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

Salem College Statement of Values
Rooted in the distinct Moravian commitment to education, our core values are:

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

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

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

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

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

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

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

Salem College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the baccalaureate and master’s degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call (404) 679-4500 for questions about the accreditation of Salem College.
COLLEGE CALENDAR 2009-2010

2009 Fall Term

August 22   Saturday      New Undergraduate Student Orientation begins
August 24   Monday        Orientation/Advising
August 25   Tuesday       Registration
                      Opening Convocation

August 26   Wednesday     Classes begin (8:00 a.m.)
September 23 Wednesday   Fall Fest Day (classes suspended)
October 9   Friday        Fall Break begins (5:15 p.m.)
October 14  Wednesday     Classes resume (8:00 a.m.)
November 25 Wednesday    Thanksgiving Recess begins (8:00 a.m.)

November 30 Monday       Classes resume (8:00 a.m.)
December 8  Tuesday       Last day of classes
December 9  Wednesday     Reading Day
December 10 Thursday      Examinations begin (8:30 a.m.)
December 14 Monday       Examinations end (5:15 p.m.)

2010 January Term

January 4   Monday        January Term begins (8:00 a.m.)
January 18  Monday        Martin Luther King Jr. Day (classes suspended)
January 27  Wednesday     January Term ends (10:00 p.m.)

2010 Spring Term

February 1  Monday        Classes begin (8:00 a.m.)
March 26    Friday        Spring Break begins (5:15 p.m.)
April 4     Sunday        Easter
April 5     Monday        Easter Monday (classes suspended)
April 6     Tuesday       Classes resume (8:00 a.m.)
April 23    Friday        Founders Day Celebration
April 28    Wednesday     Academic Day of Excellence (classes suspended)
May 12      Wednesday     Last day of classes
May 13      Thursday      Reading Day
May 14      Friday        Examinations begin (8:30 a.m.)
May 18      Tuesday       Examinations end (5:15 p.m.)
May 22      Saturday      Commencement
### 2010 Summer Term I

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<thead>
<tr>
<th>Date</th>
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<th>Event</th>
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<tbody>
<tr>
<td>May 24</td>
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<td>Examinations begin</td>
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### 2010 Summer Term II

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<tr>
<td>August 7</td>
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*The dining hall will be closed during the following vacation periods: Fall Break, Thanksgiving, Christmas and Spring Break. The dining hall will have limited services during the summer. The residence halls will be closed during Christmas Break.*
INTRODUCTION TO SALEM COLLEGE
DEPARTMENT OF TEACHER EDUCATION AND GRADUATE STUDIES

The early Moravians who settled in Salem, believing that young women as well as young men would profit from education, began a school for girls in 1772. This school evolved into a boarding school for girls and young women in 1802, Salem Female Academy in 1866 and a college for women in 1890. Today, Salem College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the baccalaureate and master’s degrees.

As early as the 1850s, Salem Academy was recognized as providing preparation for the teaching profession. When formalized licensure practices were initiated in North Carolina, Salem College adapted its curriculum to meet the requirements of the state. The teacher education program of the College has been accredited by the state of North Carolina since 1964; the most recent accreditation visit took place in the spring of 2008.

Today, Salem College continues its commitment to both liberal arts and the preparation of teachers with the Master of Arts in Teaching (M.A.T.) and the Master of Education (M.Ed.) degree programs. These two graduate-degree programs offer post-baccalaureate students the chance to prepare for or to enhance a career as a classroom teacher. The M.A.T. program is designed for the college graduate with a firm foundation in the liberal arts and sciences who seeks professional licensure and a master’s degree. The M.Ed. program is ideally suited for licensed teachers seeking to enhance their professional practice. Both programs are designed to meet the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards.

Salem College offers teacher education programs at the graduate level in the following areas.
- Birth-Kindergarten (B-K), add-on initial licensure
- Elementary Education (K-6), M.A.T.
- Language and Literacy (K-12), M.Ed.
- Second Languages (K-12), M.A.T.
- Middle Grades (6-9): Language Arts, Mathematics, Social Studies, Science, M.A.T.
- Reading (K-12), add-on initial licensure
- Secondary (9-12): Biology, Chemistry, English, Mathematics, Social Studies, M.A.T.
- Special Education (K-12), M.A.T.
- Teaching English as a Second Language or “ESL,” (K-12), add-on initial licensure

INTASC Standards

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

2. Student Development
   The teacher understands how children learn and develop, and can provide learning opportunities that support a child’s intellectual, social and personal development.
3. **Diverse Learners**  
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

4. **Multiple Instructional Strategies**  
The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving and performance skills.

5. **Motivation and Management**  
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self motivation.

6. **Communication and Technology**  
The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.

7. **Planning**  
The teacher plans instruction based upon knowledge of subject matter, students, the community and curriculum goals.

8. **Assessment**  
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

9. **Reflective Practice: Professional Growth**  
The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, professionals in learning community) and who actively seeks out opportunities to grow professionally.

10. **School and Community Involvement**  
The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support students’ learning and well-being.

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**Goals of the Program**
Candidates for initial licensure at Salem College

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

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

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

**Conceptual Framework**
Teacher education programs at Salem College are based upon our conceptual framework of “Learning for All Students.” We seek to help candidates demonstrate two basic dispositions: the
belief that all students are learners and the belief that teachers are responsible for creating the conditions of learning for all students. Licensure candidates at Salem College pursue the following educational goals and outcomes: 1) to understand the nature of learning (constructivism); 2) to believe that all students can learn (diversity); 3) to accept responsibility for creating the conditions of learning for all students; 4) to model best constructivist practices in teaching, class-room management, assessment and use of technology; 5) to reflect upon teaching, using higher-level cognitive processes; and 6) to demonstrate and promote professionalism.

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

Equal Opportunity Policy
Salem College Department of Teacher Education and Graduate Studies welcomes qualified students regardless of gender, race, color, national origin, religion or disability to all the rights, privileges, programs, and activities of this institution.

Family Educational Rights and Privacy Act of 1974
Salem College complies with the Family Educational Rights and Privacy Act of 1974 (FERPA) as amended. This act protects the privacy of educational records, establishes the right of students to inspect and review their educational records and provides guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with the Family Educational Rights and Privacy Act Office concerning alleged failures by the institution to comply with the act.

Under this act, Salem College is permitted to release directory information [the student’s name, photo, e-mail address, home and residence hall address, home and residence hall telephone listing, date and place of birth, major, participation in officially recognized extracurricular activities, dates of attendance, enrollment status (full- time or part-time) degree, awards and most recent previous educational institution attended.] However, it is Salem College’s policy not to release lists of student names and addresses or telephone numbers to outside parties with the exception of state and federal agencies, or as required by law. Any student who wishes to place a further privacy hold on any of the above directory information must notify the registrar in writing.

Questions concerning the Family Educational Rights and Privacy Act may be referred to the Office of the Registrar.

Transcripts from other institutions which have been submitted to Salem College become the property of Salem College and cannot be returned or reissued.
ADMISSIONS INFORMATION

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

The Department of Teacher Education and Graduate Studies
Salem College
601 South Church Street
Winston-Salem, NC 27101
(336) 721-2658

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

Specific Requirements – Master of Education (M.Ed.)
The M.Ed. degree in Language & Literacy is offered to licensed practitioners who intend to remain in the classroom and who seek to increase their professional knowledge and skills. Teachers who meet the requirements for this degree program will be recommended for a K-12 reading license at the graduate level. This program will provide the practitioner with the opportunity to develop excellence in teaching as well as leadership skills and research.

Additional M.Ed. programs are in development.

M.Ed. Program Admission
Requirements for admission to the M.Ed. program include:

1. submission of a complete application packet, including two reference letters/forms, a signed honor code, a CPL (Candidate for Professional Licensure) form and the Theoretical Orientation to Reading Profile (TORP);
2. submission of an official transcript from a regionally accredited college or university showing completion of a baccalaureate degree;
3. submission of a copy of the candidate’s teaching license;
4. submission of official test scores from the Graduate Record Examination (GRE) with a minimum verbal score of 360 (GRE designated institution (DI) code 4176);
5. a $30 application fee; and
6. an interview with the Director of Teacher Education and Graduate Studies and acceptance by the Graduate Education Council.

