100. Introduction to Programming (3 hrs)

One additional MATH elective (3-4 hrs)

Mathematics Major (BS)

The student who seeks the bachelor of science degree with a major in mathematics must complete the following:

Required core courses:

CPSC 100. Introduction to Programming (3 hrs)

MATH 100. Calculus I (4 hrs)

MATH 101. Calculus II (4 hrs)
MATH 102. Calculus III (3 hrs)
MATH 110. Introductory Linear Algebra (4 hrs)
MATH 210. Differential Equations (4 hrs)
MATH 221. Modern Algebra (4 hrs)
MATH 321. Analysis of Real Numbers *or* MATH 330. Complex Variables (4 hrs)
PHYS 210. College Physics I (4 hrs)

Electives:

Select three (3) MATH electives numbered 107 and above (3-4 hrs min. each)
Select one additional course (3-4 hrs)* in an allied discipline at the 100 level or above (ACCT, BIOL, CHEM, ECON, ENVS, FINC or PHYS). Students may petition the program director if she wishes to satisfy this requirement with a course from another discipline not listed here.

* The course in an allied discipline must be at the 100-level or above; a student may petition the program director of mathematics for permission to include two courses from another allied discipline not listed here.

Mathematics Minor

The minor in mathematics requires the completion of the following:

Required courses:

MATH 100. Calculus I (4 hrs)
MATH 101. Calculus II (4 hrs)

Three MATH electives numbered 102 and above (3-4 hrs min.), CPSC 100 may count as one

Two of the five classes must be taken at Salem.

Data Science Minor

The minor in data science requires the completion of the following:

Required courses:

CPSC 100. Introduction to Programming (3 hrs)
CPSC 101. Programming for Data Science (4 hrs)
MATH 107. Statistics with R (4 hrs)
MATH 242. Nonparametric Statistical Methods (4 hrs)
SCIE 040. Spreadsheets for Science and Mathematics (2 hrs)

At least 3 of the required courses must be completed at Salem College.

Mathematics Courses (MATH)

MATH 020. College Algebra (4 hrs) 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 Impact requirements. Prerequisite: placement.

MATH 025. Elementary Functions and Graphs (4 hrs) 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 Impact requirements. Prerequisite: A grade of C- or better in MATH 020 or placement.

MATH 060. Introduction to Finite Mathematics (3 hrs) 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. (MA)

MATH 070. Essential Calculus (4 hrs) 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. (MA)

MATH 100. Calculus I (4 hrs) 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. (MA)

MATH 101. Calculus II (4 hrs) Applications of the integral, integration techniques, inverse trigonometric functions, exponential and logarithmic functions, L'Hopital's Rule, improper integrals, parametric and polar equations. Prerequisite: Placement or grade of C- or better in MATH 100.

MATH 102. Calculus III (3 hrs) Vectors and vector algebra, lines and planes in space, surfaces in space, partial differentiation, properties of the gradient, optimization of multivariate functions, the method of Lagrange multipliers, multiple integrals, vector fields, line and surface integrals, Green's Theorem, the Divergence Theorem and Stokes' Theorem. Prerequisite: MATH 101.

MATH 107. Statistical Methods with R (4 hrs) 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 Core Curriculum Requirement in Mathematics.

MATH 110. Introductory Linear Algebra (4 hrs) Vector methods in geometry, real vector spaces, systems of linear equations, linear transformations and matrices, equivalence of matrices and determinants. Prerequisite: MATH 101.

MATH 121. Introduction to Proofs (3 hrs) Practice in writing and understanding mathematical proofs. Topics to include symbolic logic, number theory, algebra of sets, relations, function, countability, and mathematical induction. Prerequisite: MATH 101.

MATH 122. Probability (4 hrs) 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 (4 hrs) 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 (4 hrs) 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 200. Independent Study in Mathematics (1-4 hrs) Independent study under the guidance of a faculty advisor. Open to students with a 2.0 cumulative average and permission of the program director. Independent study may take the form of readings, research, conference, project and/or field experience. Independent study may be taken for a maximum total of twelve semester hours, no more than seven semester hours in any term.

MATH 202. College Geometry (3 hrs) 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 (4 hrs) 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.

MATH 221. Modern Algebra (4 hrs) 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 (3 hrs) 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, or PSYC 101

MATH 250. History of Mathematics (3 hrs) 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 (1-4 hrs) 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 of four semester hours per term; admission by application only.

MATH 280. Special Topics in Mathematics (1-4 hrs) 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 (3-4 hrs) 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 program director. Honors work may be taken for a maximum of eight semester hours.

MATH 321. Analysis of Real Numbers (4 hrs) A rigorous treatment of the real number system, limits, continuity, sequences, series, differentiation and Riemann integration. Pre- or corequisite: MATH 102.

MATH 330. Complex Variables (4 hrs) 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.

Computer Science Courses (CPSC)

CPSC 100. Introduction to Programming (3 hrs) This course is an introduction to computer programming with a high-level programming language such as Python. Topics will include data types, variables, operators, conditional logic, loops, functions, exceptions, file input and output, searching and sorting algorithms, classes, and inheritance. (LA)

CPSC 101. Programming for Data Science (4 hrs) This course is an introduction to data science applications with a high-level programming language such as Python. Topics will include web scraping, data cleaning, data visualization, supervised and unsupervised machine learning, and SQL databases. Prerequisite: C- or better in CPSC 100. (LA) (DI)

CPSC 110. Special Topics in Computer Science (3 hrs) 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. Prerequisite: CPSC 100 or permission of instructor.

CPSC 120. Special Topics in Computer Applications (1-4 hrs) This course will cover a computer application or computer information systems topic. It may include advanced usage of readily available software, website design, database usage, Internet security, or other topics of interest to faculty and students. Prerequisites will vary by topic.

Nonprofit Management and Community Leadership

The Nonprofit Management and Community Leadership program offers a major, minor, and certificate for students interested in entering or advancing in a career in the nonprofit sector. For a description of the Certificate Program in Nonprofit Management and Community Leadership, see the section on certificate programs earlier in this catalog.

The Nonprofit Management and Community Leadership major is an interdisciplinary curriculum that combines study in the social sciences, business, and other disciplines with courses specific to the field of nonprofit leadership and management. The field includes human and social service, advocacy, arts and culture, healthcare, philanthropic, private education, and religious organizations. The major requires students to complete a total of 15 courses (45 semester hours minimum): a core of 10 nonprofit courses and 5 courses in a selected concentration (Arts Administration, Fundraising and Resource Development, International Development, and Public Policy and Advocacy). Nonprofit Management and Community Leadership majors must take at least seven of the ten required core courses at Salem. Opportunities are available for majors to experience internships in a variety of local, state, national, and international nonprofit and community-based organizations.

Nonprofit Management and Community Leadership Major (BA)

Required Core Courses

NFPM 100. Introduction to Nonprofit and Voluntary Sector (3 hrs)

NFPM 130. Making Change: Public Policy, Advocacy, and Grassroots Organizing (3 hrs)

NFPM 245. Organizational and Program Evaluation (3 hrs)

NFPM 250. Fundraising and Resource Development (3 hrs)
NFPM 270. Nonprofit Management and Community Leadership Internship (3 hrs min.) or ARMN 270.
Arts Administration Internship (3 hrs min.)
NFPM 301. Strategic Thinking and Planning (3 hrs)
NFPM 310. Nonprofit Leadership and Governance (3 hrs)
SSCI 395. Interdisciplinary Systems Thinking Capstone Project (3 hrs)

Choose two electives from the following courses (not in your concentration):

NFPM 140. Foundations of Entrepreneurship (3 hrs)
NFPM 160. International Nongovernmental Organizations (3 hrs)
NFPM 180. Volunteer and Community Engagement (3 hrs)
NFPM 200. Independent Study in Nonprofit Management and Community Leadership (3 hrs)
NFPM 225. Event Planning and Management (3 hrs)
NFPM 230. Program Development and Grant Proposal Writing (3 hrs)
NFPM 280. Topics in Nonprofit Management and Community Leadership (3 hrs)
NFPM 290. Honors Independent Study in Nonprofit Management and Community Leadership (3-4 hrs)

Choose one concentration:

Arts Administration (15 hrs):

ARMN 100. Introduction to Arts Administration (3 hrs)
ARMN 110. The Arts in the Community (3 hrs)
ARMN 120. The Artist as Entrepreneur (3 hrs)

Choose two electives from the following courses:

ARMN 200. Independent Study in Arts Administration (3 hrs)
ARMN 210. Introduction to Museum Studies (3 hrs)
ARMN 215. Performing Arts Management (3 hrs)
ARMN 280. Topics in Arts Administration (3 hrs)
ARMN 290. Honors Independent Study in Arts Administration (3-4 hrs)

ARTS, ARTH, and MUSI courses may be substituted for one of the courses listed above as approved by the program director.

Fundraising and Resource Development (15 hrs):

COMM 322. Strategic Communication and Marketing (3 hrs)
NFPM 225. Event Planning and Management (3 hrs)
NFPM 230. Program Development and Grant Proposal Writing (3 hrs)

Choose two electives from the following courses:

ARTD 040. Graphic Design and Communication (4 hrs)
ARTD 180. Visual Representation (4 hrs)
ARTD 209. Digital Design (4 hrs)
COMM 107. Digital Storytelling (3 hrs)
COMM 120. Oral Communication (3 hrs)
ENGL 235. Embodied Rhetorics (3 hrs)
ENGL 250. Introduction to Professional Writing (3 hrs)
ENGL 305. Professional Writing in Community Contexts (3 hrs)

Additional relevant courses from other disciplines may be substituted for one of the courses listed above as approved by the program director.

International Development (15 hrs):

COMM 170. Intercultural Communication (3 hrs)
NFPM 160. International Nongovernmental Organizations (3 hrs)
POLI 110. Introduction to International Relations (3 hrs)

Choose 2 electives from the following courses:

HIST 241. Women's Leadership in Global Historical Perspective (3 hrs)

POLI 160. Gender, Politics, and Policy (3 hrs)
POLI 205. National Model United Nations (3 hrs)
POLI 220. Ethics and Public Policy (3 hrs)
POLI 257. Development of International Human Rights (3 hrs)
RELI 265. Religion and Migration (3 hrs)

Additional relevant courses from other disciplines may be substituted for one of the courses listed above as approved by the program director.

Public Policy and Advocacy (15 hrs):

POLI 105. Introduction to Public Policy (3 hrs)
POLI 120. American Government and Politics (3 hrs)
or POLI 230. State and Local Government (3 hrs)
POLI 160. Gender, Politics, and Policy (3 hrs)

Choose two electives from the following courses:

COMM 275. Health Communication (3 hrs)
COMM 322. Strategic Communication and Marketing (3 hrs)
HIST/POLI/ENVS 216. The Nuclear Age (3 hrs)
POLI 220. Ethics and Public Policy (3 hrs)
POLI 250. Special Topics in Political Science (3 hrs)
RELI 265. Religion and Migration (3 hrs)
SOC 204. Analysis of Social Issues (3 hrs)

Additional relevant courses from other disciplines may be substituted for one of the courses listed above as approved by the program director.

Nonprofit Management and Community Leadership Minor

The minor in Nonprofit Management and Community Leadership is designed to introduce students to the core knowledge and skills needed to successfully work in a variety of nonprofit settings. The minor complements a broad array of majors including: Sociology and Criminal Studies (for work with human service, social service, and community-based organizations); Biology or Chemistry (for work with environmental or healthcare advocacy organizations); History (for work in museums); and Religion (for work in congregations and faith-based community service organizations). The minor in Nonprofit Management and Community Leadership requires the completion of 18 semester hours.

Required Courses

NFPM 100. Introduction to Nonprofit and Voluntary Sector (3 hrs)
NFPM 250. Fundraising and Resource Development (3 hrs)
NFPM 301. Strategic Thinking and Planning (3 hrs)
NFPM 310. Nonprofit Leadership and Governance (3 hrs)

Choose two electives from the following courses:

COMM 322. Strategic Communication and Marketing (3 hrs)
NFPM 130. Making Change: Public Policy, Advocacy, and Grassroots Organizing (3 hrs)
NFPM 140. Foundations of Entrepreneurship (3 hrs)
NFPM 160. International Nongovernmental Organizations (3 hrs)
NFPM 180. Volunteer and Community Engagement (3 hrs)
NFPM 225. Event Planning and Management (3 hrs)
NFPM 230. Program Development and Grant Proposal Writing (3 hrs)
NFPM 245. Organizational and Program Evaluation (3 hrs)
NFPM 280. Topics in Nonprofit Management and Community Leadership (3 hrs)

Nonprofit Management and Community Leadership Courses (NFPM)

NFPM 100. Introduction to Nonprofit and Voluntary Sector (3 hrs) This course offers an overview of the nonprofit and voluntary sector with a particular focus on the diverse nature of nonprofit organizations and the role of philanthropy and charitable giving in society. Students will explore the primary leadership and management practices that impact the daily operations of nonprofit organizations and the factors that differentiate this sector from the business and government sectors. (SS)

NFPM 130. Making Change: Public Policy, Advocacy, and Grassroots Organizing (3 hrs) This course explores community organizing and advocacy as vehicles for effecting positive social change. Students will learn and practice key community organizing principles, explore strategies for impacting public policy, and strengthen their leadership skills. Cross-listed as SOCI 130. (SL)

NFPM 140. Foundations of Entrepreneurship (3 hrs) This course introduces students to entrepreneurial concepts, topics and terminology including the creation of enduring change in economic and social systems. The course will present contemporary trends in for-profit, nonprofit, and low-profit entrepreneurial models and will expose students to real-world startup ventures in each. Students will develop and understanding of the entrepreneurial thought process and skills of entrepreneurs as they learn about opportunity recognition; industry, competitor, and market analysis; planning and structuring an entrepreneurial venture; and financial issues including financial sustainability of social venture. Cross-listed with ENTR 120.

NFPM 160. International Nongovernmental Organizations (3 hrs) This course provides an introduction to the various types of international nonprofit organizations (NGOs), the different contexts in which they operate, and their strategies, services, and activities. Students will explore the historical development of NGOs and the major issues and challenges involved in NGO management, with an emphasis on their relationships with other sectors. Prerequisite: NFPM 100.

NFPM 180. Volunteer and Community Engagement (3 hrs) This course is designed to introduce students to the principles and practices of volunteer and community engagement in the nonprofit sector. Students will explore emerging trends in volunteerism and specific strategies for creating more equitable and inclusive volunteer programs. Through experiential activities in the classroom and the broader community, this course prepares students to serve as successful volunteer program leaders and managers in nonprofit organizations, as well as help them become more engaged and effective volunteers themselves. Prerequisite: NFPM 100 or permission of instructor. (SL)

NFPM 200. Independent Study in Nonprofit Management and Community Leadership (1-4 hrs) 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 six semester hours, but no more than three semester hours per term. Prerequisite: Permission of director.

NFPM 225: Event Planning and Management (3 hrs) This course explores various approaches used in planning and managing successful events, with a particular emphasis on nonprofit fundraisers, conferences, and community-related events. Topics include: planning techniques; goal-setting and evaluation; communications and marketing; budgeting; and risk management. Prerequisite: NFPM majors are strongly encouraged to take NFPM 100 prior to taking this course.

NFPM 230: Program Development and Grant Proposal Writing (3 hrs) This course offers an in-depth exploration of the art and science of grant proposal writing. Topics include: the program development process; proven techniques for conceptualizing, organizing, drafting, and refining proposals; and relationship cultivation with potential funders. Prerequisite: NFPM majors are strongly encouraged to take NFPM 250 prior to taking this course. (SL)

NFPM 245: Organizational and Program Evaluation (3 hrs) This course explores the important role that evaluation plays in helping nonprofit organizations demonstrate their impact and success. Topics include: approaches to measuring results on a programmatic, organizational, and community level; building organizational capacity for assessing and communicating results; and the application of evaluation principles in continuous improvement. Prerequisite: NFPM 100 or permission of instructor.

NFPM 250. Fundraising and Resource Development (3 hrs) This course explores the essential elements of effective fundraising and resource development for nonprofit organizations. Topics include: creation of cases for support; fundraising; plan development; donor research; processes for donor engagement; planned giving and capital campaigns; and an introduction to special events planning and grant writing. Prerequisite: NFPM 100 or permission of instructor.

NFPM 270. Nonprofit Management and Community Leadership Internship (1-4 hrs) Opportunity to develop and enhance management skills in the environment of a nonprofit organization. Open to sophomores, juniors, and seniors; admission by application only.

NFPM 280. Topics in Nonprofit Management and Community Leadership (1-4 hrs) In-depth study of an issue (or issues) of special current importance in the field of nonprofit management and community leadership (e.g., Lobbying and Advocacy, Public Policy, Governance).