Specific Requirements – Master of Arts in Teaching (M.A.T.)
The M.A.T. degree is offered in Elementary Education, Special Education and Middle/Secondary content areas. Candidates completing phase 1 of these programs qualify for initial licensure; candidates qualify for graduate licensure at the conclusion of the degree. The M.A.T. programs are also appropriate for teachers who are currently licensed, but not in one of these areas. Add-on licensure programs in birth-kindergarten, ESL and reading are available for teachers who already hold valid teaching licenses in other areas.
M.A.T. Program Admission

Admission to the M.A.T. programs occurs in two phases. Phase 1 of the program is a licensure phase; requirements include:

1. submission of a complete application, including two reference letters/forms, a signed honor code, a CPL (Candidate for Professional Licensure) form, a dispositions for teaching self-evaluation and a background check form;
2. submission of an official transcript from a regionally accredited college or university showing successful completion of a baccalaureate degree;
3. a 2.5 cumulative undergraduate GPA or completion of a previous graduate degree;
4. a $30 application fee; and
5. an interview with the Director of Teacher Education and Graduate Studies and acceptance by the Graduate Education Council.

All M.A.T. candidates will be provisionally admitted to the program. Following successful completion of the first two professional studies courses, she/he will be unconditionally admitted.

Undergraduate students who intend to pursue graduate-degree programs at Salem College must earn a B or better on cross-listed courses.

Upon successful completion of Phase 1, students may make application for admission to graduate candidacy, or Phase 2. Requirements for admission to Phase 2 of the M.A.T. program include:

1. submission of the Graduate Studies Application to Enter MAT Phase 2;
2. submission of official test scores from the Graduate Record Examination (GRE) with a minimum verbal score of 360 (GRE designated institution (DI) code 4176).

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

Any appeal of admission decisions will be decided by the Graduate Education Council.

Add-On Licenses

Add-On licensure programs are available in birth-kindergarten (BK), Teaching English as a Second Language (ESL) and reading. Additional add-on licensure programs are planned. Students with a baccalaureate degree and a valid NC teaching license may apply for an add-on licensure program. Requirements include:

1. submission of a complete application, including two reference letters/forms, a signed honor code, a CPL form and a Theoretical Orientation to Reading (TORP) profile;
2. submission of a copy of a valid NC teaching license;
3. a $30 application fee; and
4. an interview with the Director of Teacher Education and Graduate Studies and acceptance by the Graduate Education Council.
Selected Graduate Coursework (Special Student Status)
A student with a baccalaureate degree from an accredited institution may enroll for graduate courses for credit as a “special student.” This designation does not guarantee the student subsequent admission to the graduate program. If a “special student” later applies to the graduate program and is accepted, credit earned on courses already taken may be applied to the degree, provided the course grade is B or better.

Requirements for Selected Graduate Coursework include:
1. submission of a complete application, including two reference letters/forms, a signed honor code and a CPL form;
2. Regional Alternative Licensure Center (RALC) planning sheet (if applicable);
3. a $30 application fee; and
4. an interview with the Director of Teacher Education and Graduate Studies.

All students who plan to continue into licensure and/or graduate programs at Salem College must be admitted to the Department of Teacher Education and Graduate Studies prior to the end of their fourth course.

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

Additional Admissions Information
A licensed teacher who seeks to add a new teaching license may enter the M.A.T. program. A teacher licensed, but not currently teaching, may enter the M.Ed. program, but she/he will be required to complete a practicum prior to graduation to demonstrate teaching effectiveness.

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

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

Tuition and Fees
The tuition charge for the M.A.T. and M.Ed. degrees is listed on registration forms. Forms are available in the Department of Teacher Education and Graduate Studies office located on the first floor of Main Hall. Tuition is determined by credit hours attempted. For 2009-2010, graduate tuition has been set to $294/credit hour ($882/typical three-credit course). Other fees include:

- Application Fee $30.00
- Transcript Fee $5.00/each
- Returned Check Fee $25.00/each
- Graduation Fee $55.00
- Parking $30.00/semester or $55.00/year
- Technology Fee $135.00/year

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

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

Scholarships
The Nancy Hayes EEGS is an award of $500 given yearly in memory of Nancy Hayes, a former Salem College student who majored in elementary education. The award is based on both merit and financial need. To be eligible to receive this award, the student must be accepted into the Master of Arts in Teaching program in Elementary Education, must have completed a minimum of 12 semester hours and must have a 3.5 GPA or above. The award will be given in January of each year by the Financial Aid Committee. The award is non-renewable.

The Davis Education Fund is an award of $500 that is given yearly, since spring 2007, at Honors Convocation. Mr. and Mrs. Lee Davis (Mary Ann Campbell Davis ’74) established this fund as a campaign gift to support a candidate in the Master of the Arts in Teaching (M.A.T.) program with a preference for a student continuing directly from the undergraduate program at Salem College.

Federal Loans
Federal Stafford Student Loans are made available to students by lending institutions and/or state agencies in each state. Eligibility for a subsidized Stafford loan is determined in accordance with federal regulations and determined by responses to the Free Application for Federal Student Aid (FAFSA). A loan is made in the student’s name and becomes repayable on a monthly basis six months after the student leaves school or drops to less than one-half-time study. (For graduate students, three credit hours is required for half-time status.) Interest is variable annually for new borrowers and begins to accrue at the time repayment begins. Students must pay an origination fee and an insurance fee required by federal regulations.
For those students who do not qualify on a “need” basis, Stafford loans may still be available. Eligibility for an unsubsidized Stafford loan is determined in accordance with federal regulations and determined by responses to the Free Application for Federal Student Aid (FAFSA). A loan is made in the student’s name and becomes repayable on a monthly basis six months after the student leaves school or drops to less than one-half-time study. (For graduate students, three credit hours is required for half-time status.) Interest is variable annually for new borrowers; however, the interest begins upon disbursement of the loan and the student must either pay the interest or capitalize it during periods of enrollment.

Information on lenders for subsidized and unsubsidized Stafford Loans is available from the Salem Financial Aid Office.

Federal Perkins (NDSL) loans are federally funded, low-interest loans that were formerly National Direct Student Loans, administered by the College. Limited Perkins funding in available and highest priority will be to students with outstanding Perkins indebtedness.

Graduate candidates may also apply for private educational loans at a variety of lending institutions such as banks or credit unions. Information on private lenders and applications are available from the Salem Financial Aid Office.

Educational loans are awarded to students with the understanding that they will be repaid at predetermined interest rates over a specific period of time. Students must be enrolled at least one-half time. Refunds of credit balances are made within three business days after the credit balance is established.

Financial aid awards are made for no more than one academic year and must be renewed each year the student is enrolled in the College. Renewal of financial aid will depend upon maintenance of a satisfactory academic progress and demonstration of continued financial need by the student. Satisfactory academic progress is specified in the Salem College Graduate Catalog in the section titled “Retention.”

In addition, each term all post-baccalaureate students must successfully complete 50 percent of the courses in which they are enrolled at the end of the drop/add period before subsequent disbursements of loan proceeds can be made. Maximum eligibility for aid is the equivalent of two years of full-time enrollment. Appeals concerning the loss of financial assistance may be made to the director of financial aid.

Other sources of information on aid for graduate students are available in the ACE department of the Winston-Salem/Forsyth County Library and from the Winston-Salem Foundation.
ACADEMIC POLICIES

Transfer Credits
Up to six (6) graduate credit hours (2 three-credit courses) may be transferred from another accredited institution. Official transcripts from the credit-granting institution must be submitted to the graduate education office. Acceptance of transfer credit is subject to the approval of the Director of Teacher Education and Graduate Studies. Transfer credit will not be given for courses with a grade lower than a B, correspondence courses or undergraduate education courses.

Grading
The following grading scale will be used:

A = Distinction as demonstrated by excellence in effort and quality of work extending beyond the minimal requirements of assignments, substantiated through tests, papers, discussions, etc.; clearly reflects a creative and superior understanding of topic areas; outstanding professional writing skills.
B = Quality expected of a graduate student which shows an adequate integration of topics via tests, papers, discussions, etc.; average professional writing skills.
C = Quality not up to the standards of graduate work, demonstrated by below-average performance in fulfilling assigned requirements; shows minimal effort in understanding topics as substantiated through tests, papers, discussions, etc.; below-average professional writing skills.
F = Failure to fulfill course requirements.
I = Incompletes may be granted by the faculty for medical reasons, death in the immediate family or for extenuating circumstances as determined by the professor in consultation with the Director of Teacher Education and Graduate Studies. Students may not have more than two incomplete grades at one time. Within one year following the term in which the I was earned, the instructor must submit a change-of-grade form, indicating a replacement grade, to the Office of the Registrar. If no grade is submitted by that date, the I will be converted to an F. Extensions beyond these deadlines will be awarded only for extreme extenuating circumstances and must be approved in advance by the Director of Teacher Education and the Graduate Education Council.