NFPM 290. Honors Independent Study in Nonprofit Management and Community Leadership (3-4 hrs) Advanced independent study under the guidance of a faculty advisor. Normally open to juniors and seniors with a 3.5 average in the Nonprofit Management and Community Leadership program, subject to the approval of the program director. Honors Independent Study may be taken for a total of six semester hours, but no more than three semester hours per term.

NFPM 301. Strategic Thinking and Planning (3 hrs) This course examines strategic thinking and planning processes that cultivate and sustain dynamic and effective nonprofit organizations. Students will explore scenario planning, problem solving through strategic thinking, and various tools and techniques that support the development and successful implementation of strong strategic plans. Prerequisite: NFPM 100 or permission of instructor.

NFPM 310. Nonprofit Leadership and Governance (3 hrs) This course offers an advanced study of best practices related to leadership and governance in nonprofit organizations. Topics include: roles and responsibilities of boards and executive leadership; legal and ethical issues; human resources management; appropriate public policy and advocacy activities; and career development in the nonprofit sector. Prerequisite: NFPM 100 or permission of instructor.

Arts Administration Courses (ARMN)

ARMN 100. Introduction to Arts Administration (3 hrs) This course offers an introduction to the basic concepts and skills required to manage the day-to-day operations of nonprofit arts organizations in the U.S., including visual, performing, and literary organizations. Topics include: arts education and advocacy; program planning; fundraising; and the unique aspects of organizations run by and for artists and creative communities.

ARMN 110: The Arts in the Community (3 hrs) This course introduces students to the various roles the arts can play in improving communities and the importance of these roles to the relevance and sustainability of the arts sector. Students will learn principles and practices supporting effective community engagement and community-based arts projects. (SL)

ARMN 120. The Artist as Entrepreneur (3 hrs) 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 enterprises can be organized.

ARMN 200. Independent Study in Arts Administration (1-4 hrs) 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 six semester hours, but no more than three semester hours per term. Prerequisite: Permission of director.

ARMN 210: Introduction to Museum Studies (3 hrs) This course concentrates on the study of museum management and trends currently affecting museums in the U.S. Topics include: curating meaningful and inclusive exhibits; community engagement; financial and gallery management; long-range planning; and artist-gallery relationships. Prerequisite: ARMN 100 (recommended) or ARMN 110 and sophomore standing as a studio art or art history major, or permission of instructor.

ARMN 215. Performing Arts Management (3 hrs) 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. Prerequisite: ARMN 100 or ARMN 110 or permission of instructor. (SL)

ARMN 270. Arts Administration Internship (1-4 hrs) The Arts Administration internship provides students 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 Administration (1-4 hrs) In-depth study of an issue (or issues) of special current importance in the field of arts administration. (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 Administration (3-4 hrs) Advanced independent study under the guidance of a faculty advisor. Normally open to juniors and seniors with a 3.5 average in Nonprofit Management and Community Leadership (Arts Administration concentration), subject to the approval of the program director. Honors Independent Study may be taken for a maximum of six semester hours, but no more than three semester hours in any one term.

Physical Education

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 and Leadership course (SALEM 100) and a variety of activity and team courses.

The goal of the activity 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. 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.

PHED 011. Lifeguard Training (*1 hr*) 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 (*0 hrs*) 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, USA South Athletic Conference and Salem College. No course credit, but completion may satisfy one of the two required physical education activities of the core curriculum program. May be repeated. (P/NC)

PHED 015. Equestrian Riding (*0 hrs*) 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 (*0 hrs*) 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, USA South Athletic Conference and Salem College. No course credit, but completion may satisfy one of the two required physical education activities of the core curriculum program. May be repeated. (P/NC)

PHED 018. Soccer Team (*0 hrs*) 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, USA South Athletic Conference and Salem College. No course credit, but completion may satisfy one of the two required physical education activities of the core curriculum program. May be repeated. (P/NC)

PHED 019. Tennis Team (*0 hrs*) 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, USA South Athletic Conference and Salem College. No course credit, but completion may satisfy one of the two required physical education activities of the core curriculum program. May be repeated. (P/NC)

PHED 020. Volleyball Team (*0 hrs*) 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, USA South Athletic Conference and Salem College. No course credit, but completion may satisfy one of the two required physical education activities of the core curriculum program. May be repeated. (P/NC)

PHED 026 Lacrosse Team (*0 hrs*) Participation in the Salem College varsity lacrosse team. Students must abide by team rules, attend practices and competitions and meet academic and medical eligibility as established by the NCAA, USA South Athletic Conference and Salem College. No course credit, but completion may satisfy one of the two required physical education activities of the core curriculum program. May be repeated. (P/NC)

PHED 045. Softball Team (*0 hrs*) 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, USA South Athletic Conference and Salem College. No course credit, but completion may satisfy one of the two required physical education activities of the core curriculum program. May be repeated. (P/NC)

PHED 126/226. Kickboxing (*1 hr*) 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 (*1 hr*) 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 (1 hr) This course will address physical, verbal and psychological strategies that can be used to avoid and confront potential assaults. (P/NC)

PHED 130/230. Water Fitness (1 hr) 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 (1 hr) This course is ideal for all students. Focus is on low-impact exercises that improve cardiovascular endurance. (P/NC)

PHED 137/237. Golf (1 hr) 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 (1 hr) 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 (1 hr) 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 (1 hr) Focus on improving physical fitness and developing stroke technique. Class emphasizes stroke development and progression of water skills. (P/NC)

PHED 144/244. Tennis (1 hr) 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 (1 hr) 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 (1 hr) 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 (1 hr) 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 (1 hr) 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 (1 hr) 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 (1 hr) 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 (1 hr) 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 (1 hr) 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 (1 hr) 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 (1-4 hrs) 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 (1 hr) 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 (1 hr) 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, kettleballs and bands. (P/NC)

PHED 168/268. Core Conditioning (1 hr) 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 midsection). Yoga and Pilates are often integrated into the course. (P/NC)

PHED 169/269. Hiking (1 hr) 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

General physics courses are offered as an enrichment to other curricular offerings in the sciences. PHYS 210 and 220 are required courses in certain majors within the BS and BA degrees. There is no major or minor available in physics.

Physical Science Courses (PHSC)

PHSC 050. Physical Science (3 hrs) 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. College Physics I (4 hrs) 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. College Physics II (4 hrs) The fundamental principles waves, electricity, magnetism and light. Three lectures and one two-hour laboratory per week. Prerequisite: PHYS 210.

Political Science

The political science program offers a major and a minor in political science. The study of politics in the program 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 six core courses, and six additional POLI or approved interdisciplinary electives.

Required Core Courses:

POLI 100. Survey of Political Science (3 hrs)

Additional Political Science Electives:

Select any six POLI electives or approved courses from other disciplines (3 hours minimum, each) RELI 265. Religion and Migration (3 hrs) is an approved elective.

Political Science Minor

The minor in political science requires the completion of five courses and must include POLI 100. At least three of the five courses must be taken at Salem.

Political Science Courses (POLI)

POLI 100. Survey of Political Science (3 hrs) This class will provide the new student of Political Science with a general introduction to the discipline to include a survey of the field studies of American, Comparative, International and Public Policy. (SS)

POLI 105. Introduction to Public Policy (3 hrs) 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)

POLI 110. Introduction to International Relations (3 hrs) 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) (IK)

POLI 115. Race, Ethnicity and Politics (3 hrs) This class will explore the diverse impacts of race and ethnicity in the American political system. Students will consider the role that race and ethnicity has molded political institutions and electoral politics.

POLI 120. American Government and Politics (3 hrs) An 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 environment for public policy outcomes in the United States. (SS)

POLI 160. Gender, Politics and Policy (3 hrs) 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. (GI)

POLI 200. Independent Study in Political Science (1-4 hrs) Independent study under the guidance of a faculty advisor. Open to students with a 2.0 cumulative average and permission of the program director. Independent study may take the form of readings, research, conference, project and/or field experience. Independent study may be taken for a total of sixteen semester hours, no more than eight in any term. Prerequisite: POLI 100 and one other POLI course, or permission of instructor.

POLI 202. Debating Ethical Issues (3 hrs) This highly interactive, debate-focused course teaches students to improve their skills at engaging with and leading civil debate. Through close examination of case studies, the course will teach students to improve fact-finding skills and enhance their ability to present reasoned arguments effectively and professionally. Students may also have the opportunity to participate in and/or attend the NCICU. With permission of the instructor, this class can be taken multiple times for credit. Cross-listed with BETH 202 (EI)

POLI 205. National Model United Nations (3 hrs) 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. With the permission of the instructor, this class can be taken multiple times for credit. (GA) (IK)

POLI 210. Political Thought and Theory (3 hrs) 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) (IK)

POLI 214. The Global Cold War (3 hrs) 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. (GA) (IK) (REST major elective)

POLI 216 The Nuclear Age (3 hrs) This course will provide students with a scholarly venue within which to study the history, politics, culture, environmental consequences, and gendered nature of atomic research during the past century. Specific topics to be examined include: the science of radioactivity; race and the global impact of radium and uranium mining; the development of atomic weapons and the subsequent nuclear arms race; cultural responses to the use of nuclear weapons; women's involvement in atomic science and labor; and ongoing debates concerning nuclear energy, with case studies such as Shinkolobwe, Three Mile Island, Chernobyl, and Fukushima. Cross-listed with HIST 216 and ENVS 216. (GA) (GI) (WI) (IK)

POLI 220. Ethics and Public Policy (3 hrs) 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 224. History of U.S. Health Policy (3 hrs) This course will explore the evolution of federal health policy in the United States. Focusing on the post-Civil War era, specific policies to be analyzed include the Freedman's Bureau, Sheppard-Towner Act, Social Security, Medicare, Medicaid, and the Affordable Care Act. The class will also examine systemic health inequities within the United States, as well the federal government's response to health crises such as the Influenza Pandemic of 1918, HIV/AIDS, and COVID-19. Cross-listed as HIST 224. (WI)

POLI 230. State and Local Government (3 hrs) This course analyzes the challenges faced by state and local communities with particular emphasis placed on the problems of urban areas, including education, crime, poverty, economic development, housing and transportation. The course examines the roles of citizens, nonprofits and government agencies at all levels in accomplishing changes through state and local policy outcomes. Prerequisite: POLI 100 or POLI 105 or POLI 120 or permission of instructor.

POLI 240. American Foreign Policy (3 hrs) 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) (IK)

POLI 242. Sexual Minorities Politics and Policy (3 hrs) This course will allow students to study the political and social history of sexual minorities in the United States. We will consider the development of support and advocacy at the social level, and consider the development of political movements to expand the rights of sexual minorities. This class will study the social and political discrimination and the factors that caused the development of policies to extend rights. Students in this class will evaluate the multiple ways that sexual minorities are discriminated against, including in the labor market, public office, social relations, marriage rights, adoption rights and health rights. We will examine the diverse impacts of health care policy and practice and examine the factors that have caused discriminatory policy to increase the rights of sexual minorities in the United States.

POLI 247. Regulating Sex in Society (3 hrs) Students will explore the diverse ways that governments attempt to regulate sexual behavior. We will evaluate this from a US and international perspective while considering the religious history and policy tools utilized to regulate sexual behavior. The corresponding reproductive health policies will be analyzed. Ethical issues of justice, care, and respect will be the foundation to the evaluation of policy and social actions. Students will consider how policy and social controls impact health and equity outcomes around the world. (EI)

POLI 250. Special Topics in Political Science (1-4 hrs) 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 257. Development of International Human Rights (3 hrs) This course will examine the development of human rights in the international community. Students will consider the political theory and structures that have served as the basis for and the implementation of human rights. Additionally, the class will consider the role of state actors, international governmental organizations, international non-governmental organizations, and multinational corporations in implementing human rights. Students will evaluate the current domestic and international policy implications of the evolving interpretation of human rights as they relate to health policy, criminal justice policy, labor policy, immigration policy, foreign policy, and the intersections in these policy areas.

POLI 265. U.S. Constitutional and Legal History (3 hrs) 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 with HIST 265. (SS) (GI)

POLI 270. Internship in Political Science (1-4 hrs) 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 four semester hours; admission by application only.

POLI 290. Honors Independent Study in Political Science (3-4 hrs) Advanced independent study under the guidance of a faculty advisor. Open to juniors and seniors with a 3.5 average in political science or international relations, subject to approval of the program director. Honors independent study may be taken a maximum of twice. Prerequisites: POLI 100 or permission of instructor.

Psychological Science

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. The minor in psychological science provides a knowledge base in the topics and applications of psychology. The Bachelor of Arts degree develops additional scientific inquiry skills and professional development. The Bachelor of Science degree in requires additional research and interdisciplinary coursework to provide a broader background in the biological and chemical underpinnings of behavior.

Psychological Science Major (BA)

A student seeking a bachelor of arts degree with a major in psychological science must complete nine courses (31 semester hours minimum) in psychology:

Knowledge Base:

PSYC 010. Introduction to Psychological Science (4 hrs)

PSYC 100. Developmental Psychology (3 hrs)

PSYC 130. Social Psychology (3 hrs)

Choose one:

PSYC 101. Statistics (4 hrs)

PSYC 110. Psychology of Women (3 hrs)

PSYC 140. Abnormal Psychology (3 hrs)

PSYC 150. Psychology of Personality (3 hrs)

PSYC 160. Human Sexuality (3 hrs)

PSYC 180. Animal Behavior (3 hrs)

PSYC 190. Introduction to Clinical Counseling (3 hrs)

PSYC 282. Special Topics in Psychology (3 hrs min)

Scientific Inquiry & Professional Development:

PSYC 102. Research Methods with Human Participants (4 hrs)

PSYC 350. Senior Seminar in Psychological Science (4 hrs)

Choose one:

BIOL 205. Biometry (4 hrs)

INTG 115. Statistical Inference (4 hrs)

MATH 107. Statistics with R (3 hrs)

PSYC 201. Statistics with SPSS (3 hrs)

Choose two:

PSYC 220. Tests and Measurements (4 hrs)

PSYC 230. Brain and Behavior (4 hrs)

PSYC 240. Cognition (4 hrs)

PSYC 280. Internship in Psychology (3 hrs min) or PSYC 290. Honors Independent Study in Psychology (4 hrs min) may be substituted for one of the courses above.

Psychological Science Major (BS)

A student who seeks a bachelor of science degree with a major in psychological science must complete fifteen courses (58 semester hours minimum), including ten courses in psychology:

Knowledge Base:

PSYC 010. Introduction to Psychological Science (4 hrs)

PSYC 100. Developmental Psychology (3 hrs)

PSYC 130. Social Psychology (3 hrs)

Choose one:

- PSYC 101. Statistics (4 hrs)
- PSYC 110. Psychology of Women (3 hrs)
- PSYC 140. Abnormal Psychology (3 hrs)
- PSYC 150. Psychology of Personality (3 hrs)
- PSYC 160. Human Sexuality (3 hrs)
- PSYC 180. Animal Behavior (3 hrs)
- PSYC 190. Introduction to Clinical Counseling (3 hrs)
- PSYC 282. Special Topics in Psychology (3 hrs min)

Scientific Inquiry & Capstone:

PSYC 102. Research Methods with Human Participants (4 hrs)

PSYC 350. Senior Seminar in Psychological Science (4 hrs)

Choose one:

- BIOL 205. Biometry (4 hrs)
- MATH 107. Statistics with R (3 hrs)
- PSYC 201. Statistics with SPSS (3 hrs)

Choose three:

- PSYC 220. Tests and Measurements (4 hrs)
- PSYC 230. Brain and Behavior (4 hrs)
- PSYC 240. Cognition (4 hrs)
- PSYC 290. Honors Independent Study (3 hrs min)

Allied Disciplines (five courses)

- BIOL 100. Cell and Molecular Biology (4 hrs)
- BIOL 101. Biodiversity (4 hrs)
- BIOL 218. Anatomy & Physiology I (5 hrs)
- CHEM 110. General Chemistry I with Lab (5 hrs)

And, choose one:

- MATH 070. Essential Calculus (4 hrs)
- MATH 100. Calculus I (4 hrs)

Psychological Science Minor

The minor in psychology requires completion of five courses. At least three of the five courses for the minor must be taken at Salem.

Knowledge Base:

- PSYC 010. Introduction to Psychological Science (4 hrs)
- PSYC 100. Developmental Psychology (3 hrs)
- PSYC 102. Research Methods with Human Participants (4 hrs)
- PSYC 130. Social Psychology (3 hrs)

Choose one:

- PSYC 101. Statistics (4 hrs)
- PSYC 110. Psychology of Women (3 hrs)
- PSYC 140. Abnormal Psychology (3 hrs)
- PSYC 150. Psychology of Personality (3 hrs)
- PSYC 160. Human Sexuality (3 hrs)
- PSYC 180. Animal Behavior (3 hrs)
- PSYC 190. Introduction to Clinical Counseling (3 hrs)
- PSYC 282. Special Topics in Psychology (3 hrs min)

Psychological Science Courses (PSYC)

PSYC 010. Introduction to Psychological Science (4 hrs) 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.

PSYC 100. Developmental Psychology (3 hrs) 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 (4 hrs) 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.

PSYC 102. Research Methods with Human Participants (4 hrs). An introduction to the scientific methods researchers used to study humans, emphasizing critical thinking about observational studies, surveys, and experiments. Students will learn how to evaluate whether claims about human behavior and mental processes are appropriate based on the research design and statistical analyses used, and to which people and contexts the claims can be applied. This course will include training in the ethical guidelines for conducting research with human participants, how to conduct literature searches and read empirical research reports, and how to interpret descriptive statistics and “statistical significance”. Required for the minor and major in Psychological Science.

PSYC 110. Psychology of Women (3 hrs) Given the different life experiences of men and women, this course considers psychological theory and research from a feminist perspective in such areas as women’s development, achievement, sexuality and work. Prerequisite: PSYC 010. (GI)

PSYC 130. Social Psychology (3 hrs) 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 with SOCI 205.

PSYC 140. Abnormal Psychology (3 hrs) Origins, symptoms and methods of treatment of deviant behaviors with illustrative case material. Social and clinical aspects of psychological disturbances. Prerequisite: PSYC 010.

PSYC 150. Psychology of Personality (3 hrs) 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 (3 hrs) An analysis of the psychological, physiological and sociocultural aspects of human sexual behavior and attitudes. Prerequisite: PSYC 010. (GI)

PSYC 180. Animal Behavior (4 hrs) 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 with BIOL 180. Prerequisites: Either BIOL 010, BIOL 100 or PSYC 010.

PSYC 190. Introduction to Clinical Counseling (3 hrs) This is a theory-based course that examines the history, philosophy, and core concepts of all major contemporary perspectives on clinical counseling. Analysis of each theoretical perspective will include such topics as: basic philosophy and underlying assumptions, central

constructs, views on human nature, motivation, and development, views on dysfunction, the nature and process of therapy, techniques, and multicultural and gender issues. Prerequisite: PSYC 010.

PSYC 200. Independent Study in Psychology (1-4 hrs) Independent study under the guidance of a faculty advisor. Normally open to students with a 2.0 cumulative average. Subject to approval of the program director. Independent study may take the form of readings, research, conference, project, and/or field experience. Independent study may be taken for a maximum total of 12 semester hours; no more than two different independent studies may be taken in any term. Prerequisite: Previous study in psychology or permission of the program director.

PSYC 201. Statistics with SPSS (3 hrs) Advanced statistics course covering data management; choosing which statistical analyses to use when investigating different kinds of questions; conducting analyses using SPSS; and interpreting results to draw conclusions about human behavior. Statistical analyses covered will include t-tests, one-way and two-way analysis of variance, correlation, and chi-square, with an emphasis on effect sizes and practical significance. Course requires a scheduled exam.

PSYC 220. Tests and Measurement (4 hrs) Test theory and construction, including such areas as intelligence, aptitude, interest, personality and achievement testing. Practice in administering, evaluating and constructing tests. Required for the major. Prerequisite: PSYC 201 or MATH 107 or permission of instructor. Preference in registration will be given to juniors and seniors.

PSYC 230. Brain and Behavior. (4 hrs) This course investigates the neurological foundations of human thoughts and action, from the single brain cells through complex biopsychosocial behaviors such as addiction, language, and mental illness. Students will develop an understanding of neuron structure and function, brain anatomy, and neuroimaging techniques, and evaluate the scientific evidence that links brain structures to behaviors. Laboratory activities will include evaluation of published research articles, computer simulations of neurons, and electrical recording of brain activity. Prerequisite: PSYC 102 or BIOL 100.

PSYC 240. Cognition (4 hrs) The theoretical and experimental issues in the area of perceptual and cognitive processes. Topics covered include problem solving, visual thinking, human information processing and attention. Includes lecture and laboratory periods. Prerequisite: PSYC 102.

PSYC 255. Science of Emotion (4 hrs) Science of Emotion is designed as a lab course for upper-level students. It uses a neuroscientific approach to the study of emotion in both human- and non-human animals. Students will investigate how emotions evolved, how the brain shapes the development of emotion, how brain circuits function as related to emotion, and how emotions affect behavior, relationships, and well-being. Prerequisites: PSYC 102 or BIOL. 100

PSYC 280. Internship in Psychology (1-4 hrs) An opportunity to use the knowledge and skills the student has learned in coursework to solve problems in a real work setting; the apprenticeship aspect of the internship implies that the student has some base of knowledge and will increase her knowledge and skills by direct contact with an experienced, knowledgeable mentor. Open to juniors and seniors with a 2.0 overall cumulative average and a 3.0 average in psychology courses taken. Prerequisites: PSYC 010 and at least one psychology course related to the area of the internship and permission of the program director. Maximum credit per term is four semester hours.

PSYC 282. Special Topics in Psychology (1-4 hrs) 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 (3-4 hrs) 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 program director. 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 eight semester hours. Prerequisite: Status as a psychology major.

PSYC 350. Senior Seminar in Psychological Science (4 hrs) The capstone course for majors in psychological science. This course will emphasize reading and interpreting recent research, written and oral communication of psychological science to a general audience, and professional development. Prerequisite: Senior standing; status as a psychological science major or permission of instructor.

Public Health

The Bachelor of Arts in Public Health requires 61-62 credit hours to complete. Throughout these courses, students will be exposed to the various fields of public health, including epidemiology, environmental health, health promotion, global health, and policy. Students will learn to look at health as a complex topic addressing the multiple factors that lead to the health of individuals, and communities at the local, state, national, and global levels. Students completing this program are eligible to take the Certified Health Education Specialist (CHES) exam.

Public Health (BA)

Core Public Health Classes (33 hrs)

- PUBH 100. Introduction to Public Health (3 hrs)
- PUBH 150. History of Public Health (3 hrs)
- PUBH 205. Determinants of Health and Health Equity (3 hrs)
- PUBH 210. Health and Disease (3 hrs)
- PUBH 225. Environmental Health (3 hrs)
- PUBH 250. Introduction to Epidemiology (3 hrs)
- PUBH 260. Introduction to Global Health (3 hrs)
- PUBH 300. Public Health Research (3 hrs)
- PUBH 320. Health Promotion (3 hrs)
- PUBH 330. Health Program Planning and Evaluation (3 hrs)
- PUBH 350. Administration and Leadership of Public Health Organizations (3 hrs)

Scientific Inquiry (4 hrs)

- BIOL 100. Cell and Molecular Biology (4 hrs)

Ethics (3 hrs)

Choose one:

- HHMN 230. Ethics of Health and Healing (3 hrs)
- SCIE 220. Medical Ethics (3 hrs)

Statistics (3-4 hrs)

Choose One:

- MATH 107. Statistics with R (4 hrs)
- PSYC 201. Statistics with SPSS (3 hrs)
- BIOL 205. Biometry (4 hrs)
- INTG 115. Statistical Inference (4 hrs)

Interdisciplinary Classes (12 hrs)

- COMM 275. Health Communication (3 hrs)
- POLI 105. Introduction to Public Policy (3 hrs)
- POLI 224. History of U.S. Health Policy (3 hrs)
- NUTR/EXER 210. Introduction to Nutrition (3 hrs) or NUTR/BCHM 225. Diet and Disease (3 hrs)

Experiential Learning (6 hrs)

- PUBH 360. Capstone in Public Health (2 hrs)

PUBH 370. Internship in Public Health (4 hrs)

Students must complete 5 of the 11 Core Public Health classes and both Experiential Learning classes (PUBH 360 and PUBH 370) at Salem.

Public Health Minor

Students must complete three of the classes required for the minor at Salem for a total of 15 hours.

Required Courses:

- PUBH 100. Introduction to Public Health (3 hrs)
- PUBH 205. Determinants of Health and Health Equity (3 hrs)
- PUBH 250. Introduction to Epidemiology (3 hrs)

Choose two courses from the following:

- COMM 275. Health Communication (3 hrs)
 - HHMN 230. Ethics of Health and Healing (3 hrs) or SCIE 220. Medical Ethics (3 hrs)
 - NUTR/EXER 210. Introduction to Nutrition (3 hrs) or NUTR/BCHM 225. Diet and Disease (3 hrs)
 - POLI 105. Introduction to Public Policy (3 hrs)
 - POLI 224. History of U.S. Health Policy (3 hrs)
 - PUBH 150. History of Public Health (3 hrs)
 - PUBH 210. Health and Disease (3 hrs)
 - PUBH 220. Special Topics in Public Health (3 hrs)
 - PUBH 225. Environmental Health (3 hrs)
 - PUBH 250. Introduction to Epidemiology (3 hrs)
 - PUBH 260. Introduction to Global Health (3 hrs)
 - PUBH 300. Public Health Research (3 hrs)
 - PUBH 320. Health Promotion (3 hrs)
 - PUBH 330. Health Program Planning and Evaluation (3 hrs)
 - PUBH 350. Administration and Leadership of Public Health Organizations (3 hrs)
- Other classes as approved by the Public Health program director.

Public Health Courses (PUBH)

PUBH 100. Introduction to Public Health (3 hrs) This course provides students with both a conceptual and practical understanding of the field of public health. The beginning of the class covers the key concepts of public health (i.e. biomedical science, biostatistics, epidemiology, social determinants of health, etc.). The last portion of the class will examine public health in practice. Students will explore how public health practitioners utilize key concepts in the development, evaluation, and implementation of programs to further the health of communities. (SS)

PUBH 150. History of Public Health (3 hrs) This course will provide students with an understanding of how the field of public health has evolved. An overview of the historical trends of changes in disease patterns and the emergence of public health as a field of study will be explored. Some areas to be explored in this course include urbanization, epidemics and pandemics, vaccination and the law, the relationship between medicine and public health, tensions between civil liberties and public health, hygiene and morality, and eugenics.

PUBH 200. Independent Study in Public Health (1-4 hrs) This course will provide students with an opportunity to study an area of special interest in the field of public health. Prerequisites: PUBH 100

PUBH 205. Determinants of Health and Health Equity (3 hrs) This course will introduce students to a systematic study of the interaction of social, economic, behavioral, environmental, and other factors that impact the health and well-being of populations, including historical and theoretical frameworks. Students will also examine the impact of social influences on health including, gender, race, socioeconomic status, living conditions,

education, religion, access to healthcare, public policy, and environment. Lastly, students will examine how understanding these influences have an impact on different populations and influence health equity.

PUBH 210. Health and Disease (3 hrs) This course will focus on the biological concepts of disease important to diseases of public health importance. Students will learn the etiology, pathogenesis, and risk factors for these diseases and the importance of prevention and control of these diseases. Prerequisites: BIOL 100

PUBH 220. Special Topics in Public Health (3 hrs) This course is designed to expose students to areas of study in the field of public health not addressed in the current curriculum offerings. Students will have the opportunity to be exposed to new and emerging areas or special topics of interest in the field of public health. Prerequisites: PUBH 100

PUBH 225. Environmental Health (3 hrs) This course will introduce students to how the interaction of people with their environment can impact health. This includes the impact of populations on the environment and the environment impacting populations. Students will explore regulatory issues related to environmental health concerns, such as Clean Air, Water, and Sanitation. The overall impact of toxic substances on the environment and human health will also be explored.

PUBH 230. Gender, Sexuality and Health (3 hrs) This course will examine the contributions of gender and biological sex to overall health of individuals and populations. Students will explore topics such as reproductive health, sexual health and sexuality, gender identity, violence, occupational health and work and disease. Understanding health determinants and policy will also be explored. (GI)

PUBH 250. Introduction to Epidemiology (3 hrs) This course will introduce students to the use of techniques, study design and strategies used in the field of epidemiology. The investigation of conditions (i.e. infectious and chronic diseases, mental health, environmental health hazards, and injury) will be discussed. Students will explore terminology, historical developments, evaluation of data sources, concepts of morbidity and mortality, the concept of causality, and screening as it relates to health and disease. Prerequisites: PUBH 100 and MATH 107 OR PSYC 201 OR BIOL 205 OR INTG 115

PUBH 260. Introduction to Global Health (3 hrs) This course will examine public health issues and challenges at the global level, including disease burden and health systems. Students will explore these issues through the lens of globalization, linkages between health and development, and social, political, and economic determinants of health-on-health inequalities. (IK)

PUBH 290. Honors: Independent Study in Public Health (3-4 hrs) This course will provide students with an opportunity to study an area of special interest in the field of public health. Prerequisites: PUBH 100 and GPA of 3.5 or higher

PUBH 300. Public Health Research (3 hrs) This course will provide students with a fundamental understanding of research design, research methods, and data collection. An understanding of quantitative, qualitative, and mixed method approaches, and participatory research methods will be developed as well as the ethical concerns of conducting research. Prerequisites: PUBH 250 and MATH 107 OR PSYC 201 OR BIOL 205 OR INTG 115

PUBH 320. Health Promotion (3 hrs) This course will introduce students to the field of health promotion. Students will learn to utilize health behavior theory to the development of a health promotion program for diverse populations. Prerequisites: PUBH 100 and COMM 275

PUBH 330. Health Program Planning and Evaluation (3 hrs) This course will have students apply planning models, theories, and methods utilized by public health practitioners to the development and evaluation of public health programs. Students will focus on assessment, community involvement, intervention selection and

development, implementation, and evaluation as part of a comprehensive process. Prerequisites: PUBH 100, PUBH 250, PUBH 300, and PUBH 320

PUBH 350. Administration and Leadership of Public Health Organizations (3 hrs) This course will introduce students to the organizational patterns and structures present in public health organizations and the skills necessary to lead these organizations. Prerequisites: PUBH 100

PUBH 360. Capstone in Public Health (2 hr) This course provides students an opportunity to utilize a problem-solving methodology to examine current public health problems at the local, state, national and global levels. Students will work to identify evidence-based solutions to address problems facing public health practitioners using skills from classes taken throughout their program of study. Prerequisites: Completion of all core and interdisciplinary courses in the public health program; Corequisite: PUBH 370

PUBH 370. Internship in Public Health (1-4 hrs) This course serves as the bridge between the academic and professional practice of public health. Students apply the knowledge gained in the classroom to a 120-hour field experience in the community. In addition, students will be able to gain new knowledge, practice their skills, and identify areas for professional growth and development. This course will also have students meeting each week in a classroom setting. Prerequisites: Completion of all core and interdisciplinary courses in the public health program; Corequisite: PUBH 360

Race and Ethnicity Studies

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 minimum of thirty-three semester hours: a three-course core and eight electives, taken from at least four different disciplines:

Required Core Courses

REST 210/HIST 215. Critical Issues in the History of Race and Ethnicity (3 hrs)

REST 202/SOCI 202. Race and Ethnic Relations (3 hrs)

REST 380. Senior Project in Race and Ethnicity Studies (3 hrs)

Major Electives—eight courses (24 hrs min.) from a minimum of four different disciplines: See list following the minor.

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 for a minimum of eighteen semester hours. At least three of the six courses (9 hrs, minimum) must be taken at Salem.

Required courses:

REST 202. Race and Ethnic Relations (3 hrs)

REST 210/HIST 215. Critical Issues in the History of Race and Ethnicity (3 hrs)

Minor Electives: select four courses 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 (3 hrs)
- COMM 170. Intercultural Communication (3 hrs)
- COMM 321. Community Journalism (3 hrs)
- ENGL 249. Gender, Race, and Ethnicity in Shakespeare (3 hrs)
- ENGL 325. Modern Writings from Women of the Non-Western World: Global Literature (3hrs)
- ENGL 349. Race, Culture and Identity in Multi-Ethnic Literature of the United States (3 hrs)
- FREN 216. Francophone Literature (3 hrs)
- HIST 205. History of the American South (3 hrs)
- HIST 209. African American History (3 hrs)
- HIST 221. American Women's History (3 hrs)
- HIST 237. Europe's Radical Century, 1815-1914 (3 hrs)
- HIST 257. Modern Europe, 1914 to the Present (3 hrs)
- HIST 265. U.S. Constitutional and Legal History (3 hrs)
- HIST 269. America in Our Time: 1945-Present (3 hrs)
- HIST 281. Ottoman Empire (3 hrs)
- HIST 285. Modern East Asia (3 hrs)
- HIST 286. Modern Japan (3 hrs)

- RELI 240. Religion in America (3 hrs)
- RELI 260. Feminist Studies in Religion (3 hrs)
- RELI 265. Religion and Migration (3 hrs)
- REST 270. Internship in Race and Ethnicity (3 hrs min.)
- SOCI 220. Social Stratification (3 hrs)
- SOCI 230. Sociology of Gender (3 hrs)
- SOCI 240. Globalization and Global Inequities (3 hrs)
- SOCI 270. Criminology (3 hrs)
- SOCI 280. Urban Community (3 hrs)
- SPAN 228. Latin America (3 hrs)
- SPAN 263. Hispanic American Literature (3 hrs)
- WGSS 204. Introduction to Women's Studies (3 hrs)
- WGSS 210. Feminist Theory: Lenses and Methodologies (3 hrs)

Additional special topics, honors, and other courses under development may be approved as minor electives by the program's coordinator.