Quality points for letter grades are issued as follows:

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Student Grievances
Salem College has policies regarding grade appeals, sexual harassment, judicial review of Honor Council rulings, residence life issues, the appeal of financial aid awards and for the appeal of campus parking/traffic citations. These policies and procedures may be found in the respective sections of the Graduate Catalog and the Graduate Handbook. Salem College graduate candidates who have concerns in areas not covered by these policies may seek resolution through the following policy.
Candidates are encouraged to resolve concerns themselves first by talking directly with the College personnel involved. If resolution is not reached, candidates may submit a letter describing the grievance to the Director of Teacher Education and Graduate Studies. This process should be initiated as soon as possible, preferably within 30 days of the occurrence. The director will review the written grievance and respond to the candidate within 15 business days (while the College is in session). Depending upon the nature of the grievance, the director may request that all parties involved meet to mediate the situation and find a reasonable solution.

If the matter is not resolved by the Director of Teacher Education and Graduate Studies, the student may then refer the matter to the Graduate Education Council. If the grievance is regarding a final grade in a course, the student must initiate the grievance process by no later than midterm of the regular term immediately following the term in which the grade was received (by mid-October for spring/summer final grades and by mid-March for fall/January final grades).

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

**Dropping a Course**
A student may drop a course with the following conditions:

1. With no grade or conditions during the specified drop/add period for each term (no tuition charge).
2. Without a grade during the first two complete weeks of class (tuition will be charged).
3. With a grade of Withdrawal (W) after the first two weeks and through the eighth week of the term.
4. With a grade of F after the eighth week of the term unless the student successfully appeals to Graduate Education Council.

**Checkpoints**
Progress checkpoints have been established at various points during the program. At some checkpoints, candidates’ progress will be evaluated with input from school-based cooperating teachers and administrators. Checkpoints are typically established at admission, admission to Teachers as Practitioners semester (EDUC594/599), application for licensure and at the completion of comprehensive exams.

**Retention**
If a graduate student earns one (1) F or more than two (2) Cs in graduate courses—regardless of his/her status (degree, licensure only, or special student)—he/she will not be allowed to continue to enroll in graduate courses.

Graduate students must have a 3.0 cumulative grade point average in all graduate courses at Salem College to be admitted to a program, to be allowed to enter student teaching, and to be recommended for licensure.

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

Upon enrollment, the candidate will be assigned an adviser from among the graduate faculty.

**Academic Load**
A full-time graduate course load will be six (6) hours (two 3-hour courses) per term. Half-time status will be defined as three (3) credit hours.

The M.A.T. programs are offered in two phases. Phase 1 culminates with initial licensure, and Phase 2 (graduate candidacy) leads to the graduate license and the master’s degree. Phase 2 has been designed to be completed during the candidate’s induction or initial licensure period.

Thirty-three (33) hours are required for Phase 1 of the M.A.T. in elementary education or special education; twenty-seven (27) hours plus possible content area credit hours are required for Phase 1 of M.A.T. in middle/secondary grades. Phase 2 of the M.A.T. is offered in two permutations. Phase 2X requires twelve (12) credit hours; Phase 2L requires six (6) credit hours in core graduate coursework and twenty-four (24) credit hours of additional licensure content.

The M.Ed. program has been designed to be completed by teachers who are currently in the classroom and may be completed on a part-time basis over two to three years. Thirty-six (36) hours are required for the Language & Literacy M.Ed. program.

**Appeals**
The Graduate Education Council serves as the “appeals board” in all matters concerning admission, retention, and graduation. An appeal should be made in writing and addressed to the Director of Teacher Education and Graduate Studies.

**Teachers as Practitioners (TAP)/Student Teaching**
All candidates for licensure in the M.A.T program will complete a full term of supervised/guided practice (student teaching) experience in the Winston-Salem/Forsyth County Schools or in a school system located in an adjoining county. Graduate candidates have either the fall or spring terms as options for the TAP semester; however, candidates must have completed or be currently enrolled in all required licensure courses. Candidates may take no more than one additional course during the student teaching semester, but they are strongly advised not to work or take any additional courses during the Teachers as Practitioner (TAP) semester. When the program is available, candidates may apply to student teach in the summer.

Graduate students must apply to student teach by the published deadline or the term preceding the term in which they will student teach.

- **Fall TAP semester application deadline**— April 1st
- **Spring TAP semester application deadline**— November 1st

All candidates must be admitted to the Teacher Education program at least one semester prior to the student teaching semester.

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

**Comprehensive Examinations**
At the culmination of their graduate studies, M.A.T. and M.Ed. candidates are required to successfully complete the comprehensive examination. All courses must be completed before taking the comprehensive exams. Application to take the examinations must be made by the published deadline each semester.

Examinations will be scheduled once in each of the spring, summer and fall terms. Any three professors from the Department of Education may serve as the Comprehensive Examination Board; candidates are not told in advance which faculty members will serve. Guiding questions for the comprehensive examination may be obtained from the Department of Teacher Education and Graduate Studies.

All oral exams are audio-recorded. Each professor in attendance will score each candidate’s oral responses according to a rubric established for this purpose. Candidates who earn a score of nine (9) or better pass the comprehensive exam and will not be required to complete a written exam. Candidates who complete the oral exams with a total score of six (6), seven (7) or eight (8) — with no less than two points per topic area — must sit for written exams within three days following the oral exams. Written exams last for 3-1/2 hours, with one break, and consist of three questions. Candidates must earn a score of nine (9) on their written responses in order to receive a pass on comprehensive exams. Candidates who earn topic area score(s) of less than two (2) or do not pass the written exams will be required to retake the oral examinations, but they may do so no earlier than the next comprehensive exam period.

Candidates who do not pass the comprehensive exam(s) on the first attempt may take the exams once more at the regularly scheduled time. It is the candidate’s responsibility to reapply to retake subsequent comprehensive exams by the published deadline.

Candidates who earn a score of 11 or 12 on the oral comprehensive exam will receive an accolade of *Pass with Distinction*.

**Graduation Requirements**
To be eligible for graduation, the student must:
1. Complete a degree audit
2. Finish all course requirements, including:
   a. *M.A.T Candidates*: Successfully complete (with a grade of A or B) the Teacher As Practitioner guided practicum (student teaching), complete the practicum portfolio and receive recommendation for licensure, including receiving a passing score on the appropriate Praxis II Specialty Area exams (if applicable). Praxis II scores must be received by Salem College before the degree will be granted. Praxis tests are required for candidates in elementary education and special education.
b. **M.Ed. Candidates**: Successfully complete the practicum with a grade of B or higher. In order to be designated as “highly qualified” to teach kindergarten, Birth through Kindergarten M.Ed. candidates may be required to pass a Praxis II test, depending upon NCDPI regulations in place at the time of degree completion.

3. Pass the comprehensive examinations.
4. Obtain an overall grade point average of 3.0 or above.
5. File an application for graduation.

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

Degrees are conferred in May, December and August. However, actual graduation ceremonies are held only in May.

**Transcripts and Records**
Grades and records may be accessed through the Salem Information System (SIS) on the Salem College website. Requests for transcripts must be made in writing to the Salem College Office of the Registrar. Transcripts require payment of $5.00 each.

**Access to Student Educational Handbooks**
Salem College complies with the Family Educational Rights and Privacy Act of 1974 (FERPA) as amended. This act protects the privacy of educational records, establishes the rights of students to inspect and review their educational records and provides guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with the Family Educational Rights and Privacy Act Office concerning alleged failures by the institution to comply with the Act.

Under this act, Salem College is permitted to release *directory information* (the student’s name, home and residence hall address, home and residence hall telephone listings, home and school email addresses, date and place of birth, major, participation in officially recognized extracurricular activities, photos, dates of attendance, degree(s) awarded, awards and most recent previous educational institution attended). However, it is Salem College’s policy not to release lists of student names and addresses or telephone numbers to outside parties with the exception of state and federal agencies or as required by law. Any student who wishes to place a further privacy hold on any of the above directory information must notify the Registrar in writing.

Questions concerning the Family Educational Rights and Privacy Act should be referred to the Office of the Registrar.

**Absence Policy**
Students are expected to attend classes regularly and promptly. An individual faculty member has the right to establish attendance policies for his or her classes and is responsible for informing the students of these policies at the beginning of each term. If classes are cancelled due to inclement weather, notice will be posted on the campus website, [www.salem.edu](http://www.salem.edu). Instructors may phone or send emails via the campus webmail if classes are cancelled for any other reason.
Criminal Records
All applicants will complete the Candidate for Professional Licensure (CPL) form as required by the state of NC. This form requires that candidates document a felony or crime other than a minor traffic violation to determine eligibility for a teaching license in NC.

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

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

The Master of Arts in Teaching (M.A.T.) degree is offered in elementary education, general curriculum special education (K-12) and middle/secondary content-areas. Candidates enrolled in the M.A.T programs qualify for initial licensure after Phase 1. The program is planned for students who have never been licensed as well as those teachers who wish to add new teaching areas to their areas of expertise. Students may earn advanced licensure upon successful completion of Phase 2. Candidates who complete all licensure requirements are “Highly Qualified” to teach.