Race and Ethnicity Studies Courses (REST)

REST 200. Independent Study in Race and Ethnicity Studies (1-4 hrs) 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 (3 hrs) 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) (IK)

REST 210. Critical Issues in the History of Race and Ethnicity (3 hrs) 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) (IK) (HM) (WI)

REST 220. Special Topics in Race and Ethnicity Studies (1-4 hrs) 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 241. Women's Leadership in Global Historical Perspective (3 hrs) This course will engage students with some of the world's most important women's rights leaders of the past century. Students will examine the leadership strategies of a diverse array of feminists who challenged systems of oppression in myriad ways. Readings will incorporate a variety of perspectives written by the activists themselves, reflecting important points of difference and commonality across lines of age, race, nation, culture, class, sexuality, and political ideology. Cross-listed as HIST 241 (GI) (HM) (WI)

REST 270. Internship in Race and Ethnicity Studies (1-4 hrs) 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, for a minimum of 3 semester hours. Prerequisite: permission of the coordinator.

REST 290. Honors Independent Study in Race and Ethnicity Studies (3-4 hrs) 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 twice for a maximum of eight semester hours.

REST 365. Symbolic Healing in Native American Literature (3 hrs) The worlds of Native American spirituality and mythology will be explored through writings of Native American writers with particular focus on narrative structures of healing, role of mythic imagination and transactional symbols. Students will examine how Native writers use ceremony and trickster traditions to address historical and cultural trauma and heal relationships between mind, body, spirit, community and natural environment as part of Native American concepts of health and wellness. Cross-listed as ENGL 365 (HM) (GA) (WI) (IK)

REST 380. Senior Project in Race and Ethnicity Studies (3 hrs) 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 the permission of instructor.

Religious Studies

The study of religion invites students to think deeply and analytically about the belief systems, practices, and sacred texts of varied religious traditions. Students develop critical and analytical skills that prepare them for careers in varied settings as they explore how religious traditions are embedded in particular places, cultures, and histories.

Religious Studies Major (BA)

A major in religion requires a total of nine courses including RELI 360 and one other 300-level Religious Studies class. At least five of these, including RELI 360, must be completed at Salem.

Religious Studies Minor

The minor in religion requires the completion of five courses including either RELI 360 or another 300-level Religious Studies class. RELI 270 is excluded. Students must take at least three of these courses at Salem.

Religious Studies Courses (RELI)

RELI 110. Introduction to Hebrew Scriptures (3 hrs) A historical and literary study of the Hebrew Bible (Old Testament) in the context of ancient cultures and empires. The course explores how ancient devotion to God or gods and views of the human place in the cosmos were connected to clan, ethnicity, gender, and social status. Ancient views of community and justice are explored, alongside concepts of the sacred. (HM) (GA) (IK)

RELI 111. Introduction to the New Testament (3 hrs) A historical and literary study of the writings of the earliest followers of Jesus of Nazareth, with attention to how the movement developed within the Greco-Roman world and first-century Judaism. The interconnections of gender, social status, ethics, and group formation will be explored, as well as diverse ancient views of redemption, healing, and wholeness. (HM)

RELI 130. Eastern Religious Traditions (3 hrs) 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) (IK)

RELI 160. The Moravian Experience (3 hrs) 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 (1-4 hrs) Independent study under the guidance of a faculty advisor. Open to students with a 2.0 cumulative average and permission of the program director. Independent study may take the form of readings, research, conference, projects and/or field experience. Independent study may be taken for a total of twelve semester hours, no more than six in any term. Prerequisite: At least one RELI course and permission of the program director.

RELI 215. Disability and Gender (3 hrs) Introduces the multidisciplinary field of disability studies with particular attention to gender. Students will explore how understandings and experiences of disability have been positioned in various frameworks, including political, legal, literary, rhetorical, artistic, educational, medical, and religious. They will examine how culture, community and self-advocacy create alternatives to longstanding discriminatory systems and to medical or charity-oriented models of disability. Cross-listed as WGSS 215 and HHMN 215 (EI) (GI) (WI)

RELI 217. Death and Dying in Religious Perspectives (3 hrs) Introduces students to the comparative study of selected religious traditions through an exploration of cultural practices, rituals, sacred texts, ethics, and beliefs about the end of life, death and dying. (HM) (GA) (IK)

RELI 220. Special Topics in Religion (1-4 hrs) 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 (3 hrs) 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. (GA) (IK)

RELI 240. Religion in America (3 hrs) A study of the various religions and religious groups in the United States and their impact on American culture and history, with particular attention to questions of gender and leadership. Prior coursework in religious studies or U.S. history recommended. (HM) (GI)

RELI 258 Women and Gender in Ancient Religions (3 hrs) This course examines women and gender in ancient Judaism, Christianity, and Greco-Roman religions. Students will study both texts and stuff (material remains) from around 60 BCE to 300 CE and explore ancient understandings of gender, sexuality, and the body; the gendering of social roles and influence in households, cities, and religious groups; and how ancient thinkers and religious groups drew connections among gender, virtue, and divine realities. Students will engage in structured stages of research, writing and revision. (HM) (GI) (WI)

RELI 260 Feminist Studies in Religion (3 hrs) A study of varied feminist thinkers, addressing topics such as inter-religious dialogue; the health of persons and communities; ecofeminism; and gendered roles within religious communities in particular historical periods. May be taken more than once with different topic. (GI)

RELI 265 Religion and Migration (3 hrs) This course explores current realities of global migration, the complex relations between religion and migration, and how refugees and immigrants are represented in faith communities and scriptures. Religious conflicts can force migration; religious beliefs can enhance migrants' resilience and health; religious commitments and groups can guide or limit humanitarian responses. As part of the course, students will spend at least 30 service hours at organizations working alongside immigrants or refugees and will reflect on that work. The course also counts toward the REST or POLI or NFPM majors or minors. (SL)

RELI 270. Internship in Religion (1-4 hrs) 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 four semester hours; admission by application only.

RELI 290. Honors Independent Study in Religion (3-4 hrs) An advanced independent study under the guidance of a faculty advisor. Open to juniors and seniors with a 3.5 average in religious studies, subject to the approval of the program director. Honors work may be taken a maximum of twice.

RELI 310. Observing Religions: Ritual and Reflection (3 hrs) This discussion and presentation-based seminar introduces ethnographic practice and requires field research on a selected religious community. Methodologies include participant observation, comparative analysis, ritual reflexivity, and personal reflection. Prior coursework in religion or sociology is strongly recommended.

RELI 320 Religion and Ethics (3 hrs) An examination of contemporary ethical issues from the standpoint of varied religious traditions. Topics may include religious ethics related to health and healing; war, peace, and violence; leadership, gender, and virtue; or study of a particular approach, such as womanist or mujerista ethics. May be taken more than once with a different topic. Prior coursework in religion or ethics is recommended. Cross-listed with HHMN 320 (WI) (HM) (EI)

RELI 340 Topics in the Study of Scripture (3 hrs) Focused study of a topic in writings deemed sacred to one or more religious traditions (for example, the Hebrew Bible, the New Testament, or the Qur'an), with attention to practices of interpretation. May be taken more than once with a different topic. Prior coursework in religion, history, or English is recommended. (HM) (GA) (IK)

RELI 360 Reading Religion: Theory and Method (3 hrs) In this presentation-based and writing-intensive seminar, students will explore how significant thinkers have approached key questions in the academic study of religion. What is religion? What methods and theories are involved in the study of this complex subject? How do both insiders and outsiders read and interpret texts that have been granted special status and authority by religious groups? Required of all majors. Prior coursework in religion, history, or English is strongly recommended. (WI)

Salem Impact

Building on the commitment of Salem's founders to the education of women, Salem Impact provides an innovative and rigorous liberal arts education in support of the college's focus on health leadership. In a community devoted to scholarly inquiry, gender equity, and diversity, students participate in disciplinary and interdisciplinary courses, as well as experiential learning. Through problem-solving approaches and ethical decision making, students will ask incisive questions and forge complex solutions, emerging as leaders and change-makers in their professions and communities—global citizens ready to create a healthier world.

Salem Impact Courses (SALEM)

SALEM 100. Wellness and Leadership (3 hrs) An experiential course, designed to offer time and space to explore one's health and well-being and apply that which is learned, recognizing self-awareness to be a foundation of leadership development. Salem College's eight dimensions of wellness, including emotional, physical, community, environmental, spiritual, occupational, financial, and intellectual dimensions, are discussed and integrated throughout the course. This course supports student's participation in leadership development activities outside of class time.

SALEM 110. First Year Experience (3 hrs) 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. The social issues that form course topics vary by section, but all include critical questions regarding concepts of health—whether personal, communal, environmental, or global—and emphasize relevance to women. The course emphasizes communication skills: speaking, writing, information literacy, and using technology as a tool in communication. A writing-intensive course. Only traditional-aged students may register for this course. (WI-does not meet WI general education requirement)

SALEM 111. Honors First Year Experience (3 hrs) 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. The social issues that form course topics vary by section, but all include critical questions regarding concepts of health—whether personal, communal, environmental, or global—and emphasize relevance to women. The course emphasizes communication skills: speaking, writing, information literacy, and using technology as a tool in communication. A writing-intensive course. Only first-year students in the College Honors Program may register for this course. (WI- does not meet WI general education requirement)

SALEM 112. Academic Writing Seminar (3 hrs) 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. (WI- does not meet WI general education requirement)

SALEM 130. Transitions: A Changing Culture (3 hrs) To: This course offers Fler Center students an interdisciplinary introduction to the liberal arts and enhances the critical thinking and communication skills necessary for academic success. Students explore significant social issues in a global and historical context and participate in collaborative creative projects. The social issues that form course topics vary, but all include critical questions regarding concepts of health—whether personal, communal, environmental, or global—and emphasize relevance to women. The course emphasizes communication skills: speaking, writing, information literacy, and using technology as a tool in communication. A writing-intensive course. Enrollment limited to newly-enrolled students in the Martha H. Fler Center for Adult Education or to Fler Center students receiving special permission from the Director of the Salem Impact. (WI- does not meet WI general education requirement)

SALEM 210. Service Learning Seminar (4 hrs) 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. (SL)

SALEM 270. Internship/Professional Development Experience (1-4 hrs) Students engage in a variety of internships, fieldwork or travel-study programs that satisfy the Salem Impact requirement for an Internship or Professional Development experience. Permission of the advisor and the dean of undergraduate studies required. Prerequisite: minimum of 2.0 cumulative G.P.A.

SALEM 275. Writing Center Internship (1-4 hrs) 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. A minimum of three semester hours of internship work is required to fulfill the Salem Impact requirement for graduation; however, students may meet this requirement with partial-credit internships taken in multiple semesters. A student must work a minimum of 40 hours in her internship for every semester hour of credit awarded.

SALEM 350. Capstone Experience (3 hrs) This interdisciplinary course offers an integrative learning experience in which seniors assume a leadership role in exploring a critical question regarding a community, environmental, or global health challenge. Student groups will examine the question from multiple perspectives in order to apply problem-solving approaches, develop innovative responses, and communicate those responses effectively.

Science (Interdisciplinary) Courses

The Science Division offers the following interdisciplinary science courses to qualified students.

Science Interdisciplinary Courses (SCIE)

SCIE 010. Special Topics in Science (1-4 hrs) 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 Core Curriculum Program. The topic will be announced prior to pre-registration. All courses must be approved by the program directors in the Division of Natural Science and Mathematics and all courses will involve the study of scientific inquiry and critical analysis. Prerequisites determined by instructor.

SCIE 030. Special Topics in Science with a Laboratory or Field Experience (1-4 hrs) 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 Core Curriculum Program. The topic will be announced prior to pre-registration. All courses must be approved by the program directors 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 (2 hrs) 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. (DI)

SCIE 050. Medical Terminology (1 hr) This course will present the "vocabulary of medicine" by studying the origins of root words, prefixes and suffixes, and the rules for combining them to name anatomical systems and medical conditions. Case studies will be used to demonstrate use of words in context and relate medical terminology to the names, locations, and functions of major structures of the body, and to the origins or progression of pathologies.

SCIE 070. Healthcare Career Exploration (2 hrs) This course is designed for students interested in health care occupations. Field trips and guest speakers will provide insight into health professions, graduate programming and careers. Students will reflect on their interest in healthcare and prepare for professional school applications through personal essay writing and mock interviews.

SCIE 100. First Year Science Seminar (1 hr) 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 (2 hrs) 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 150. Introduction to Public Health (3 hrs) The study of public health encompasses the social sciences, the biological sciences, humanities, and the arts. This course will examine the purpose, history, organization, approach, functions and determinants of health, and is designed to provide students with an understanding of and appreciation for population approaches to improving the health of local communities and the world. Students will also explore professional roles and career opportunities within the public health workforce.

SCIE 200. Independent Study in Science (1-4 hrs) 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 program directors. May be taken a maximum of twice.

SCIE 210. Contemplative Studies of Body and Mind (3 hrs) The course will teach contemplative practices such as Tai Chi, Qigong, and eastern meditation techniques, which serve as experiential learning platforms for discussing their history, philosophy, religious background, scientific basis (anatomy and physiology, biophysics, biochemistry, biomechanics, nutrition, and neuroscience), and their impact on health. The course will also cultivate ethical reasoning and decision-making through meditative practices. (GA) (EI) (IK)

SCIE 220. Medical Ethics (3 hrs) This course will explore ethical decision-making in the fields of healthcare and biomedical research. Students will examine the ethical issues in human subjects research, including equitable recruitment of participants and obtaining informed consent, and in animal subjects research, including limiting the numbers of subjects and the invasiveness of treatments. Students will also consider ethical dilemmas faced by

health care practitioners, such as: patient autonomy to choose or refuse treatment; patient confidentiality balanced with a practitioner's duty to report; whether practitioners have a moral right to refuse to treat patients; and decision-making on behalf of patients when there are competing interests or unclear directives. (EI)

SCIE 270. Internship in Interdisciplinary Science (1-4 hrs) 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 program directors.

SCIE 300. Philosophy of Science (3 hrs) Assuming scientific but no philosophical knowledge, this course addresses the question, "What is science?" In it we examine the nature of the assumptions that serve as the foundation of our scientific beliefs. This course will cover fundamental themes in philosophy of science such as the nature of scientific reasoning, scientific explanation, revolutions in science and scientific realism. It will also acknowledge connections between philosophical debates and wider discussions about science including the challenges raised by the sociology of science, by feminism and by cognitive science. Prerequisites: Minimum G.P.A. of 3.0 and junior or senior standing with a major in biology, chemistry, mathematics or psychology.

Sociology

Sociology 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 core curriculum directed toward understanding the complexities of modern society using theoretical perspectives and research methodologies. Students 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.

Sociology Major (BA)

The major in sociology requires a minimum of ten courses, or 30 semester hours. Fifteen semester hours must be taken at Salem, including SSCI 395, the senior capstone course.

Required core courses:

- SOCI 100. Introduction to Sociology (3 hrs)
- SOCI 201. Sociological Theory (3 hrs)
- SSCI 130. Introduction to Research Methods (3 hrs).
- SSCI 255 Quantitative Research Methods (3 hrs)
- SSCI 395. Interdisciplinary Systems Thinking Capstone Project (3 hrs)

Select five additional elective courses from:

- Any SOCI course (3 hrs min.)
- CRST 150. Deviance (3 hrs)
- CRST 160. Juvenile Delinquency (3 hrs)
- MATH 242. Nonparametric Statistical Methods (3 hrs)

Sociology with a concentration in Criminology (BA)

The Sociology major with the concentration in Criminology requires eleven courses (33 hours, minimum): an eight-course core and three major electives. Five of the eleven courses (15 of the 33 semester hours), including SSCI 395, must be taken at Salem.

Required core courses (24 semester hours):

- CRST 100. Criminology/SOCI 270. Criminology (3 hrs)
- CRST 110. Introduction to Criminal Justice (3 hrs)
- CRST 150. Deviance (3 hrs)
- SOCI 100. Introduction to Sociology (3 hrs)

SOCI 201. Sociological Theory (3 hrs)
SSCI 130. Introduction to Research Methods (3 hrs)
SSCI 255. Quantitative Research Methods (3 hrs)
SSCI 395. Interdisciplinary Systems Thinking Capstone Project (3 hrs)

Concentration Elective Options; Choose three (9 semester hours required):

CRST 160. Juvenile Delinquency (3 hrs)
CRST 170. Crime and Punishment (3 hrs)
CRST 200. Independent Study in Criminal Studies (3 hrs min.)
CRST 220. Special Topics in Criminal Studies (3 hrs min.)
CRST 270. Internship in Criminal Studies (3 hrs min.)
CRST 280. Criminal Law (3 hrs)
CRST 285. Criminal Procedure (3 hrs)
CRST 290. Honors Independent Study in Criminal Studies (3 hrs min.)

Sociology Minor

The minor in sociology requires the completion of six courses:

Required Core Courses:

SOCI 100. Introduction to Sociology (3 hrs)
SOCI 201. Sociological Theory (3 hrs)

SSCI 130. Introduction to Research Methods (3 hrs) Three additional SOCI electives (excluding SOCI 275), or CRST 150, or CRST 160 (9 hrs min.)

At least nine semester hours toward the minor must be taken at Salem.

Sociology Courses (SOCI)

SOCI 100. Introduction to Sociology (3 hrs) 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 (3 hrs) This course explores community organizing and advocacy as vehicles for effecting positive social change. Students will learn and practice key community organizing principles, explore strategies for impacting public policy, and strengthen their leadership skills. Cross-listed as NFPM 130. (SL)

SOCI 200. Independent Study in Sociology (1-4 hrs) Independent study under the guidance of a faculty advisor. Open to students with a 2.0 cumulative average and permission of the program director. Independent study may take the form of readings, research, conference, project and/or field experience. Independent study may be taken for a total of eight semester hours over two semesters, the maximum in any one term being four semester hours. Prerequisite: permission of program director.

SOCI 201. Sociological Theory (3 hrs) 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 (3 hrs) 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 as REST 202 (GA) (IK)

SOCI 204. Analysis of Social Issues (3 hrs) 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 (3 hrs) 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 with PSYC 130. Prerequisite: PSYC 010 or permission of instructor.

SOCI 208. Sociology of the Mass Media (3 hrs) 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 220. Social Stratification (3 hrs) 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 (3 hrs) 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. (GI)

SOCI 230. Sociology of Gender (3 hrs) 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. (GI)

SOCI 232. Marriage and the Family (3 hrs) The institution of marriage and the family in various societies with special emphasis on the contemporary American family. (GI)

SOCI 240. Globalization and Global Inequities (3 hrs) 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 implications for social, cultural and political systems around the world. (GA) (IK)

SOCI 252. Sociology of Aging (3 hrs) An examination of the major theories of aging, the demography of aging and the influence of longevity on social issues.

SOCI 261. Sociology of Sexualities (3 hrs) 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. (GI)

SOCI 262. Sociology of the Body (3 hrs) 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 (3 hrs) 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. (SS)

SOCI 275. Internship in Sociology (1-4 hrs) 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 four semester hours; admission by application only.

SOCI 280. Urban Community (3 hrs) 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 (3-4 hrs) 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 Program director. Honors work may be taken for a maximum of eight semester hours over two semesters, the maximum in any one term being four semester hours.

SOCI 310. Special Topics in Sociology (1-4 hrs) Contemporary issues in sociology. This course consists of intensive study of current topics in the field of sociology.

Criminal Studies Courses (CRST)

CRST 100. Criminology (3 hrs) 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 SOCI 270. (SS)

CRST 110. Introduction to Criminal Justice (3 hrs) 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. (SS)

CRST 150. Deviance (3 hrs) 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, CRST 100/SOCI 270, or CRST 110 or permission of program director.

CRST 160. Juvenile Delinquency (3 hrs) 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/SOCI 270, or CRST 110, or permission of program director.

CRST 170. Crime and Punishment (3 hrs) 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/SOCI 270, CRST 110, or permission of program director.

CRST 200. Independent Study in Criminal Studies (1-4 hrs) Independent study under the guidance of a faculty advisor. Open to students with a 2.0 cumulative average and permission of the program director. Independent study may take the form of readings, research, conference, project and/or field experience. Independent study may be taken for a total of eight semester hours over two semesters, the maximum in any one term being four semesters hours. Prerequisite: permission of program director.

CRST 201. Criminological and Criminal Justice Theory (3 hrs) 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/SOCI 270 or CRST 110, or permission of program director.

CRST 220. Special Topics in Criminal Studies (1-4 hrs) Contemporary issues in criminal studies. This course consists of intensive study of current topics in the field of criminal studies.

CRST 270. Internship in Criminal Studies (1-4 hrs) 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 (3 hrs) 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 (3 hrs) 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 (3-4 hrs) 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 program director. Honors work may be taken for a total of eight semester hours over two semesters, the maximum in any one term being four semester hours. Prerequisite: permission of program director.

Social Sciences

Through the social sciences, students develop an understanding of institutionalized policies and cultural practices and their consequences. To advocate for equity, students will engage in analysis that involves historical and socioeconomic perspectives, along with formal and informal social relationships. Using ethical, evidence-based, and data-informed decision-making processes, the social sciences give students the grounding necessary to solve problems and effectively communicate potential solutions to local and global audiences.

Social Science Courses (SSCI)

SSCI 130. Introduction to Research Methods (3 hrs) 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, ethics of research, data collection, and empirical methods of analysis for both qualitative and quantitative study.

SSCI 255. Quantitative Research Methods (3 hrs) This course focuses on quantitative methods of statistical analysis to conduct social science research. This course will provide students with the ability to utilize statistical analysis methods, focusing on tests of hypotheses; parametric and non-parametric techniques; multivariate analysis; data transformation and manipulation. This course will consider both the logic of these analysis methods and the practice of these methods with the statistical software SPSS. Prerequisites: SSCI 130 or permission of instructor.

SSCI 216. Qualitative Research Methods (3 hrs) In this course, students will learn qualitative methods such as interviewing, textual analysis, ethnography, and historical analysis. Emphasis will include feminist methodologies and intersectional approaches to conducting non-extractive community-oriented research. Prerequisites: SSCI 130 or permission of instructor.

SSCI 395. Interdisciplinary Systems Thinking Capstone Project (3 hrs) This capstone course is designed to be a culminating experience for majors in Communication & Media Studies, Health Advocacy & Humanitarian Systems, Nonprofit Management & Community Leadership, Political Science, and Sociology. Students will draw on knowledge gained in their respective degree programs to complete an interdisciplinary group project focused on evaluating a complex social problem. Students will analyze root causes, examine the current solutions landscape, and develop recommendations for potential interventions to positively impact change.

Visual and Performing Arts

The course offerings in the visual and performing arts program are designed to provide a broad background for both the major and non-major. A student may major or minor in the visual and performing arts. The major in the Visual and Performing Arts requires 33-43 hours in art and music courses, depending on the concentration: four core courses (12 hours) and nine to twelve courses (30 -34 hours) in a chosen concentration. Concentrations may be chosen from: studio arts, art history, pre-art therapy, or music.

The study of studio art places an emphasis on providing students with a strong support system in the visual arts to enable links to multiple areas of study, specifically those in the health-related industry.

The study of art history is the study of creativity and innovation of the work of the great creators and innovators—the ‘design thinkers’— of world civilization. These ‘design thinkers’ universally employ a non-linear thought process which emphasizes human-centered problem solving, and thus serve as a model and source of inspiration for the leaders, the design thinkers, of the future in health or any other field.

The preparatory study of art therapy places an emphasis on building skills in art studio, art history, psychology, and health research required for entry level positions in the therapeutic arts and /or admission into a graduate program for art therapy certification, thus propelling students directly into the health industry.

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. Opportunities to study in the School of Music include pursuing the Bachelor of Arts in the Visual and Performing Arts (BA) degree with a concentration in music or a minor in the Visual and Performing Arts. All music majors and music minors must perform an entrance performance assessment for placement purposes. Applied music lessons and participation in ensembles is required of all music students. A person who is neither a major nor a minor must pay an Applied Lesson Fee, and must supply her own instrument. 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. Students concentrating in music should consult the School of Music Handbook for more detailed statements of mission, goals and objectives and for information on procedures.

Several of the major requirements can also count towards the general education (Salem Impact) requirements or towards other majors, including Health Humanities and Health Sciences. At least six courses toward the major must be taken in the visual and performing arts program at Salem, including 3 core courses and any upper-level course in the concentration area chosen by the student.

Visual and Performing Arts Major (BA)

Required core courses for all concentrations (9-12 hours):

ARTV 105. Design Thinking (3 hrs)

A course in the visual arts (choose one):

ARTH 121. Survey of Western Art I (3 hrs)

ARTH 122. Survey of Western Art II (3 hrs)

ARTS 020. 2-D Design (4 hrs)

ARTS 111. Drawing (4 hrs)

A course in the musical arts (choose one):

MUSI 105. Women in Music (3 hrs)

MUSI 119. Fundamentals of Music I (4 hrs)

MUSI 130. Introduction to Musical Styles (3 hrs)

Choose one concentration:

Studio Art (37 hours):

ARTH 121. Survey of Western Art I (3 hrs) or ARTH 122. Survey of Western Art II (3 hrs)

ARTH 244. Modern Art (3 hrs)

ARTS 020. Two-Dimensional Design (4 hrs)

ARTS 025. Color Theory (4 hrs)

ARTS 030. Three-Dimensional Design (4 hrs)

ARTS 111. Drawing (4 hrs) or ARTS 112. Anatomical and Figure Drawing (4 hrs)

ARTS 113. Introduction to Painting (4 hrs) or ARTS 135. Introduction to Printmaking (4 hrs)

ARTS 114. Advanced Painting (4 hrs) or ARTS 235. Advanced Printmaking (4 hrs)

ARTS 310. Senior Studio (4 hrs)

ARTV 390. Senior Project or Thesis in Visual and Performing Arts (3 hrs)

Art History (21 hours):

ARTH 121. Survey of Western Art I (3 hrs)

ARTH 122. Survey of Western Art II (3 hrs)

ARTH 180. Women and Art (3 hrs)

ARTH 111. African and African American Art (3 hrs) or ARTH 113. Precolumbian and Latin Art (3 hrs)

ARTH 244. Modern Art (3 hrs) or ARTH 231. Ancient Art (3 hrs) or ARTH 232. Medieval Art (3 hrs)

ARTH/HHMN 268. Art and Empathy in Renaissance and Baroque Art (3 hrs) or ARTH/HHMN 170.

Empathy in the Western Graphic Novel (3 hrs)

Required Specialized Courses in Art History (10 hours):

ARTS 111. Drawing (4 hrs) or ARTS 020. Two-Dimensional Design (4 hrs)
ARTH 270. Internship in Art history (3 hrs min)
ARTH 350. Senior Independent Study in Art History (3 hrs)
ARTV 390. Senior Project or Thesis in Visual and Performing Arts (3 hrs)

Pre-Art Therapy (39 hours):

Required Courses in Studio Art and Art History (19 hours):

ARTS 020. Two-Dimensional Design (4 hrs)
ARTS 030. Three-Dimensional Design (4 hrs)
ARTS 111. Drawing (4 hrs)
ARTS 113. Introduction to Painting (4 hrs) or ARTS 135 Introduction to Printmaking (4 hrs)
ARTH/HHMN 268. Art and Empathy in Renaissance and Baroque Art (3 hrs)

Required Science Courses (14 hours):

PSYC 010. Introduction to Psychological Science (4 hrs)
PSYC 100. Developmental Psychology (3 hrs)
PSYC 102. Research Methods with Human Participants (4 hrs)
PSYC 150. Psychology of Personality, or PSYC 140. Abnormal Psychology, or PSYC 190. Introduction to Clinical Counseling (3 hrs)

Required Visual Arts Research Courses (6 hours):

ARTT 300. Art of Children (3 hrs)
ARTT 390. Senior Seminar in Art Therapy (3 hrs)

Music (32 hours):

ARTV 390. Senior Project or Thesis in Visual and Performing Arts (3 hrs) Musicianship courses (8 hrs):
MUSI 119. Fundamentals of Music I (4 hrs) (if not taken as part of the core)
MUSI 129. Fundamentals of Music II (4 hrs)

Music History and Literature courses (15 hrs):

MUSI 105. Women in Music (3 hrs) (if not taken as part of the core)
MUSI 130. Introduction to Musical Styles (3 hrs) (if not taken as part of the core)
MUSI 220. Special Topics in Music and Health (3 hrs)
MUSI 236. Research Methods in the Visual and Performing Arts (3 hrs)
MUSI 240. Music and Culture (3 hrs)

Holistic Performance and Wellness courses (9 hrs):

MUSI 223 Alexander Technique (1 hr)

A minimum of four semester hours of Applied Music for Majors in a primary instrument or voice selected from:

MUSI 022. Applied Piano for Majors (1 hr)
MUSI 025. Applied Organ for Majors (1 hr)
MUSI 028. Applied Voice for Majors (1 hr)
MUSI 043. Applied Strings for Majors (1 hr)
MUSI 046. Applied Winds for Majors (1 hr)
MUSI 048. Applied Guitar for Majors (1 hr)

A minimum of four semester hours of ensemble selected from:

MUSI 050. Salem College Chorale (1 hr)
MUSI 052. Symphony Chorale (1 hr)
MUSI 055. Chamber Ensemble (1 hr)
MUSI 058. Salem Band (1 hr)
MUS 128. Athletic Band I (1 hr) – WFU

Art History Minor

-The minor in art history requires six courses in art history (18 semester hours).

Two required courses:

ARTH 121. Survey of Western Art I (3 hrs) or ARTH 122. Survey of Western Art II (3 hrs)

ARTH 180 Women in Art (3 hrs)

Any four additional ARTH courses.

Studio Art Minor

-The minor in Studio Art requires six courses (23 semester hours) in studio art as outlined below.

ARTH 121. Survey of Western Art I (3 hrs) or ARTH 122. Survey of Western Art II (3 hrs)

ARTS 020. Two-Dimensional Design (4 hrs)

ARTS 025. Color Theory (4 hrs)

ARTS 111. Drawing (4 hrs) or ARTS 112. Anatomical and Figure Drawing (4 hrs)

ARTS 113. Introduction to Painting (4 hrs) or ARTS 135. Introduction to Printmaking (4 hrs)

ARTS 114. Advanced Painting (4 hrs) or ARTS 235. Advanced Printmaking (4 hrs)

Music Minor

-The minor in music requires eight courses and 18 semester hours in music.

MUSI 119. Fundamentals of Music I (4 hrs)

MUSI 129 Fundamentals of Music II (4 hrs)

A minimum of two semesters of applied music for non-majors in a single instrument or voice selected from:

MUSI 021. Applied Piano for Non-Majors (1 hr)

MUSI 024. Applied Organ for Non-Majors (1 hr)

MUSI 027. Applied Voice for Non-Majors (1 hr)

MUSI 041. Applied Strings for Non-Majors (1 hr)

MUSI 044. Applied Winds for Non-Majors (1 hr)

MUSI 047. Applied Guitar for Non-Majors (1 hr)

A minimum of two semesters of an ensemble selected from:

MUSI 050. Salem College Chorale (1 hr)

MUSI 055. Chamber Music (1 hr)

MUSI 058. Salem Band (1 hr)

Choose two courses from the following:

MUSI 105. Women in Music (3 hrs)

MUSI 130. Introduction to Musical Styles (3 hrs)

MUSI 220. Special Topics in Music and Health (3 hrs)

MUSI 240. Music and Culture (3 hrs)

Visual and Performing Arts Minor

The minor in visual and performing arts requires the completion of the following six courses:

Required courses (9-11 hours):

ARTV 105. Design Thinking (3 hrs)

A course in the visual arts (choose one):

ARTH 121. Survey of Western Art I (3 hrs)

ARTH 122. Survey of Western Art II (3 hrs)

ARTS 020. 2-D Design (4 hrs)

ARTS 111. Drawing (4 hrs)

A course in the musical arts (choose one):

MUSI 105. Women in Music (3 hrs)

MUSI 119. Fundamentals of Music I (4 hrs)

MUSI 130. Introduction to Musical Styles (3 hrs)

Select three courses from either studio art, art history, or music (9-11 hrs).