The Master of Education (M.Ed.) program is currently offered in Language & Literacy and leads to K-12 licensure as a reading specialist.

Curriculum Requirements
The M.A.T. in elementary education and special education require a total of 45 credit hours including phase 2X or 57 credit hours including phase 2L. The M.A.T. programs in middle/secondary grades require 39 credit hours (plus possible content-area credit hours) including phase 2X or 51 credit hours including phase 2L. All M.A.T. candidates must prepare a practicum portfolio and achieve a passing score according to the rubric established for scoring the portfolios. Additionally, candidates for licensure must earn a “B” or better in the supervised practicum to be eligible for licensure. Candidates who complete all licensure requirements are “Highly Qualified” to teach.

The M.Ed. in Language & Literacy program requires 36 hours of graduate coursework.

Program Schedules
The M.A.T program may be completed on a full or part time basis. Phase I (licensure) is generally completed in 18 months to two years. Phase II (induction) may be completed during the candidate’s first year(s) as a classroom teacher. The M.Ed. programs may be completed on a part time schedule in two to three years.

Courses for the M.A.T in Elementary Education (K-6)

*Phase 1*

Professional Studies Core Courses:
- EDUC510. 21st Century Teaching and Learning
- EDUC522. Learners in Context
- EDUC530. Instructional Design
- EDUC532. Psychological Foundations of Education
- EDUC594. Teachers as Practitioners Seminar
- EDUC599. Teachers as Practitioners

Elementary Education Specialty Program Courses:
- EDUC534. Introduction to Exceptionalities
- EDUC555. Primary (K-2) Literacy
- EDUC556. Intermediate (3-6) Literacy
- EDUC570. Integrated Math
- EDUC572. Integrated Content Areas
Passing scores on PRAXIS II specialty area exams
Passing scores on required electronic evidences

Phase 2X- GRE scores (Designated Institution (DI) code 4176) and Phase 2 application required
EDUC620. Action Research and Writing for Publication
EDUC621. Collaboration and Leadership in the Flat World
EDUC630. Literature and Literacy for Diverse Learners
EDUC623. Advanced Technology Applications and Integration
Comprehensive exams

Phase 2L- GRE scores (Designated Institution (DI) code 4176) and Phase 2 application required
EDUC620. Action Research and Writing for Publication
EDUC621. Collaboration and Leadership in the Flat World
required coursework for selected add-on specialty area**
Comprehensive exams

Courses for the M.A.T. in General Curriculum Special Education (K-12)
Phase 1
Professional Studies Core Courses:
   EDUC510. 21st Century Teaching and Learning
   EDUC522. Learners in Context
   EDUC530. Instructional Design
   EDUC532. Psychological Foundations of Education
   EDUC594. Teachers as Practitioners Seminar
   EDUC599. Teachers as Practitioners

Special Education Specialty Program Courses
   EDUC555. Primary (K-2) Literacy
   EDUC556. Intermediate (3-6) Literacy
   EDUC570. Integrated Math
   EDUC580. Exceptional Students – Exceptional Characteristics
   EDUC581. Exceptional Students – Exceptional Strategies
Passing scores on PRAXIS II specialty area exams
Passing scores on required electronic evidences

Phase 2X- GRE scores (Designated Institution (DI) code 4176) and Phase 2 application required
EDUC620. Action Research and Writing for Publication
EDUC621. Collaboration and Leadership in the Flat World
EDUC635. Advanced Instructional Design/Delivery for SPED
EDUC623. Advanced Technology Applications and Integration
Comprehensive exams

Phase 2L- GRE scores (Designated Institution (DI) code 4176) and Phase 2 application required
EDUC620. Action Research and Writing for Publication
EDUC621. Collaboration and Leadership in the Flat World
required coursework for selected add-on specialty area**
Comprehensive exams

Courses for the M.A.T. in Middle/Secondary Grades (6-12)
Requires an undergraduate major or equivalent coursework/competencies in the content area that matches licensure area.

Phase 1
Professional Studies Core Courses:
- EDUC510. 21st Century Teaching and Learning
- EDUC522. Learners in Context
- EDUC530. Instructional Design
- EDUC532. Psychological Foundations of Education
- EDUC594. Teachers as Practitioners Seminar
- EDUC599. Teachers as Practitioners

Middle/Secondary Grades Program Specialty Courses
- EDUC534. Introduction to Exceptionalities
- EDUC568. Middle Grades Pedagogy

Specialty Area Methods Course
- EDUC575. English in the MS/HS
- EDUC576. Foreign Language in the MS/HS
- EDUC577. Mathematics in the MS/HS
- EDUC578. Science in the MS/HS
- EDUC579. Social Studies in the MS/HS

Phase 2X- GRE scores (Designated Institution (DI) code 4176) and Phase 2 application required
- EDUC620. Action Research and Writing for Publication
- EDUC621. Collaboration and Leadership in the Flat World
- EDUC631. Cross-Curricular Literacy for MS/HS
- EDUC623. Advanced Technology Applications and Integration

Comprehensive exams

Phase 2L- GRE scores (Designated Institution (DI) code 4176) and Phase 2 application required
- EDUC620. Action Research and Writing for Publication
- EDUC621. Collaboration and Leadership in the Flat World
- required coursework for selected add-on specialty area**

Comprehensive exams

**Courses for the Add-On License in BK (birth-kindergarten)
- EDUC611. Foundations of Early Education
- EDUC603. Language and Literacy Development
- EDUC612. Methods and Assessment for Infants and Toddlers
- EDUC613. Methods and Assessment for PK and K
- EDUC614. Administration and Intervention in BK
- EDUC623. Advanced Technology Applications and Integration
**Courses for the Add-On License in ESL (K-12)**
- EDUC600. Foundations of Literacy
- EDUC601. Assessment in Literacy
- EDUC632. The English Language
- EDUC633. ESL Pedagogy and Content
- EDUC634. Methods for TESOL
- EDUC623. Advanced Technology Applications and Integration

**Courses for the Reading Add-On License (K-12)**
- EDUC600. Foundations of Literacy
- EDUC601. Assessment in Literacy
- EDUC602. Teaching Process Writing
- EDUC603. Language and Literacy Development
- EDUC630. Literature for Diverse Learners
- EDUC631. Literacy & Learning across the Curriculum for MS/HS

**Courses for the M.Ed. in Language and Literacy (K-12 master’s-level reading specialist)**
- EDUC620. Action Research and Writing for Publication
- EDUC621. Collaboration and Leadership in the Flat World
- EDUC623. Advanced Technology Applications and Integration
- EDUC600. Foundations of Literacy
- EDUC601. Assessment in Literacy
- EDUC602. Teaching Process Writing
- EDUC603. Language and Literacy Development
- EDUC604. Supervised Practicum in Literacy
- EDUC605. Professional Seminar in National Boards
- EDUC630. Literature for Diverse Learners
- EDUC631. Cross-Curricular Literacy for MS/HS
- EDUC632. The English Language

Guided practicum
Passing scores on practicum portfolio
Comprehensive exams
GENERAL INFORMATION FOR GRADUATE STUDENTS

Parking
Parking is permitted in the lot immediately in front of the Fine Arts Center. Candidates wishing to register a vehicle and obtain a parking pass must complete the application form available online, in the Office of Teacher Education and Graduate Studies, or at the Public Safety Office. Commuter parking passes cost $25 per semester or $40 per year.

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

Bookstore
The Salem College Bookstore is located on Salem Square. The bookstore is open extended hours in the first few days of each term to facilitate graduate candidates’ purchase of textbooks. Gramley Library, located just south of Salem Square, houses the Curriculum Materials Center. Library and bookstore hours are typically posted on the website, www.salem.edu.

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

Graduate students are expected to regularly check their Salem email account for correspondence with the department and faculty. Important announcement and information is distributed via the Salem email system.

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

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

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

Graduate students must follow all guidelines for responsible and ethical use of the shared technology resources of Salem Academy and College. Specific guidelines are available at www.salem.edu.
**Changes in Address/Phone**
Graduate students must notify the Office of Teacher Education and Graduate Studies of changes in name, address, telephone or employment as soon as possible after they occur.

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

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

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

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

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

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

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

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

Privileges of the Honor Code
By virtue of the strength of the Honor Tradition, students are extended the following privileges:
- Self-scheduled exams
- Unproctored and take-home tests (at the discretion of the professor)
- Faculty and administration trust and respect

The Graduate Honor Code Council
The Graduate Honor Code Council acts as a neutral tribunal that is supportive of the student. The Council does not judge the accused student as a person but rather judges the student’s action as it relates to the Honor Tradition. The judicial process is intended to be educational rather than punitive.