Therapeutic Arts Minor

The minor in therapeutic arts requires the completion of the following six courses:

Required Courses in Studio Art (12 hours):

- ARTS 020. Two-Dimensional Design (4 hrs)
- ARTS 030. Three-Dimensional Design (4 hrs)
- ARTS 111. Drawing (4 hrs)

Required Science Courses (7 hours):

- PSYC 010. Introduction to Psychological Science (4 hrs)
- PSYC 100. Developmental Psychology (3 hrs)

Required Visual Arts Research Courses (3 hours):

- ARTT 300. Art of Children (3 hrs)

Visual Literature Minor

The minor in visual literature requires the completion of the following:

Required courses:

- ARTD 209. Digital Design (4 hrs)
- ARTH 160. The Art of Japanese Manga and Anime: Origins and Evolution (3 hrs)
- ARTH 164. Reading in Contemporary Japanese Manga (3 hrs)
- ARTH/HHMN 170. Empathy and the Western Graphic Novel (3 hrs)
- ENGL 245. Hayao Miyazaki: Anime Master Storyteller and His Influences (3 hrs)
- ENGL 299. Shakespeare Meets Manga (3 hrs)

Select one of the following:

- ARTS 020. Introduction to Two-Dimensional Design (4 hrs)
- ARTS 111. Drawing (4 hrs)

Art History Courses (ARTH)

ARTH 111. Survey of African and African American Art (3 hrs) The first half of the course will provide a general introduction to the arts of several African cultures from the 12th through 20th centuries, primarily in West and East Africa, and focusing on metalwork, sculpture, architecture and fiber arts. Diverse subjects will be explored, including the representation of religious/spiritual themes, pattern, abstraction and the representation of the human figure. In the second half of the course, the arts of the African Diaspora as represented in the United States will be surveyed, through several historical periods and the work of many important individual artists. (AR) (GA) (IK)

ARTH 113. Pre-Columbian and Latin American Art (3 hrs) This course will focus on the visual arts of South and Central America, from the Ancient period to Modern. The first half of the course will cover the work of several Pre-Columbian civilizations, to include the Olmecs, Maya, Inca, and Aztecs. The second half of the course will survey the Eurocentric arts of the Colonial period (18th and 19th centuries), followed by a study of several 20th century artists from the Modern period, especially the Muralists-- artists who chose to combine Europe influences (Constructivism, Surrealism) with indigenous and political themes. (AR)

ARTH 121. Survey of Western Art I (3 hrs) 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 (3 hrs) Continued introduction to the history and interpretation of architecture, sculpture and painting in the West from prehistoric times to the present. (AR)

ARTH 160. The Art of Japanese Manga and Anime: Origins and Evolution (3 hrs) 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 marked 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 (3 hrs) 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 as 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. (AR)

ARTH 170. Empathy and the Western Graphic Novel (3 hrs) A course taught using contemporary graphic novels from Western Europe and America. Students will focus on the development of skills of empathy, as they learn to 'read' the visual storytelling effects of this vibrant 'new' art form. Panel and character design, the placement of text within panels, the way in which characters' faces and bodies move, and many other features all contribute to the narrative and provide opportunities to 'join' the characters, empathize with them, in the unfolding story—experience their emotions, become part of their fictional life journey. As in the fine arts, graphic novels are about joy, love, sorrow, fear, pride, hope, despair, ecstasy, anger, surprise; power, triumph, generosity, conflict, faith, spirituality, heroism, domesticity. The main question for this course: how do artists express these deeply human feelings—and how can we recognize and share them when we see them in these works of sequential art? The roots of graphic novel storytelling techniques will also be explored in the visual culture of many pre-modern periods, from Egypt to the Baroque, as well as in early graphic media and comic books. Cross-listed as HHMN 170 (AR)

ARTH 180. Women and Art (3 hrs) 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. (AR) (GI)

ARTH 200. Independent Study in Art History (1-4 hrs) Independent study under the guidance of a faculty advisor. Open to students with a 3.0 cumulative average and permission of the program director. Independent study may take the form of readings, research, conference, project and/or field experience. Independent study may be taken for a total of twice, a maximum in any one term being four semester hours.

ARTH 220. Special Topics in Art History (1-4 hrs) This course provides the student with the opportunity to explore aesthetic and technical issues presented by faculty or visiting instructors.

ARTH 230. Medicine in Art (3 hrs) A course which explores the representation of physicians, their equipment and activities, from Ancient times, through the Middle Ages, Renaissance and Baroque periods, to the end of the 19th century. Doctors are sometimes shown as respected figures--scientists, healers--and sometimes caricatured as frauds and quacks, reflecting changing attitudes towards the medical profession and how it was practiced in various periods. (AR)

ARTH 231. Ancient Art (3 hrs) 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.

ARTH 232. Medieval Art (3 hrs) 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. (AR)

ARTH 244. Modern Art (3 hrs) Starting with early movements in modern art: Impressionism, Cubism, Symbolism, Dada and Expressionism students will be guided into late Modern Art movements from the 1930s to the present, including: abstract expressionism, minimal art, pop, post-painterly, photo realism and postmodernism.

ARTH 260. Anatomy in Art, 1400-1900 (3 hrs) A course which examines the growing importance of anatomical studies by artists from Leonardo da Vinci to Thomas Eakins. Medieval anatomy drawings are largely based on precedent; Renaissance artists increasingly turn to dissection and direct observation to aid their work. In addition to anatomical studies, students will analyze and describe other representations of the body in art, from proportional studies to life drawings. The course will include some informal instruction in anatomical drawing as well as academic study of this field. Artists/anatomists to include Leonardo da Vinci, Albrecht Durer, Michelangelo, Andreas Vesalius, Pieter Paul Rubens, Thomas Eakins. (AR)

ARTH 268. Art and Empathy in Renaissance and Baroque Art (3 hrs) A course taught using works from Italian Renaissance, Northern Renaissance and Baroque Art. Students will focus on the development of skills of empathy, as students learn to 'read' the visual storytelling of the past. The history of art concerns itself with the representation of the great stories of Western and other civilizations, from the Bible, myth and history. These visual stories cover the full range of human experience: they express a vast range of deeply human emotions and themes. Art is about joy, love, sorrow, fear, pride, hope, despair, ecstasy, anger, surprise; about power, triumph, generosity, conflict, faith, spirituality, heroism, domesticity. The main question for this course: how do artists express these deeply human feelings—and how can we recognize and share them when we see them in works of art? Cross-listed as HHMN 268 (AR)

ARTH 270. Internship in Art History (1-4 hrs) An opportunity to use the knowledge and skills the student has learned.

ARTH 290. Honors Independent Study in Art History (3-4 hrs) 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 program director. Honors work may be taken a maximum of twice.

ARTH 350. Senior Independent Study in Art History (3 hrs) This course is intended to give students experience in carrying out a major research project in art history on a topic of their choice. Readings on the history and methods of our discipline will be included to promote a deeper understanding of the field.

Art Courses (ARTS)

ARTS 020. Introduction to Two-Dimensional Design (4 hrs) 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. Color Theory (4 hrs) This course is an introduction and exploration of color theory. Building on experiences in ARTS 020 and ARTS 040, students will explore conceptually sophisticated design problems. Six-hour studio plus outside assignments. Prerequisite: ARTS 020 and ARTS 040.

ARTS 030. Three-Dimensional Design (4 hrs) 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 111. Drawing (4 hrs) 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. Anatomical and Figure Drawing (4 hrs) This course will focus on drawing the human body. The course will begin with a brief survey of historical anatomical illustration. Basic drawing tools—line, value, texture and composition—will be reviewed and then used to draw body parts, with special attention to how the musculoskeletal system informs their shape and appearance. Intensive study of the limbs, torso and head will be followed by detailed drawing of the skeleton and internal organs. Additional traditional more ‘artistic’ approaches to figure drawing will complement the technical skills learned from the anatomical approaches. Six-hour studio plus outside assignments. Prerequisites: ARTS 020 and ARTS 111.

ARTS 113. Introduction to Painting (4 hrs) In this course students will develop an understanding of the medium of paint and its manipulation to achieve descriptive results through a directed series of problems. Emphasis is on the act of painting and exploration of different processes and techniques, to include but not limited to, oil, acrylic, and watercolor. Six-hour studio plus outside assignments. Prerequisite: ARTS 020 or ARTS 111.

ARTS 114. Advanced Painting (4 hrs) 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 (4 hrs) 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 (1-4 hrs) Independent study under the guidance of a faculty advisor. Open to students with a 3.0 cumulative average and permission of the program director. Independent study may take the form of readings, research, conference, project and/or field experience. Independent study may be taken for twice, the maximum in any one term being four semester hours.

ARTS 220. Special Topics in Studio Art (1-4 hrs) This course provides the student with the opportunity to explore aesthetic and technical issues presented by faculty or visiting instructors.

ARTS 235. Advanced Printmaking (4 hrs) Various advanced printmaking processes including soft ground, aquatint and monoprints will be presented. Prerequisite: ARTS 135.

ARTS 270. Internship in Studio Art (1-4 hrs) An opportunity to use the knowledge and skills the student has learned.

ARTS 290. Honors Independent Study in Studio Art (3-4 hrs) 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 program director. Honors work may be taken for a maximum of twice.

ARTS 310. Senior Studio (4 hrs) 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.

Pre-Art Therapy Courses (ARTT)

ARTT 300. Art of Children (3 hrs) This research course covers the drawing and aesthetics development of children. A focus on the research of George Butterworth (1977) *A Child's Representation of the World* and Michael J Parsons (1987) *How We Understand Art* will govern the structure of the course. Students will complete a research study with required field hours related to the topics studied by gathering and interpreting their own data. (SL) (WI)

ARTT 390. Senior Seminar in Art Therapy (3 hrs) This course will introduce the senior student to professional practices in Art Therapy, serve as a capstone of their studies, and preparation for a graduate degree in Art Therapy.

Visual and Performing Arts Courses (ARTV)

ARTV 105. Design Thinking (3 hrs) This course will introduce students to design thinking skills necessary for problem solving and learning with an ability to grasp big picture concepts while being able to pinpoint minute project oriented details. A focus on Design Thinking ideologies of inspiration, empathy, ideation, prototype/implementation, and testing will guide instruction to prepare students for Health Leadership, the Scientific Process, and research skill development.

ARTV 390. Senior Project or Thesis in Visual and Performing Arts (1-4 hrs) This course will prepare the senior student for professional practices in the student's chosen area of concentration and serve as a capstone of their studies. Students will have the option to work solo in their field of study or collaborate with other Fine and Performing Art majors to carry out major research, exhibit work, present a recital or lecture-recital, or to engage in some other capstone project decided on between the student and instructor. A total of 3 semester hours is required; the course is repeatable for no more than 6 semester hours.

Music Courses (MUSI)

MUSI 013. Keyboard Musicianship III (1 hr) 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 (1 hr) 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 021. Applied Piano for Non-Majors (1 hr) 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 (1 hr) For music majors whose concentration is piano, individual piano instruction, plus a one-hour studio class.

MUSI 024. Applied Organ for Non-Majors (1 hr) 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 (1 hr) For music majors whose concentration is organ, individual organ instruction, plus a one-hour studio class.

MUSI 027. Applied Voice for Non-Majors (1 hr) 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 (1 hr) For music majors whose concentration is voice, individual voice instruction, plus a one-hour studio class.

MUSI 029. Applied Voice for Majors (Intensive) (3 hrs) For bachelor of music majors whose concentration is voice, individual voice instruction, plus a one-hour studio class.

MUSI 041. Applied Strings for Non-Majors (1 hr) 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 (1 hr) 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 (1 hr) 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 (1 hr) 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 (1 hr) 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 (1 hr) For music majors whose concentration is guitar, individual guitar instruction, plus a one-hour studio class.

MUSI 050. Salem College Chorale (1 hr) 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 052. Symphony Chorale (1 hr) Participation in the Winston-Salem Symphony Chorale. Experience in performing works for chorus and orchestra.

MUSI 055. Chamber Music Ensemble (1 hr) Performance of chamber music from the standard repertory.

MUSI 056. SuperTonix (1 hr) This a capella choral group is open to members of the Chamber Choir and Chorale by audition. Public performances on campus and at other locations will be scheduled each semester.

MUSI 058. Salem Band (1 hr) Participation in the Salem Band, the oldest continuing mixed wind ensemble in the country. Experience in performing classical and contemporary wind band music. Audition required. Scheduled exam required.

MUSI 105. Women in Music (3 hrs) An exploration of the ways in which women have navigated and contributed to the musical world, including their roles as composers, performers and conductors of western art

music, their roles as performing artists, songwriters and producers in popular music, and their contributions to music as a function of society. Students will examine how perceptions of women in music have changed over time and in different societies, as well as how women have faced discrimination and prejudice in the industry. (AR) (GI)

MUSI 116. Injury-Preventive, Well-Coordinated Keyboard Technique (2 hrs) 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 (3 hrs) This course offers an in-depth study of western art music, musical styles, and the forces that influence them, beginning with the ancient world and continuing through the Renaissance. Prerequisite: MUSI 162. (AR)

MUSI 119. Fundamentals of Music I (4 hrs) This course introduces the student to the basic concepts of western music theory, including notation, rhythm, melody, harmony, and timbre. The course will explore both theoretical content and practical application at the keyboard. No previous musical knowledge is assumed. Open to non-majors. (AR)

MUSI 129. Fundamentals of Music II (4 hrs) This course builds upon the foundational knowledge gained in MUSI 119. Students will explore the concepts of western music theory as it relates to art, popular and traditional music. In addition to acquiring theoretical concepts, students will continue to apply these ideas at the keyboard and through activities including composition and songwriting. Open to non-majors. Prerequisite: MUSI 119.

MUSI 130. Introduction to Musical Styles (3 hrs) This course presents an overview of the history of western art music, from the music of Ancient Greece to the living art of composers today. It is designed for students with little or no background in music who would like to develop a better understanding of differences in musical styles as well as an appreciation of the musical arts and the composers and compositions that have shaped the world today. Open to non-majors. (AR)

MUSI 200. Independent Study in Music (1-4 hrs) 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 sixteen semester hours, no more than eight in any term.

MUSI 217. Music History II (3 hrs) Continuing studies of music history, beginning around 1600 and continuing through 1800. Prerequisites: MUSI 118 and MUSI 213.

MUSI 218. Music History III (3 hrs) Continuing studies of music history, from 1800 to the present. Prerequisite: MUSI 217.

MUSI 220. Special Topics in Music and Health (3 hrs) An investigation of a topic at the intersection of music and health. The specific course will vary but may include topics such as music and mental health, death and dying in music, and/or gender and sexuality in music. May be taken more than once with a different topic. (AR)

MUSI 223. Alexander Technique (1 hr) 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 232. Vocal Literature (4 hrs) 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 236. Research Methods in the Fine and Performing Arts (3 hrs) This course is designed to introduce students to a variety of methodologies for research in the visual and performing arts, including but not limited to the fields of studio art, design, architecture, art history, musicology, and performance. Students will become familiar with different style guides, different categories of analysis, and different manners of communicating research. The course will culminate in a research paper and presentation. Open to non-majors. (AR) (WI)

MUSI 240. Music and Culture (3 hrs) This course examines music's role as a means of communication and expression and explores various styles of music and specific compositions within their historical and sociocultural contexts. Topics may include but are not limited to western art music, film music, and popular music. (AR) (GA) (IK)

MUSI 256. Vocal Pedagogy (2 hrs) 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 270. Internship in Music (1-4 hrs) 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 (0 hrs) 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 Salem 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 (3-4 hrs) Open to juniors and seniors with a 3.5 average in music; subject to the approval of the director the School of Music. Honors work may be taken a total of twice.

MUSI 316. Music Technology (3 hrs) 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 330. Conducting and Rehearsal Techniques (2 hrs) 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 385. Advanced Recital (0 hrs) 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 (2 hrs) 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.

Women's, Gender, and Sexuality Studies

Women's, Gender, and Sexuality 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, gender, and sexuality 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, Gender, and Sexuality Studies Minor

The Women's, Gender, and Sexuality 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, Gender, and Sexuality Studies. At least three of the six courses must be taken at Salem.

Required Core Course:

WGSS 204: Introduction to Women's, Gender, and Sexuality Studies (3 hrs)

Select five additional courses from the list below, at least two of which must be from two different disciplines outside of Women's, Gender, and Sexuality Studies

ARTH 180. Women and Art (3 hrs)

BIOL 070. Issues in Biology for Women (3 hrs)

COMM 223. Gender, Race, and Class in Media (3 hrs)

ENGL 325. Modern Writings from Women of the Non-Western World: Global Lit (3 hrs)

ENGL 349. Race, Culture and Identity in Multi-Ethnic Literature of the United States (3 hrs)

EXER 245. Women in Sports (3 hrs)

HIST 221. American Women's History (3 hrs)

HIST 265. U.S. Constitutional and Legal History (3 hrs)

HIST 269. America in Our Time: 1945 to Present (3 hrs)

HIST 286. Modern Japan (3 hrs)

MUSI 105. Women and Music (3 hrs)

PSYC 110. Psychology of Women (3 hrs)

PSYC 160. Human Sexuality (3 hrs)

RELI 258. Women and Gender in Ancient Religions (3 hrs)

RELI 260. Feminist Studies in Religion (3 hrs)

SOCI 222. Women and Reproduction (3 hrs)

SOCI 230. Sociology of Gender (3 hrs)

SOCI 232. Marriage and the Family (3 hrs)

WGSS 200. Independent Study in Women's, Gender, and Sexuality Studies (3 hrs min.)

WGSS 210. Feminist Theory: Lenses and Methodologies (3 hrs)

WGSS 220. Special Topics in Women's Studies (3 hrs min.)

WGSS 240. Women's Activism and Advocacy (3 hrs)

WGSS 270. Internship in Women's, Gender, and Sexuality Studies (3 hrs min.)