The Graduate Honor Code Council is chaired by the Director of Teacher Education and Graduate Studies and includes the chair of the undergraduate Honor Council, a graduate faculty member and the Graduate Education Council student representatives. Any member of a judicial body who
has a role or personal interest in a case must recuse her/himself from the proceedings related to that case.

**Honor Code Infractions**

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

Procedures for reporting Honor Code infractions:

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

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

C. **Infractions Reported by a Faculty or Staff Member**
   
   All faculty members are to report actual or suspected violations of the Honor Code to the Director of Teacher Education and Graduate Studies. The faculty member will contact the director after communicating with the accused explaining the nature of the infraction to her/him.

**Sanctions for Honor Code Infractions**

The Graduate Honor Code Council deems as serious any violations of the Honor Tradition and other areas of jurisdiction. The role of the Graduate Honor Code Council in hearing cases and determining sanctions is intended to be educational in nature, not punitive. Therefore, the Graduate Honor Code Council may require that the student seek additional support through Academic Support Services on campus. In addition, the Council may recommend one of the sanctions discussed below. Failure to fulfill a sanction by the date specified by the Graduate Honor Code Council will result in an automatic reappearance before the Council.

**Warning**

This sanction is given when a student is responsible for a violation that does not warrant severe action. When a student acknowledges responsibility or is found responsible by the Council, a warning is put in the graduate student’s folder in the Office of Teacher Education and Graduate Studies until graduation. The Council advises the student to
learn from this experience as she/he reflects on the importance of the Honor Tradition to the Salem College community.

**Probation**
This sanction is given when the student is responsible for a violation that is of a serious nature. It is stressed to a student that this is a time for reflection and contemplation about what she/he has done and what it means to live and abide by the Honor Tradition. Probation may entail educational assignments and a punishment to fit the violation based on the decision of the Council.

**Suspension-Held-In-Abeyance**
This sanction is given when a student is found responsible for a violation of a very serious nature but who, in the Council’s judgment, should be allowed to continue her coursework at Salem. A Suspension-Held-In-Abeyance will entail appropriate educational assignments and/or a consequence to fit the violation based on the decision of the Council.

If the student is found responsible for any other violation by the Graduate Honor Code Council while on Suspension-Held-In-Abeyance, this violation may activate a sanction of suspension, and the student will be required to leave campus immediately.

**Suspension**
This sanction is given when the student is found responsible for a violation of an extremely serious nature. The student must leave campus immediately unless he/she decides to appeal the decision. A student who chooses to appeal shall continue attending classes during the appeal process. Continued class attendance, however, shall have no effect upon the outcome of the appeal. Once the sanction has been served, the student is free to return to Salem. Suspension remains on the student’s record in the Office of Graduate Studies and Teacher Education for two years after graduation or licensure completion.

**Expulsion**
This sanction is given when a student is found responsible for a violation that is of the most severe nature. This sanction is given when the Council feels that the student grossly neglected the importance of the Honor Tradition. This may include such violations as being a repeat violator of the Honor Tradition. The student must leave campus immediately unless he/she appeals the decision. A student who chooses to appeal shall continue attending classes during the appeal process. Continued attendance, however, shall have no effect upon the outcome of the appeal. A student who receives the sanction of expulsion may not return to Salem’s campus for any reason, including alumnae events. The sanction remains on the student’s record in the Office of Teacher Education and Graduate Studies.
Appeal Process
An accused student who feels that the Graduate Education or Honor Code Council violated her/his rights or that the decision (handling and/or sanction) reached was arbitrary shall have the right to appeal to the office of the Vice President and Dean of the College.

An accused student who believes that a case handled by an administrator has violated her/his rights or that the decision (handling and/or sanction) reached was arbitrary shall have the right to appeal. Students wishing to appeal all administrative cases must do so in writing within 24 hours of receiving written notification first to the Vice President and Dean of the College and then to the President of the College.

General Appeal Procedures

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

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

- The Appeal Board will meet to consider the appeal. If the board decides the case has no merit, the decision of the Graduate Education or Honor Code Council stands.
- The Dean of the College will explain the board procedure to the student who is appealing the decision of the Council.
- During the appeal hearing, the Graduate Education or Honor Code Council representatives (usually the Director of Teacher Education and Graduate Studies) will enter the room and detail the Graduate Education or Honor Code Council decision. The Appeal Board may pose questions to the Graduate Education or Honor Code Council representative. At the conclusion of the statement, the representative will be excused from the meeting.
- The student who has submitted the appeal is then asked to enter the meeting and provide a statement. The student is permitted to be accompanied by an adviser for the judicial process during the hearing. The board may ask the student questions. When the student has made the statement and all questions asked by the board have been answered, the student is excused from the hearing.
- The Appeal Board will render a decision in writing. If issues related to the appeal are sufficiently problematic, the Appeal Board holds the right to reopen the substantive case.
The Dean of the College will notify all parties involved of the decision that was reached. In Honor Council cases brought by the faculty, the faculty member will be notified by the sanction.

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

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

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

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

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

**Human Subjects Review**
Graduate students completing research projects with human subjects should consult the appropriate faculty member. Faculty members may require students to prepare a written proposal for review by the Graduate Education Council. Students will submit the following information to the Graduate Education Council for consideration:
1. What is the purpose of the study? This should be a specific statement including the kind of measurements to be made of the subjects, the type of analysis and potential relevance of the results. Indicate:

   a. number of subjects required
   b. subjects
   c. time required per subject in the study
   d. the manner in which subjects will be recruited for the study
   e. how “informed consent” is obtained from the subject
   f. how anonymity is maintained
   g. how this will be an educational experience for the subjects involved

2. If a questionnaire is to be administered, a cover letter that conveys a brief description of the study and the nature of the items contained in the questionnaire should be included. The letter should emphasize the voluntary nature of participation and assure anonymity and confidentiality of results. Finally, it must instruct students of their right to withdraw from the study at any time.

**Documentation for Writing Assignments**

The following statements to students as to documentation of papers have been adopted by the faculty:

It is customary in all your writing to acknowledge all ideas and phraseology which you have not thought of yourself. There are various specialized ways of making such acknowledgements, but in general two principles should be kept in mind: (1) that you must state the source from which you get an idea or expression; and (2) that you must indicate what it was (idea, fact, technical term or phrase) that you got from this source.

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

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

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

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

The style and formatting manual for the Department of Teacher Education and Graduate Studies at Salem College is the Publication Manual of the American Psychological Association, 6th edition.
Salem College
Policy on Intellectual Property Rights

This policy is effective January 14, 2010 and it applies to all Intellectual Property created by Faculty, Staff, Students and/or Employees of Salem College on or after January 14, 2010.

I. General Statement of Purpose

As a liberal arts college that values its students as individuals, develops their unique potential, and prepares them to change the world, Salem College supports the development, production, and dissemination of creative and scholarly works by the members of its academic community. The purpose of this Policy is to encourage and support creativity, research, and scholarship; to help identify and protect Intellectual Property created in association with the College; to establish the interests of the College in the use of its facilities and resources; and to establish procedures for the application of the Policy.

This Policy follows a basic tenet of the 1940 Statement of Principles on Academic Freedom and Tenure of the American Association of University Professors that “institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition “ as well as the 1999 AAUP Statement of Copyright that “prevailing academic practice is to treat the faculty member as the copyright owner of works that are created independently and at the faculty member’s own initiative for traditional academic purposes.” This Policy shall not abridge the rights of a Creator to publish or distribute Intellectual Property except if the College requests that the creator agree to a brief delay in publication or any other type of external dissemination in order to permit the College to secure protections for Intellectual Property disclosed to it by the Creator.

This policy applies to Faculty, Staff, Students and Employees of Salem College. Nothing in this Policy shall constitute a waiver by the College of any rights that the College has under any other College policy.

II. Definitions

a. College

In this policy, “College” refers to Salem College.

b. Commissioned Works

A “Commissioned Work” is one sponsored or co-sponsored by the College where the Creator has explicitly agreed in writing to assign ownership and all derivative income from the work and ownership of the work to the College, or the College and a co-sponsor.

c. Course Content

“Course Content” refers to the expression of the intellectual content of the course as taught at or through the College.

d. Courseware

“Courseware” refers to tools and technologies used to present course content including, but not limited to, systems of electronic delivery, recordings, and videotapes. Courseware is independent of the content expressed.

e. Creator(s)

The individual, or group of individuals, who author, invent, compose, sculpt, paint, draw, program, photograph, or are directly responsible for the creation of any Intellectual Property shall be referred to in this policy as “Creator” or “the Creator(s)”.

f. Employee

“Employee refers to a person compensated for work by the College, including Faculty, Staff, and Student workers.”

g. Faculty
“Faculty” refers to members of the College’s faculty organization as defined in the Salem College Faculty Constitution, including but not limited to personnel with full-time and part-time faculty appointments. Staff members who teach credit courses shall be considered Faculty in the course of their teaching responsibilities.

h. Income

“Income” refers to the gross monetary payments that result from the creation, marketing, sale, licensing and/or other exploitation of Intellectual Property. Tuition and other student fees are explicitly excluded from this policy.

i. Instructional Materials

“Instructional Materials” refers to works of Intellectual Property for which the primary use is for the instruction of students.

j. Intellectual Property

“Intellectual Property” refers to materials that may be copyrighted, patented, trademarked and/or otherwise protected under US statute. The Intellectual Property covered by this policy includes any invention, improvement, discovery, work of art, or composition of print or electronic media created by Faculty, Staff, an Employee or a Student of the College. Intellectual Property includes, but is not limited to print media such as books and articles, works of visual art, music, instructional materials, tests, research findings, organisms and other biological materials, records of confidential material, bibliographies, syllabi, and theses. Intellectual property may be in the form of computer programs, files (electronic and print), databases, graphics, video and audio recordings, film, slides, transparencies, live video or aural transmissions, and digital images.

k. Intellectual Property Council

“Intellectual Property Council” or “IPC” is defined in Section III.

l. Intellectual Property Disclosure Form

“Intellectual Property Disclosure Form” refers to a form or forms, written and/or electronic created by the IPC to facilitate the disclosure of Intellectual Property by a Creator to the IPC.

m. Significant Use of College Resources

“Significant Use of College Resources” refers to extensive unreimbursed use of a College resource, including, but not limited to, a College laboratory, a College studio, a College computational resource(s), a College human resource(s) and/or a resource dedicated to the Creator’s efforts. Extensive use of a facility commonly available to all Employees and Students, such as the library and offices, does not constitute Significant Use of College Resources. Use is considered “extensive” if use of similar resources would cost the creator more than a minimal amount if purchased or leased in the public market. Creators wishing to reimburse the College for the use of resources must make arrangements to do so before the level of facilities usage for the creation of a particular Intellectual Property is extensive. Use of the College’s name, trademark or other identifying symbols in connection with Intellectual Property, other than identification of the Creator as Faculty, Staff, an Employee or a Student at the College is a Significant Use of College Resources.

n. Sponsored Research Intellectual Property

“Sponsored Research Intellectual Property” refers to Intellectual Property created as a result of work conducted under an agreement between an external sponsor and the College that specifies the ownership of such Intellectual Property shall be owned as specified in said agreement.

o. Staff

“Staff” refers to any Employee of the College other than Students and Faculty. A Student who is also a part-time College employee is bound by this policy for any activity related to employment.

p. Student

“Student” refers to a person enrolled in at least one course at the College and who, for the purposes of this policy, is acting within the scope of her or his academic work, including but not limited to, undergraduate, graduate, consortium, teacher-
licensure only, and non-degree seeking special students. Employment by the College shall not abridge Students’ rights relating to their academic activities except as may be stipulated in this Policy.

q. Work-for-Hire

A “Work-for-Hire” is a work of Intellectual Property prepared by an Employee within the scope of his or her employment, or a work of Intellectual Property designated as a Work-for-Hire in a written agreement between the Creator(s) and the College. For the purposes of this Policy, “scope of employment” means “scope of the Employee’s regular duties at the College.”

r. Undefined Terms

Terms used herein that are not defined in this section are used in a manner consistent with existing College policies.

III. Intellectual Property Council

a. Formation of an Intellectual Property Council

An Intellectual Property Council (“IPC”) is hereby created.

b. Composition of the IPC

The IPC shall include the Dean of the College, the Chair of the Coordinating Committee, the Director of Libraries, the Director of Information Technology, and the Chair of the Committee on the Faculty. The Dean of the College shall serve as the convener and chair of the IPC.

c. Duties of the IPC

i) The IPC shall be responsible for implementation and administration of this Policy on Intellectual Property Rights, including the implementation of procedures, and the Intellectual Property Disclosure Form, relating to the disclosure of Intellectual Property to the College by Creators. The IPC will, on an on-going, and as needed, basis, develop amendments and modifications to this Policy.

ii) The IPC shall determine ownership of Intellectual Property.

iii) The IPC shall determine the proper Creator(s) of Intellectual Property under this Policy.

iv) The IPC shall (1) determine whether to seek Intellectual Property protection on behalf of the College, and (2) determine whether the Intellectual Property in which the College holds an interest is marketable, and if so, inform the President of the College so that appropriate steps may be taken.

v) The IPC shall advise a Creator in writing whenever the College does not claim ownership of an interest in an Intellectual Property of which the Creator has notified the College.

IV. Determination of Ownership

The IPC is responsible for determining ownership of Intellectual Property and shall use the following criteria and policies in making its determination.

a. Works-For-Hire

The College owns all Intellectual Property that is a Work-For-Hire.

b. Significant Use of College Resources

The College owns all Intellectual Property created with, and/or resulting from, a Significant Use of College Resources.

c. Sponsored Research and External Funding

Ownership of Intellectual Property resulting from research sponsored in whole or in part by a federal agency will be treated in accordance with federal law, including The Digital Millennium Copyright Act of 1998, Public Law 96-517, and the
Bayh-Dole Act (1980) and appropriate amendments. Ownership of Intellectual Property resulting from research that is funded wholly, or in part, by an industrial partner, philanthropic organizations including non-governmental agencies, or by an individual, will be determined in advance by a written sponsored research agreement between the College and the funding source. If the College declares itself to be a sponsor, but does not declare itself to be the owner of the Intellectual Property, ownership will be determined by the IPC in accordance with this policy.

d. Commissioned Works

Intellectual Property ownership of all Commissioned Works remains with the College unless the College and the Creator stipulate in writing to an agreement to share ownership. Conditions of the shared ownership shall be placed in writing and agreed upon by all appropriate parties.

e. Teaching Materials

Intellectual Property created solely for the purpose of satisfying a course requirement is owned by the Creator and not the College unless the Creator assigns ownership to the College in writing or assignment of such ownership rights to the College is made a condition for participation in a course. Faculty has the right to use all expressions of course content and courseware he or she develops or creates in the normal course of teaching or conducting research at the College. This right includes the right to make changes to the works and the right to distribute such works to Salem College Students, Faculty, and other College personnel for teaching, research, and other non-commercial College purposes. The IPC shall determine ownership of Intellectual Property created in a course pursuant to sponsored research or other contractual arrangements with external parties using the criteria set forth herein. In order to facilitate joint work on teaching materials and to support collaborative teaching, individuals who contribute teaching materials used in jointly developed and taught College courses grant a nonexclusive, nontransferable license to the College to permit other contributors to the course materials to continue to use those jointly produced teaching materials in College courses. The College shall not commercialize either institutional or non-institutional course content and courseware without the written agreement of the Creator(s).

f. Outside Consulting

Consulting for organizations outside the College is encouraged and may be performed by College employees pursuant to applicable College policies. If an Employee’s obligations under this Intellectual Property Policy conflict with the Employee’s obligations to the consulting entity, the obligations under this Intellectual Property Policy take precedence. No Use of Significant College Resources, financial support, or other Employee(s) may be made in the course of outside consulting activities unless written approval is granted in advance by the IPC. All consulting must conform to College policies on outside activities and the use of the College’s name or other identifying symbols. If a Creator does not make any use of College resources in the course of her or his outside activities and complies with other applicable College policies, the College does not assert rights of ownership from such activities.

g. Students

The College retains ownership of Intellectual Property created by Students when the Intellectual Property is (1) within the scope of an employment relationship with the College, (2) the result of a Significant Use of College Resources, or (3) created for use and distribution by the College, except for creative works included in student publications.

h. Joint Ownership

The College, at its sole discretion, may negotiate with a Creator for joint ownership of Intellectual Property including the distribution of any income received as a result of the Intellectual Property.