WGSS 290. Honors Independent Study in Women's, Gender, and Sexuality Studies (3 hrs min.)

Women's, Gender, and Sexuality Studies Courses (WGSS)

WGSS 200. Independent Study in Women's, Gender, and Sexuality Studies (1-4 hrs) 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 maximum total of twelve semester hours, no more than eight in any term.

WGSS 204. Introduction in Women's, Gender, and Sexuality Studies (3 hrs) 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. (GI)

WGSS 210. Feminist Theory: Lenses and Methodologies (3 hrs) 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. Prerequisite: WGSS 204 or permission of instructor.

WGSS 215. Disability and Gender (3 hrs) Introduces the multidisciplinary field of disability studies with particular attention to gender. Students will explore how understandings and experiences of disability have been positioned in various frameworks, including political, legal, literary, rhetorical, artistic, educational, medical, and religious. They will examine how culture, community and self-advocacy create alternatives to longstanding discriminatory systems and to medical or charity-oriented models of disability. Cross-listed as RELI 215 and HHMN 215 (EI) (GI) (WI)

WGSS 220. Special Topics in Women's, Gender, and Sexuality Studies (1-4 hrs) An issue or problem in women's, gender, and sexuality studies will be studied intensively. The specific content and methods for study will be announced prior to the beginning of the course.

WGSS 225. Building Communities and Growing Resilience: Theater of American Women Playwrights (3 hrs) Shared feminist and intersectional perspectives bind American women playwrights since early twentieth century. Their plays redefine gender roles, challenge racial and social injustice, and argue for a more equitable world for all. Students will examine in their critical and socio-cultural contexts a selection of plays by playwrights who come from diverse racial, cultural, geographic, and theatrical backgrounds. Socio-political and therapeutic function of theater will be explored as unique to community building and fostering resilience. Cross-listed as ENGL 225 (GI) (HM) (WI)

WGSS 240. Women's Activism and Advocacy (3 hrs) 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: WGSS 204 or permission of instructor. (WI)

WGSS 250. Gender Violence (3 hrs) This course will offer a comprehensive, interdisciplinary, and transnational study of gender-based violence from various perspectives: historical, cultural, linguistic, literary, legal, and artistic. The students will have the opportunity to learn about cases of gender-based violence both through a diachronic analysis (through the reading of texts throughout history) and through a synchronic one (studying cases in different cultural models and societies). (WI) (GI) (GA) (IK)

WGSS 270. Internship in Women's, Gender, and Sexuality Studies (1-4 hrs) 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 four semester hours; admission by application only.

WGSS 290. Honors Independent Study in Women's, Gender, and Sexuality Studies (3-4 hrs) 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 eight semester hours.

World Languages and Cultures

A goal of any person seeking a liberal education is an understanding of the workings – phonemic, semantic, syntactic, stylistic – of language. The 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, the study of a modern language is needed more than ever in today's world for transcending cultural barriers and promoting rapprochement among nations and peoples.

The World Languages and Cultures program offers a major or minor in Spanish as well as a concentration and minor in Spanish for Health Professions, and courses in French.

Spanish Major (BA)

All Spanish courses offered above SPAN 030 may count toward the major and are conducted primarily in Spanish unless otherwise indicated. A minimum of 27 semester hours are required for the major. All majors will be expected to demonstrate an appropriate level of oral and written proficiency in Spanish.

Required courses:

SPAN 105. Intermediate Spanish II (4 hrs)

SPAN 206. Advanced Spanish Grammar and Composition (3 hrs)

SPAN 390. Senior Seminar (3 hrs)

Additional SPAN elective courses above SPAN 030 to reach a minimum of 27 semester hours.

No more than 6 semester hours total of Independent Study may be used toward the major.

At least three of the required Spanish courses, including at least one 200- or 300-level course, must be completed at Salem.

Spanish for Health Professions Concentration

Required courses:

SPAN 207. Translation I: Introduction to Translation (3 hrs)

SPAN 208. Translation II: Translation in the Health Professions (3 hrs)

SPAN 211. Medical Spanish (3 hrs)

Select One (the topic or setting must be health- or health-care related and approved by the program director):

SPAN 200. Independent Study in Spanish (3 hrs min)

SPAN 250. Special Topics in Spanish (3 hrs min)

SPAN 270. Internship in Spanish (3 hr min)

SPAN 290. Honors Independent Study in Spanish (3 hrs min)

Spanish Minor

The minor in Spanish requires a minimum of 15 semester hours above SPAN 030. These must include SPAN 105, SPAN 206 and one civilization course (SPAN 222 or 228).

Required courses:

SPAN 105. Intermediate Spanish II (4 hrs)

SPAN 206. Advanced Spanish Grammar and Composition (3 hrs)

Select one:

SPAN 222. Spain (3 hrs)

SPAN 228. Latin America (3 hrs)

SPAN 350. Latinx Seminar (3 hrs)

Additional SPAN elective courses above SPAN 030 to reach a minimum of 15 semester hours.

No more than 6 semester hours total of Independent Study may be used toward the minor.

At least three of the required Spanish courses, including at least one 200- or 300-level course, must be completed at Salem.

Spanish for Health Professions Minor

The minor in Spanish for Health Professions requires a minimum of 15 semester hours.

Required courses:

SPAN 206. Advanced Spanish Grammar and Composition (3 hrs)

SPAN 207. Translation I: Introduction to Translation (3 hrs)

SPAN 208. Translation II: Translation in the Health Professions (3 hrs)

SPAN 211. Medical Spanish (3 hrs)

Select One (the topic or setting must be health- or health-care related and approved by the program director):

SPAN 200. Independent Study in Spanish (3 hrs min)

SPAN 250. Special Topics in Spanish (3 hrs min)

SPAN 270. Internship in Spanish (3 hr min)

SPAN 290. Honors Independent Study in Spanish (3 hrs min)

No more than 6 semester hours total of Independent Study may be used toward the minor.

At least three of the required Spanish courses, including at least one 200- or 300-level course, must be completed at Salem.

French Courses (FREN)

FREN 010. Elementary French I (4 hrs) Basic spoken and written French within the limits of a few simple situations. Elements of pronunciation and basic grammar, with progressive emphasis on reading. (LA)

FREN 020. Elementary French II (4 hrs) Continuation of FREN 010 at a more advanced level. Prerequisite: FREN 010 or proficiency equivalent. (LA)

FREN 030. Intermediate French I (4 hrs) Speaking, understanding, reading, writing French. Review of basic elements of French grammar. Prerequisite: FREN 020 or proficiency equivalent. (LA)

FREN 105. Intermediate French II (4 hrs) 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. (LA)

FREN 200. Independent Study in French (1-4 hrs) Independent study under the guidance of a faculty advisor. Open to students with a 2.0 cumulative average, permission of the program director. Independent study may take the form of readings, research, conference, projects and/or field experience. Independent study may be taken for a

total of eight semester hours, no more than three hours in any term. Prerequisite: previous study in French or permission of instructor.

FREN 250. Special Topics in French (1-4 hrs) 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.

FREN 270. Internship in French (1-4 hrs) 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 (3-4 hrs) 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 . Honors work may be taken for a maximum of twice, and cannot be taken concurrently.

Spanish Courses (SPAN)

SPAN 010. Elementary Spanish I (4 hrs) Introduction to the basic elements of understanding, speaking, reading and writing Spanish with emphasis on cultural awareness of the Hispanic world. (LA)

SPAN 020. Elementary Spanish II (4 hrs) Continuation of Spanish 10. Further development of the basic elements of understanding, speaking, reading and writing Spanish with emphasis on cultural awareness of the Hispanic world.. Prerequisite: Spanish 010 or proficiency equivalent. (LA)

SPAN 030. Intermediate Spanish I (4 hrs) Intermediate development of skills in understanding, speaking, reading and writing Spanish through grammar review and cultural readings. Prerequisite: SPAN 020 or proficiency equivalent. (LA)

SPAN 105. Intermediate Spanish II (4 hrs) 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. (LA)

SPAN 110. Introductory Spanish Readings (3 hrs) 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. (LA)

SPAN 111. Conversational Practice in Spanish (4 hrs) 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. (LA)

SPAN 200. Independent Study in Spanish (1-4 hrs) Independent study under the guidance of a faculty advisor. Open to students with a 2.0 cumulative average or higher and permission of the program director. Independent study may take the form of readings, research, conference, project and/or field experience. Independent study may be taken for a total of eight semester hours, no more than three hours in any term. Prerequisite: previous study in Spanish or permission of the program director.

SPAN 206. Advanced Spanish Grammar and Composition (3 hrs) Advanced study and practice of some of the finer points of grammar, stylistics, idiomatic expressions, and translation. Further development of writing skills

involving grammar review, various types of writing (ie, descriptive, narrative, expository, and argumentative), reading and conversation. Prerequisite: SPAN 105 or permission of instructor. (LA)

SPAN 207. Translation I: Introduction to Translation (3 hrs) Concepts, guidelines and practice of translation from English to Spanish. Prerequisite: SPAN 206.

SPAN 208. Translation II: Translation in the Health Professions (3 hrs) This course serves to reinforce the translation techniques acquired in Translation I through the practice of translation in the health professions. Prerequisite: SPAN 207.

SPAN 209. Introduction to Critical Textual Analysis (3 hrs) Focus on complex grammar structures and introduction to literary analysis. This is a bridge course required for advanced work in all areas. Prerequisite: SPAN 206.

SPAN 210. Business Spanish (3 hrs) 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 (3 hrs) 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: SPAN 206. (SL)

SPAN 222. Spain (3 hrs) An overview of the geography, history, culture and government of Spain. Prerequisite: SPAN 206.(GA) (IK)

SPAN 228. Latin America (3 hrs) An overview of the geography, history, culture and governments of Latin America. Prerequisite: SPAN 206.

SPAN 250. Special Topics in Spanish (1-4 hrs) 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 (3 hrs) 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.(GA) (IK)

SPAN 263. Hispanic American Literature (3 hrs) 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) (IK)

SPAN 270. Internship in Spanish (1-4 hrs) 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; a maximum of three semesters may be taken toward the major or minor; admission by application only.

SPAN 290. Honors Independent Study in Spanish (3-4 hrs) 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 program director. Honors work may be taken for a maximum of six semester hours.

SPAN 300. Mexico Immersion Program (3 hrs) 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 350. Latinx Seminar (3 hrs) What does "Latinx" mean and how is it different from "Latino/a"? Who can be considered Latinx? Do all Latinx people speak Spanish? Do they share the same traditions, cultural heritage, linguistic influences? Is "Latinx" an ethnicity? Are all Latinx people immigrants? This course will answer all these questions through a critical feminist lens and an intersectional approach by offering a selection of Latinx authors and artists who, in their works, deal with crucial processes of self-identity. The students will learn essential terminology pertaining to cultural studies, linguistics, gender studies, race and ethnicity, and migration studies. (HM) (GA) (IK)

SPAN 390. Senior Seminar (3 hrs) Required of all Spanish majors. Completion of a research project related to a 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 program student learning outcomes.

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 list of scholarships is as comprehensive as possible but may change at any time. This list does not include non-endowed scholarships that are funded on an annual basis. Please contact the Financial Aid Office for the most current information on all scholarships available.

General Scholarships

Abbie Leigh Ross Pepper Scholarship
Adelaide Caroline Winston Showalter Scholarship
Adele Pannill Carter Scholarship
Alamance County Scholarship
Aldridge Scholarship
Alice Elaine Falls Scholarship
Bessie Wellborn Duncan Scholarship
Betsy Liles Gant Scholarship
Beulah May Zachary Scholarship
Blackwell/Sandresky Scholarship
Boone Family Scholarship
Bradley Scholarship
Brookes Sisters Scholarship
Cass Family Scholarship
Charles and Clara V. Siewers Scholarship
Charlotte Alumnae Scholarship
Church Family Scholarship
Class of 1923 Scholarship
Claudia Duval Jarrett C'61 Scholarship
College Alumnae Scholarship
College General Scholarship
Corinne Baskin Norfleet Scholarship
Correll-Brown Scholarship
Dell and Frank James Scholarship
Doris McMillan Eller Scholarship
Dorris Collie Hall Scholarship
Dr. John Preston Davis Scholarship
Drew Scholarship
Edith Willingham Womble Scholarship
Eleanor Stafford Scholarship
Eleanor, Laura and Catherine Neal Scholarship
Elizabeth "Beth" Holton Scholarship
Elizabeth Holbrook Scholarship
Elizabeth Leland Stanfield Scholarship
Elizabeth M. Waynick Scholarship
Elizabeth McRaven Holbrook Scholarship
Elizabeth N. Whitaker Scholarship
Elizabeth Taylor Williams Scholarship
Emily Diane Payne Arrowood C'49 Scholarship
Frances Goodwin Frye Howard Memorial Scholarship
Helen Johnson McMurray Scholarship
Herbert and Maye Aldridge Salem Signature Scholarship
Herbert W. and Maye S. Aldridge Memorial Scholarship
Howard Edward Rondthaler Scholarship
J. Clyde Johnson Scholarship
Jane Armfield Scholarship
Jennie Richardson Shaffner Scholarship
John H. Clewell Scholarship
Linda Lyon Turner Scholarship
Lucy Hanes Chatham Scholarship
Lucy Leinbach Wenhold Scholarship
Mabel Douglas Bowen Scholarship
Mabel McInnis McNair Scholarship
Margaret M. Dick Scholarship
Marion Norris and Wensell Grabarek Scholarship
Marjorie H. Bailey Third Century Scholarship
Martha Stockton Hancock Scholarship
Mary Ann Wolff Jones Scholarship
Mary Anne Davenport Hauser Scholarship
Mary Bryant Newell Scholarship
Mary Ruth Fleming Scholarship
McCoy-Wallace Fund
Michele Garcin Siebert Scholarship
Nellie R. Seewald Doe Scholarship
Paul O. & Freda Dietz Newman Memorial Scholarship
Preston Scholarship
R. Worth Allen Sr. Scholarship
Rhoda Ware Cobb Scholarship
Robert E. Elbersen Scholarship
Rosa Caldwell Foil C'26 Scholarship
Rosalie Hanes Moore Rice Scholarship
Roy J. Campbell Scholarship
Ruth Hanes Craig Memorial Scholarship
Ruth Willingham Norfleet and Lila Norfleet Davis Scholarship

Sallie Millis Armfield Scholarship
Sara A. Vogler Scholarship
Sara Bowen Gibbs '43 Scholarship
Stough Sisters Scholarship
Sue Jones Davis Scholarship
The Carl and Virginia Flynt Weyand Scholarship
Third Century / Bailey Scholarship
Thomas and Elizabeth Elrick Everett Scholarship
Violet, William, David and Earnest Hampton
Memorial Scholarship Virginia "V.V." Garth
Edwards Scholarship

Art / Art History / Design

Elizabeth Reeves Lyon Scholarship (Arts
Administration)
Eva (Hassell) Hackney Hargrave C'31 Scholarship
(Art History or English)
Mila Kabatnik Scholarship (Design)
Nan Norfleet Early Art Scholarship

English / Creative Writing / Professional Writing

Blackwell/Pratt Scholarship
Eva (Hassell) Hackney Hargrave C'31 Scholarship
(Art History or English)
Jess Byrd Scholarship

Education

Ruth Virginia Neely Scholarship (Elementary
Education)

Humanities / Religion

Harry and Hannah Smith Scholarship (Humanities)
J. Frank and Laura Turnage McNair Scholarship
(Religion)
Minnie J. Smith Scholarship (Humanities)
Patricia Ann Etheridge Scholarship (Religion or
Humanities)

International

Hattie Strong Scholarship (Foreign Students)
Ivy May Hixson Memorial Scholarship (Study
Abroad)

Math / Sciences

Constance Kick Scholarship (Biochemistry,
Biology, Chemistry, Exercise Science)
Herbert and Maye Aldridge Math & Science
Scholarship

Virginia Carson Scholarship
Wendy McGlenn Lockwood Scholarship
William Alexander Eliason and Mary Norman
Eliason Scholarship
William F. and Ethel Reich Clingman Scholarship
William H. and Lena Morris Petree Scholarship
William Randolph Hearst Scholarship
Woman's Club of Winston-Salem Scholarship

Music

Charles G. Vardell Music Scholarship
Clemens & Margaret Vardell Sandresky Scholarship
Dr. Benjamin C. Dunford Scholarship
Evelyn Tatum Traver C'51 Endowed Music
Scholarship
Gene and Joan Jacobowsky Scholarship
Gretchen Wampler Welch Music Scholarship
H. A. Shirley Scholarship
Jo Ann Wade Eaves Scholarship
John and Margaret Mueller Organ Scholarship
Margaret Louise Johnson Scholarship
Margaret McCall Copple Scholarship
Mary Norris Cooper Music Scholarship
Maude Hawks Music Scholarship
Nell Folger Glenn Scholarship
Pfohl Scholarship in Music
Stuart A. and Marie V. Bellin Music Scholarship

Fleer Center

Aldridge Scholarship for Fleer Students
Cherokee Women's Memorial Scholarship
Martha Fleer Prime Times Alumnae Club
Scholarship
Patricia Ann Etheridge Scholarship (Religion or
Humanities)
Patricia Calametti McAleer Scholarship for
Continuing Studies
Robert E. Elberson Scholarship for Female Adult
Education
Shirley Danner Shouse Scholarship
Woman's Club of Winston-Salem Scholarship

Miscellaneous

Edith Witt Vogler Scholarship (Moravian)
Women's Fellowship of Home Moravian Church
Scholarship (Moravian)

AWARDS AND PRIZES

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.