V. Rights of Ownership

a. Placing Intellectual Property in the Public Realm

If a Creator of a work whose Copyright is owned by the College, including a Creator of a Commissioned Work or a Work-For-Hire, requests to make a work freely available to the public through non-commercial licensing or other means, the College, subject to the terms of any applicable agreements with third parties under which the work was created, will accommodate such wishes as long as the College determines that the benefits to the public of making such works freely available outweigh any advantages that might be derived from Commercialization.
b. Right to Publish

Nothing in this policy shall be construed as affecting the rights of a Creator to publish. To the extent practicable, a Creator should endeavor to disclose Intellectual Property to the IPC where the Creator believes that the College may benefit from securing appropriate protection for the Intellectual Property.

c. Pre-Existing Rights

If Intellectual Property is a derivative of a regular academic work product or a course requirement, or otherwise uses pre-existing Employee or Student owned Intellectual Property, the Employee or Student retains all pre-existing rights. If Intellectual Property is a derivative of a regular academic work product or a course requirement, or otherwise uses pre-existing College-owned Intellectual Property, the College retains its preexisting rights.

d. Use of Copyrighted Material

The College is committed to complying with all applicable laws regarding copyright as codified at Title 17, United States Code, Sect. 101 et seq. As an institution devoted to the creation, discovery and dissemination of knowledge, the College supports the responsible, good faith exercise of full fair use rights as codified in law. All Faculty, Staff, Students and Employees are responsible for complying with College guidelines regarding the fair use of copyrighted materials and for complying with the requirements of copyright law, including obtaining required permissions to use copyrighted materials. Faculty, Staff, Students and Employees shall not exercise any rights under copyright law in works owned by others unless they have prior written permission of the copyright holder, the work is in the public domain, or the use of the work qualifies as fair use under copyright law.

For clarification and application of the College’s policy on use of copyrighted material, please see Salem College Copyright Policy and copyright-related links on the College Web pages pertaining to that policy.

e. Copyright Infringement

The IPC, in consultation with others as appropriate, will determine appropriate remedies, resolutions and/or other legal actions in a case where infringement has occurred.

f. Income Distribution

Unless otherwise agreed upon in writing by a Creator and the College, Income, including, but not limited to, royalties, residuals, and licensable revenues, stock certificates and other forms of equity, from any Intellectual Property owned by the College, shall be distributed as follows. Income received shall first be applied against any costs incurred by the College to register, patent, or other protect the Intellectual Property. Any remaining Income shall be distributed as follows, wherein reference to amounts to the Creators shall be the total paid to all Creators and equally divided among the Creators, absent an agreement to the contrary: 50% (fifty percent) of the Income shall be retained by the College and 50% (fifty percent) of the Income shall be distributed to the Creator(s).

VI. Procedures

a. Implementation of Policy

The IPC has the authority and responsibility for implementation, coordination, and general administration of this Policy. The IPC is the initial point of contact for Intellectual Property issues at the College.

b. Disclosure

Creators shall disclose promptly to the College any Intellectual Property in which the College may have an ownership interest. Disclosure shall be made prior to any dissemination of the Intellectual Property to any member of the public.

c. Creator’s Obligations

A Creator of Intellectual Property shall assist as reasonably necessary for the College to obtain statutory protection, including registration and/or patents, for the Intellectual Property and to perform all obligations to which it may be subject concerning the Intellectual Property, including executing appropriate assignments and other documents required to set forth effectively the ownership of and rights to applicable Intellectual Property. The Creator
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retains responsibility for stewardship of her or his Intellectual Property. The Creator has the right to be identified, or to refuse to be identified, as the Creator by the College and by subsequent licensees and assignees, except as may be required by law. The Creator retains the rights to pursue related research and creative activities, determine methodologies, draw conclusions, disseminate information, and develop related Intellectual Property, including derivative works, except to the extent that the Creator has voluntarily entered into contractual arrangements or is required by legal or professional considerations to do otherwise.

d. Preserving Rights for the College

A Creator, as a condition of his/her employment, or student relationship with the College, assigns, upon creation, all right, title and interest in and to Intellectual Property owned by the College to the College. A Creator shall execute any legal documents deemed appropriate by the IPC to acknowledge and record the assignment. A Creator may not assign, or license rights in, Intellectual Property to third parties without the written consent of the IPC. Irrespective of any rights in, or to, Intellectual Property that are granted by the College to a Creator, the College retains a royalty-free, paid-up, worldwide license to use the Intellectual Property for non-commercial research and teaching purposes. The College, at its sole discretion, may seek to register Intellectual Property and/or seek patent protection for Intellectual Property.

e. Assignments to the College

Assignments must be in writing and conform to the requirements of this Policy. Creators of Intellectual Property shall assist as reasonably possible in the execution of appropriate assignments and other documents required to set forth effectively the ownership of, and rights to, applicable Intellectual Property.

f. Release to the Creator

The College, at its sole discretion, may, upon written request by the Creator to the IPC, negotiate the transfer to the Creator of the College’s interest in any Intellectual Property that the College has chosen not to protect or commercialize. Such negotiation and/or transfer shall be subject to any legal obligation to offer the College’s interest to a sponsor, licensee, or other institution with rights to the Intellectual Property.

g. Agreements

All agreements for release to a Creator of a work shall include provisions that (1) the College will have a non-transferable, royalty-free license to use the work for the College’s own educational or research use, and (2) ensuring that the College receives its share, as outlined herein, of any income generated by commercialization of the work.

h. Dispute Resolution

Questions of interpretation or claim arising out of or relating to this Policy, or dispute as to ownership rights of Intellectual Property under this Policy, will be settled through the following procedures:

i) Notification

The aggrieved party shall submit a letter setting forth the issue to be resolved to the President of the College who shall review and investigate the matter and advise the parties of her or his decision by written communication within 60 days of the submission of the letter.

ii) Arbitration

If a party to the dispute is not satisfied with the President’s decision, the party may seek binding arbitration in accordance with the Rules of the American Arbitration Association. Judgment upon the award rendered by the arbitrator may be entered in any court having jurisdiction. The arbitrator will give weight to the decision of the President in reaching a decision. The losing party of the arbitration will pay for all costs of the arbitration unless the arbitrator specifies otherwise.

i. Special Cases

In cases that are not specifically covered by this policy, the IPC, in consultation with appropriate bodies, may make decisions on how to proceed and then report those decisions to the President. All such decisions will then be reviewed by the President and may result in possible modifications to the Policy. In the event of exceptional circumstances, deviations from this Policy require the written consent of the IPC.
VII. Notification

The College shall inform all persons subject to this Policy of its terms and subsequent modifications and shall publish the policy in the Faculty Guide, the Personnel Manual for Non-Academic Staff, the Graduate Studies Handbook, and the Student Handbook.

Approved by:
Library Committee, January 11, 2010
Academic Council, January 12, 2010
Executive Team, January 12, 2010
COURSE DESCRIPTIONS

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

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

500. Independent Study 1, 2 or 3 credits
Independent study. Candidates must select a topic and complete a self-directed inquiry form in consultation with an advisor or graduate faculty sponsor. Proposal form required prior to registration.

510. 21st Century Teaching and Learning 3 credits
This course overviews the kinds of distinct characteristics that distinguish 21st century learning including: instructional technology applications and skills in authentic performance-based context (including the most updated NETS standards); the Framework for 21st Century Learning and the updated NC Professional Teaching Standards; professional organizations and professional development; academic reading and writing; and electronic portfolio creation and use. EDUC510 is blocked with EDUC522. Fall and Spring.

522. Learners In Context 3 credits
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. EDUC522 is blocked with EDUC510. Fall and Spring.

530. Instructional Design 3 credits
This course introduces students to instructional design models, curriculum development, and assessment (formative, summative, and performance) beginning at the specific lesson plan level and expanding to unit plan level then to courses of study. Instructional design and delivery will be explored from the constructivist perspective. Various curriculum models will be presented and the difference between accommodation and instructional planning with intentional differentiation strategies will be stressed. Each candidate will plan and construct an instructional unit specific to their area of teaching specialty. EDUC530 is blocked with EDUC532. Fall and Spring.
532. Psychological Foundations of Education 3 credits
The aim of the course is to prepare students to work with a wide range of individual student differences in skills, motivation, experience and development. The course will provide a synthesis of developmental and educational psychology focusing on cognitive, physical, social/emotional and moral development of children and adolescences. The course will address theories of learning, instruction and motivation as well as classroom management and assessment. Concepts regarding learning theories will be linked to their implications for classroom management and instructional design and delivery. EDUC532 is blocked with EDUC530. Fall and Spring.

534. Introduction to Exceptionalities 3 credits
This course presents an historical and philosophical overview of education for exceptional learners, including ways in which cultural, socioeconomic and family dynamics of exceptional students impact educational planning and instructional delivery. Candidates will explore current legislation and court cases involving exceptionalities, school-based services, placements and methods for students with special needs and collaborative strategies for families, school personnel and community agencies designed to accommodate students’ needs. Fall.

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

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

568. Middle Grades Pedagogy 3 credits
This course presents concepts, theories, research and best practices related to adolescent development and learning. Candidates will be introduced to curricular practices and
instructional and collaborative strategies appropriate to middle-grade learners. Case studies, professional research and writing and field experience are required. Fall.

570. Integrated Math 3 credits
This course presents constructivist instructional strategies, use of developmentally appropriate materials for facilitating learners’ understanding of mathematical concepts and strategies for integrating math across the elementary curriculum. Math standards from the North Carolina Standard Course of Study (NCSOS) and National Council of Teachers of Mathematics (NCTM) will be introduced. Candidates will examine and practice methods to impact diverse students and to use calculators and computers to enhance their understanding. The course includes ongoing assessment methods and strategies for the North Carolina End of Grade Tests. Case studies, professional research and writing and field experience are required. Fall.

572. Integrated Content Areas 3 credits
This course will utilize cooperative learning, brain-compatible instructional theories and technology to introduce candidates to applications and strategies for teaching science, social studies and health that are integrated across the curriculum. Instructional units will be correlated with standards from the North Carolina Standard Course of Study (NCSOS), the National Science Teachers Association (NSTA) and National Council For the Social Studies (NCSS). Strategies to assist learners with standardized tests in the content areas will be presented. Case studies, professional research and writing and field experience are required. Spring.

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

576. Foreign Language in the MS/HS 3 credits
Instructional techniques, materials and resources for teaching foreign languages in grades K through 12. Fall.

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

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

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

580. Exceptional Students – Exceptional Qualities 3 credits
This course overviews the legal, historical and medical foundations regarding exceptional students including learning disabilities (LD), behavioral/emotional disabilities (BED) and mildly
mentally disabilities (MMR). EDUC581 is a prerequisite to EDUC582. Case studies, professional research and writing and field experience are required. Fall.

**581. Exceptional Students – Exceptional Strategies**  
3 credits  
This course presents a study of current trends, instructional strategies, and individual educational plans (IEPs). Candidates will compare and contrast inclusive or co-teaching service models, as well as identify strategies for accommodation and differentiation and screening/evaluation procedures. EDUC581 is a prerequisite to EDUC582. Case studies, professional research and writing and field experience are required. Spring.

**585. Teaching Content in the MS/HS**  
3 credits  
Curriculum, methods and assessment for teaching integrated content areas in the middle and secondary grades. Fall and Spring.

**594. Teachers as Practitioners -- Seminar**  
1 credit  
This seminar accompanies the supervised practicum (student teaching). Reflective practice, collaboration, professional readings and speakers and collegial discussion will be used to address contemporary issues in education and with regards to candidates’ practices. Candidates must register for both EDUC594 and EDUC599 in the same semester. Fall and Spring.

**599. Teachers as Practitioners**  
5 credits  
Supervised practicum (student teaching). Required for all initial licensure candidates. Candidates must register for both EDUC594 and EDUC599 in the same semester. Fall and Spring.

**600. Foundations of Literacy**  
3 credits  
This course offers an intensive examination of the social, cognitive and linguistic foundations of literacy development. Candidates utilize critical reading of professional literature to articulate and support a philosophy of literacy development that emphasizes the interrelatedness of the language arts. Incorporating the North Carolina Standard Course of Study (NCSOS) and national standards in literacy instruction from the International Reading Association (IRA) and National Council of Teachers of English (NCTE), candidates will explore varied instructional and management strategies to develop print-rich classroom environments and to teach and support learners’ efficient use of the syntactic, semantic, graphophonemic and pragmatic cue systems and students’ understandings of story. Case studies, professional research and writing and field experience are required. EDUC600 is a prerequisite for EDUC601. Fall.

**601. Assessment in Literacy**  
3 credits  
This course presents procedures to assess a reader’s definition of reading, attitudes, interests, use of cue systems, reading strategies and understanding of text. Evaluation of data to select, apply and modify instructional strategies will be introduced. Candidates will practice ways to use assessment strategies for ongoing systematic evaluation, diagnosis and instruction. Emphasis on recording summaries of assessment data on graphic profiles and in written reports will prepare candidates to communicate with parents, students and other educators. Research, student analysis and extensive field experience required. EDUC600 is a prerequisite for EDUC601. Spring.
602. Teaching Process Writing 3 credits
This course examines process-writing models and stages for encouraging writers to select, draft, revise, share, edit and publish text for topics within a variety of genres. Teaching strategies and ways to use literature for establishing the criteria of good writing will be demonstrated and evaluated. Candidates will explore writers’ workshops, effective use of authentic reasons for writing, time management, mini-lessons, teacher conferences, collaborative student revisions, peer editing groups and websites to support young writers and publish texts. Strategies for teaching phonics, spelling and grammar in context will be presented as will tips for preparing for North Carolina writing tests. Lesson/unit planning and research required. Spring.

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

604. Supervised Practicum in Literacy 3 credits
Application of literacy theory and research in candidate’s own classroom. Research, reflective writing and extensive field experience required. Reserved for M.Ed. in Language & Literacy candidates. Fall.

605. Professional Development Seminar for National Boards 3 credits
Candidates will be introduced to the process and procedures for becoming National Board Certified Teachers (NBCT). Research, field experience and extensive portfolio work required. Fall.

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

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

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

**614. Administration and Intervention in B-K**

3 credits

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

**620. Action Research and Writing for Publication**

3 credits

This course will introduce in-service teachers to their roles as research practitioners. Methods for locating, reading critically and evaluating research in the profession will be presented. Skills and strategies for generating action research questions, planning a project, collecting and analyzing data and applying findings to student learning will be included. Candidates will be expected to submit their research findings for peer review and/or possible publication to a professional journal of their choosing. Extensive field experience required. Fall and Spring.

**621. Collaboration and Leadership for the Flat World**

3 credits

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

**623. Advanced Technology Application and Integration**

3 credits

This course is provided to prepare in-service educators to be effective users of technology in innovative 21st century teaching. The class focuses on current theories, technologies and strategies used in today's classrooms and also covers future advances likely to impact educational practice. Candidates will acquire new skills in several computer applications and become confident and empowered about ways to use technology for authentic and relevant teaching and learning. The goal of the course is to help candidates achieve a greater understanding of issues and techniques related to relevant integration of educational technology in K-12 educational settings. Spring.

**630. Literature and Literacy for Diverse Learners**

3 credits

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

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

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

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

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

635. Advanced Instructional Design and Delivery for SPED  3 credits
This course emphasizes curriculum design and necessary modifications for students with exceptionalities, including IEP development and student assessment with formal and informal instruments. Evaluation and use of research-based learning strategies, diagnostic-prescriptive procedures and learning strategies are included. Candidates will examine the impact of cultural/linguistic diversity and family dynamics. Field experiences required. Fall.
SALEM COLLEGE ADMINISTRATION

President’s Office
*Inspector’s House*
Dr. Susan Pauly, President of the Academy and College
Wanda Motsinger, Executive Secretary to the President

Office of the Vice President of Academic Affairs and Dean of the College
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Dr. Ann McElaney-Johnson, Vice-President and Dean of the College
Dr. Robin Loflin Smith, Dean of Undergraduate Studies
Krispin Barr, Dean of Students
Rosemary Loftus Wheeler, Administrative Assistant to the Dean
Ramona Raines, Staff Associate

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Suzanne Williams, Dean of Fleer Center for Adult Education
Ed Hartgrove, Executive-In-Residence, Program Director and Coordinator for Academic Advising
Susan Brawley, Administrative Assistant

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Mary Ann Davis, Clinical Coordinator
Phyllis Vaughn, Administrative Assistant

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Amelia Penland Fuller, Associate Registrar and Director of Summer School
Nikki Richardson, Registrar Assistant

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Peggy Blackburn, Payroll and Benefits
Nikki Brock, Accounts Receivable Manager
Susan Ford, Cashier

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Christy Chestnut, Assistant Director of Financial Aid
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Laurie Austen, Chief of Public Safety

The Library  
*Dale H. Gramley Library (336) 721-2649*  
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Elizabeth Novicki, Public Services Librarian  
Dr. Donna Rothrock, Fine Arts Center Librarian

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CAMPUS MAP

The Salem Campus
1 Shober House*
2 Salem Square
3 Inspector’s House
4 Home Moravian Church
5a Main Hall
5b Public Safety
6 South Residence Hall
7 History Wing
8 Penn Alumnae House
9 Single Sisters House
10 Clewell Residence Hall*
11 Lehman Hall
12 Gramley Library*
13 Babcock Residence Hall
14 Bahnson House Residence Hall
15 Gramley Residence Hall
16 Tennis Courts*
17 Physical Plant Building
18 Strong Residence Hall
19 Bitting Residence Hall
20 Corrin Refectory*
21 Athletic Facilities*
22a Fitness Center/Salem Commons*
22b Bryant Hall
23 Rondhaler Science Building*
24 May Dell
25 Rondhaler-Gramley House
26 Hanes House
27 Salem Fine Arts Center*
28 Salem Academy
29 Boner House
30 Field 5*
31 Field 4*

* Handicapped Accessible
ALMA MATER

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

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

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

Chorus

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

Chorus