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 The Lovin History Award, established in honor of Cynthia Lovin McArthur, '75, is presented annually at honors convocation to the senior majoring/minoring in history, American studies, or art history who throughout her year at Salem College, has: maintained at least a 3.6 average overall; demonstrated, through independent study or honors work, her promise as a history scholar; and demonstrated a significant contribution to the Salem community through involvement in campus organizations.

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 awards 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 Flee Center students, established by the Prime Times Alumnae Club, honors the Flee 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 twenty-four hours 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 and media studies 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 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, criminal studies, 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 seniors 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, Ph.D.
Professor of Not-for-Profit Management, Arts Management and Music, Emeritus

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Director of Alumnae Relations, Emerita

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Professor of English, Emerita

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Dean of Students, Emerita

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Professor of Organ and Theory, Emerita

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Professor of Composition and Theory, Emerita

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Director of Libraries, Emerita

Teresa Smith, BS, MA, PhD
Professor of Sociology, Emerita

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Associate Professor of German, Emeritus

Wenzhi Sun, BS, M.S., PhD.

Associate Professor of Mathematics, Emeritus
Nan Rufty Tilley, BS, M.F.A.
Associate Professor of Physical Education, Emerita
Richard Vinson, BA, MS, MDiv, PhD.
Professor of Religious Studies, Emeritus
Janet Zehr, BA, MS, MA, PhD.
Associate Professor of English, Emerita

ORGANIZATION OF THE COLLEGE

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Wilmington, DE

Beth Mabe Gianopulos
Kernersville, NC

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Antoine, JJ (2021)

Director of Athletics, Recreation and Physical Education
BA, Mount Holyoke College; MED, Springfield College

Atkins, Savannah (2023)

Admissions Counselor
BS, Salem College

Bailey, Sharon (2022)

Director of Institutional Research
BA, Spring Arbor; MA, Michigan State University; MPS, The University of Arkansas Clinton School of Public Service; PhD, The Pennsylvania State University

Barnes, Kathy Marakas (2007)

Vice-President for Institutional Advancement
BA, Salem College

Bautista-Ramirez, Itzel (2023)

Admissions Counselor
BA, Salem College

Bessel, Maggie (2022)

Director of Orientation, Student Engagement, an Intercultural Education
BA, Salem College

Blanchard, Molly (2018)

Technical Director for Performing Arts
BA, Salem College

Boyd, Sharee (2022)

Head Basketball Coach

Bradford, Aminah Al-Attas (2022)

Interim Chaplain
Th.D, Duke University

Bragg, Elizabeth (2022)

Human Resources Payroll Administrator
AA, Surry Community College

Brawley Susan Caldwell (2008)

Registrar
BS, University of North Carolina at Greensboro

Bridges, Linda (2019)

Director of Corporate & Foundation Relations
BA, Meredith College; M.Div., Ph.D., The Southern Baptist Theological Seminary

Brock, Nikki B. (1971)

Accounts Receivable Manager

Browning, David (2021)

Interim Vice President for Finance and Administration, Chief Financial Officer
BSBA, Appalachian State University; MS, James Madison University

Bowen, Sydney (2022)

Admissions Counselor
BS, Salem College

Boyd, Karen (2018)

Director of Public Safety
BS, University of North Carolina at Greensboro; MS, University of Phoenix

Bozak, Alyssa (2018)

Cross Country Coach

BA, Salem College
Burgos, Victoria (2021)
Dean of Students
BA, BS, MAT, Salem College; EdD, College of Saint Mary

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

Clark, Richard (2003)
Systems/Database Administrator
BA, East Carolina University

Cole, Jon (2019)
Director of Sports Communications
BA, University of North Carolina at Greensboro; MA, The Citadel

Collins, Terri (2023)
Coordinator for Educator Preparation and Graduate and Professional Studies
BA, Guilford College; MSA, University of North Carolina at Greensboro

Coscia, Paul (2013)
Assistant Vice President for Financial Aid
BA, Guilford College

Cunningham, Cassie Jo (2022)
Assistant Director of Undergraduate Admissions
BS, Salem College

Curbeam, Stephanie (2023)
Operating Specialist
BS, North Carolina Agricultural and Technical State University

Davis, Ida Turner (2000)
Director of Academic Support and Student Disability Services
BBA, University of Central Arkansas; MA, Webster University

Daynes, Gary (2022)
Chief Enrollment Officer and Vice President for Institutional Effectiveness
BA, Brigham Young University; MA, PhD University of Delaware

Deem, Tonya (2022)
Assistant Vice President of Administration and Special Projects
BA, Wake Forest University; JD, University of North Carolina at Chapel Hill

Doss, David (2022)
Lead Maintenance Technician

Doss, Lucas (2023)
Groundskeeper

Gatto, Nicole (2022)
Director of Student Support and Conduct/Deputy Title IX Coordinator
MA, University of North Carolina at Greensboro

Goslen, Robyn (2022)
Director of Special Events
BA, Ohio State University

Grinnell, Steve
Assistant Director of Public Safety

Hawkins, Wendy (2017)
Operations Sustainability Coordinator
BA, Salem College

Hernandez-Diaz, Yutsil (2023)
Assistant Director of Flee, Transfer, and Graduate Admissions

BA, Salem College
Higgins, Angela (2015)
Student Services Coordinator

Hill, Jadis (2022)
Associate Registrar
 BA, MA, North Carolina Agricultural & Technical State University

Hodgkiss, KateLynn (2022)
Coordinator of Orientation, Student Engagement, and Intercultural Education

Hope, Orielle (2021)
Director of Human Resources and Benefits/Title IX Coordinator
 BA, Winston-Salem State University; MS, North Carolina Agricultural and Technical State University

Houseknecht, Casey (2023)
Clinical Counselor

Hughes, Sharon (2023)
Human Resources Generalist
 BA, Salem College

Jones, Amy (2022)
Director of Annual Giving

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

Joyner, JaNae (2023)
Chief of Staff
 BA, Mt Olive College; PhD, Wake Forest University; MHA, Winston-Salem State University

Juneja, Tika (2022)
Data Systems Manager

Knapp Watts, Katherine (1992)
Vice President for Strategic Planning
 BA, Salem College; MALS, Wake Forest University

Kramer, Tina (2023)
Executive Director of Operations
 BS, University of Wisconsin-Stevens Point; MS, Concordia University

Lapham, Vavina (2022)
Head Swim Coach

Latham, Amanda (2019)
Gift Entry & Donor Services Specialist
 BA, Salem College

Lee, Denise (2022)
Campus Visit Coordinator and Admissions Office Administrator

Liles, Breshaun (2022)
Administrative Coordinator for Academic Affairs
 BS, North Carolina Agricultural and Technical State College; BS, Morehouse College

Little, Bianca (2023)
Financial Aid Counselor
 AS, Davidson County Community College

Lumpkin, Collier (2018)
Executive Director, Lucy Rose Center for Global Leadership & Career Innovation
 BA, College of William and Mary; MA, The Ohio State University

Mallon, Rosanna (1992)
Assistant Director of Alumnae Affairs

Manning, Lee Ann (2020)
Senior Director of Development
 BA, Salem College

Mason, Keith (2022)
Assistant Tennis Coach

Mazaris, AJ (2022)
Chief Campus Culture Officer and Vice President for Equity, Diversity and Inclusion
 BA, Vassar College; MA, PhD, Brown University

McAdams, Kathy S. (1997)
Enrollment Operations/Systems Manager
 AA, Davidson County Community College

McGee, Glenn (2021)
Interim Dean of Admissions and Professor of Health Sciences
 BA, Baylor University; MA, PhD, Vanderbilt University

McGee, Summer J. (2021)
President, Salem Academy and College
 BA, Indiana University; PhD, Johns Hopkins University

Merritt, Laura (2022)
Director of Advising and Retention
 MA, Wake Forest University

Meyarzum, Julia (2023)
Program Manager, Office of Equity, Diversity and Inclusion
 BA, North Carolina Agricultural and Technical State University

Morin, Scott (2016)
Controller
 BS, Western New England University; MBA, Bay Path University

Norris, Lee (2022)
Director of Technology Services
 BA, MA, University of South Carolina; MBA, Wake Forest University

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

O'Hern, Keri (2022)
Student Success and Instruction Librarian

Peck, Emily (2022)
Gift Entry and Donor Services Specialist

Pickering, Sally (2019)
Financial Accountant
 BS, Eastern Connecticut State University

Richardson, Heather (2022)
Director of Residential Life
 BA, Salem College

Rymer, Barry (2021)
Head Volleyball Coach
 BS, University of North Carolina at Greensboro

Shaytar, Linda (2021)
Executive Assistant to the President
 BA, Slippery Rock University

Sheffield, Jenna Pack (2021)
Interim Associate Vice President for Academic Affairs, Dean of Undergraduate Studies
 BA, University of Florida; MA, University of North Florida; PhD, University of Arizona

Shihab, Seth (2022)

Technology Services Support Consultant

Smith, Emily (2022)

Director of Internships and Pre-Professional Advising

BS, Wake Forest University; MPT, East Carolina University; DPT, University of North Carolina at Chapel Hill

Snow, Brooklyn (2022)

Admissions Counselor and Director of International Admissions

BS, Salem College

Steele, Edward (2016)

Head Tennis Coach

BS, Georgetown College; MA, Nova Southeastern University

Stevens, Eddie (2006)

Athletic Trainer, Instructor of Physical Education

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

Sullivan, Deborah (2018)

Business Office Associate

Tomlin, Ashley (2021)

Director of Alumnae Engagement

BA, Salem College; M.Ed., Georgia Southern University

Tucker, Courtney (2022)

Softball Coach

Watkins, Emily (2022)

Campus Nurse

Whitehead, Cait (2022)

Collections Strategist and Discovery Librarian

BA, University of California, Santa Barbara; MA, Wake Forest University; MLIS, University of North Carolina at Greensboro

Wolos, Melodyann (2023)

Instructional Technology Administrator

Woods, Brett (2023)

Vice President of Academic Affairs and Dean of the College

BA, University of California, Berkeley; PhD, University of Kansas, Lawrence

Zifchak, Heather (2022)

Director of College Alumnae Engagement

BA, Salem College

College Faculty

Blackwell, Katharine A. (2013)

Associate Professor of Psychological Science

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

Burcham, Angela (2022)

Biology Lab Coordinator

BS, Garner-Webb University; MS, Western Carolina University

Dauids, Carlo (2023)

Assistant Professor of Exercise Science

BS, University of Rhode Island; MS, Wake Forest University

Davis, Rebecca (2019)

Visiting Assistant Professor of Creative Writing

BA, Salem College; MA, Wake Forest University; MFA, University of North Carolina at

Greensboro

Dunn, Rebecca C. (1996)

Professor of Biology; Director of Women in Science and Mathematics Program
AB, University of Chicago; PhD, Duke University

Duvall, Spring-Serenity (2014)

Associate Professor of Communication and Media Studies
BA, University of Southern Mississippi; MA, PhD, Indiana University

Fanning, Katherine (2023)

Assistant Professor of Health Sciences and Coordinator of Salem Scholars
BS, University of Findlay; DVM, University of Illinois at Urbana-Champaign

Fowler, T. Sharee (2016)

Assistant Professor of Nonprofit Management and Community Leadership
BA, Salem College; MA and PhD, University of North Carolina at Greensboro

Hutton, John W. (1990)

Professor of Art History
AB, Princeton University; MA, University of London; MA, PhD, Harvard University

Jacobsen, Mary E. (2005)

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

Jordan, Rebecca Payne (2023)

Associate Professor of Education
BA, University of Richmond; MEd, University of North Carolina at Greensboro; PhD, University of North Carolina at Chapel Hill

Krishna, Savitha (2023)

Associate Professor of Biology
BS, MS, PhD, Mangalore University

Léon-Távora, Ana (2011)

Associate Professor of Spanish
BA, MA, PhD, Universidad de Sevilla

Lipsett, B. Diane (2013)

Associate Professor of Religious Studies
BA, University of Alberta, Canada; MA, University of Alberta, Canada; PhD, University of North Carolina at Chapel Hill

Lister-Sink, Barbara (1986)

Professor of Piano; Artist-in-Residence
AB, Smith College; Soloist Diploma and Prix d'Excellence, Utrecht Conservatory; EdD, Teachers College of Columbia University

Lyons, Johnna (2009)

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

Manthey, Katie (2015)

Associate Professor of English and Director of the Writing Center
BA, MA, North Dakota State University; PhD, Michigan State University

Matthews, Nancy (2017)

Associate Professor of Counselor Education, Program Director of MEd in School Counseling
BS, MED, EdSpec, PhD, University of Florida

Mattox, Wade (2012)

Associate Professor of Mathematics
BS, MS, PhD, Virginia Polytechnic Institute and State University

McGee, Glenn (2021)

Interim Dean of Admissions and Professor of Health Sciences

- BA, Baylor University; MA, PhD, Vanderbilt University
Nail, Amy (2020) *Program Director of the MEd in Education Leadership and Assistant Professor of Education Leadership*
 BA, High Point University; MSA, Appalachian State University; EdD, High Point University
- Oczkowicz, Edyta K. (1994)**
Associate Professor of English
 BA, Albright College; MA, PhD, Lehigh University
- Otero, Rosa D. (2007)**
Associate Professor of Design, Director of Design Program and Visual and Performing Arts Program
 BED, University of Puerto Rico; MArch, Virginia Polytechnic Institute and State University;
 MSArch, PhD, University of Pennsylvania
- Porter, Teresa (Traci) Anne (2001)**
Associate Professor of Biology
 BA, Carleton College; PhD, University of Wisconsin
- Olsen, Timothy (2009)**
Associate Professor of Organ
 BM, Concordia College; MA, MM, DMA, Eastman School of Music
- Reliford, DeOnna (2023)**
Assistant Professor of Spanish for the Health Professions
 BS, Northwestern University; MA, University of North Carolina at Charlotte; MPH, East Tennessee State University
- Robertson, Jason (2022)**
Associate Professor of Public Health
 BS, Averett University; MS, University of Saint Joseph; MPH, University of North Carolina at Greensboro; DHS, Nova Southeastern University
- Sanders, Dale (2022)**
Professor of Health Administration and Business Administration
 BA, University of Tennessee; MBA, Northwood University; DO, University of Health Sciences;
 DHA, Central Michigan University
- Schell, Patrick (2022)**
Visiting Director of Choral Activities
- Simon, Christian (2022)**
Associate Professor of Bioethics
 BA, MA, Rhodes University; PhD, University of California, San Francisco and Berkeley
- Thomas, Andrew (2007)**
Professor of History
 BA, University of Utah; MA, PhD, Purdue University
- Totten, Melissa S. (2021)**
Assistant Professor of Chemistry and Biochemistry
 BA, Ithaca College; MS, University of Illinois; PhD, University of North Carolina at Greensboro
- Vail, Charlotte (2022)**
Assistant Professor of Leadership and Leadership Program Director
 PhD, University of New Orleans
- Walker, Brandon (2018)**
Chemistry Laboratory Coordinator and Instructor of Chemistry
 BS, Grambling State University; MS, University of Iowa
- Wemlinger, Elizabeth (2015)**
Associate Professor of Political Science and Public Policy
 BA, University of New Mexico; MA, University of South Carolina; PhD, University of North Carolina at Charlotte
- Wise, Kendra (2021)**

Assistant Professor of Business Administration, Director of the Center for Women in Business and Entrepreneurship

BS, Appalachian State University; MBA, Gardner Webb University

Ye. Jing (2011)

Associate Professor of Chemistry and Physics

BE, Guizhou University; PhD, Florida Atlantic University

Young, Jamila (2023)

Assistant Professor of Health Law and Policy

BA, Kennesaw State University; JD, Florida Agricultural and Mechanical College of Law; LLM, Maurice A. Deane School of Law at Hofstra University

Young, Paula Grafton (1993)

Professor of Mathematics

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

Zhang, Tiffany (2019)

Visiting Assistant Professor of Sociology and Criminal Studies

BA, MA, University of North Carolina at Greensboro

Zigler, Amy (2014)

Assistant Professor of Music; Graduate Admissions Coordinator in Music

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

Date following name indicates year of initial appointment.

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