

Salem College • 2004 Supplement to the 2003-2005 Academic Catalog

SALEM

To the users of the 2003-2005 Salem College Academic Catalog:

This supplement is intended to give you the most up-to-date information regarding the academic programs at Salem College for the fall and spring semesters of 2004 and 2005, respectively.

Please refer to this supplement to the 2003-2005 Academic Catalog for the following specific information:

- 2004-2005 Calendar
- 2004-2005 Financial Information on pages 5-6 replaces pages 21-22 of the catalog.

See individual department headings in this supplement for complete 2004 updates for each department/major including major requirements, course additions or deletions, and other changes.

The page number listed with the new information refers to the catalog pages on which the original information appears.

**SALEM COLLEGE CALENDAR
2004-2005**

2004 Fall Term

August 21	Saturday	New Student Orientation begins
August 23	Monday	Orientation / Advising
August 24	Tuesday	Registration
		Opening Convocation
August 25	Wednesday	Classes begin (8:00 a.m.)
September 22	Wednesday	Fall Fest Day (classes suspended)
October 8	Friday	Fall Break (begins 5:15 p.m.)
October 13	Wednesday	Classes resume (8:00 a.m.)
November 24	Wednesday	Thanksgiving Recess (begins 8:00 a.m.)
November 29	Monday	Classes resume (8:00 a.m.)
December 7	Tuesday	Last day of classes
December 8	Wednesday	Reading Day
December 9	Thursday	Examinations begin
December 13	Monday	Examinations end (after afternoon examination period)

2005 January Term

January 3	Monday	January Term begins (8:00 a.m.)
January 17	Monday	Martin Luther King, Jr. Day (classes suspended)
January 28	Friday	January Term ends (after 5:15 p.m.)

2005 Spring Term

January 31	Monday	Classes begin (8:00 a.m.)
March 18	Friday	Spring Break (begins 5:15 p.m.)
March 27	Sunday	Easter
March 29	Tuesday	Classes resume (8:00 a.m.)
April 29	Friday	Founders Day Celebration
May 11	Wednesday	Last day of classes
May 12	Thursday	Reading Day
May 13	Friday	Examinations begin
May 17	Tuesday	Examinations end (after afternoon examination period)
May 21	Saturday	Commencement

Page 11. Honor Code Tradition, All text changes:

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.

The Honor Tradition is long standing at Salem College and is highly respected by students, faculty, staff and administration. In keeping with its custom, each student assumes full responsibility for her 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. I will show respect for my classmates and faculty by maintaining honesty in my academic work and refraining from cheating.

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

III. I will show respect for faculty, staff 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 tradition.

Financial Information

Pages 21-22. Fees to Special Fees, Change:

All...should read...Resident students are expected to enroll for a full academic year and pay a comprehensive fee of \$25,145, which includes the enrollment deposit, tuition, room and board, and laboratory and health service fees. The College expects full-year enrollment because it reserves facilities and executes contracts to provide for the needs of the student during the entire academic year. Payments are scheduled as follows:

Enrollment deposit—(non-refundable)	\$ 250
returning students—April 1	
new students—May 1	
First term payment—August 1	\$12,447
Second term payment—January 2	<u>\$12,448</u>
Total	\$25,145

In addition, students must pay a student government fee. The fee is \$215, and subject to revision.

Resident students who meet requirements for graduation at the end of the first term or new students whose enrollment begins with the second term are charged a comprehensive fee of \$12,573 which also entitles the student to participate in January Term. The January Term is designed to provide unique educational experiences, and the student may incur personal costs for travel or educational supplies. Students will not qualify for participation in a January Term trip if they have an overdue balance from a prior term, if their current balance is overdue, or if they were on the monthly payment plan and their payments are not current.

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

Non-Resident Students

Non-resident students are full-time degree candidates who commute between their residences and the College. Non-resident students are charged a comprehensive fee of \$16,275 for the academic year, which includes tuition, laboratory fees and health service fees. Payments are scheduled as follows:

Enrollment deposit—(non-refundable)	\$ 250
returning students—April 1	
new students—May 1	
First term payment—August 1	\$8,012
Second term payment—January 2	<u>\$8,013</u>
Total	\$16,275

Continuing Studies Student Fees

Continuing studies students are charged \$860 per course credit and \$970 per directed study course. Additional special music performance and physical education fees are described below. Continuing studies students should also consult publications of the continuing studies office for information about services and fees.

For physical education courses, continuing studies students are charged according to the duration of courses as follows:

6 1/2 week course	\$ 98
13 week course	\$191

Music Fees

Music majors and minors receive one hour of private instruction in music each week as part of the comprehensive fee. Additional private instruction is \$250 per term for a one-hour lesson each week.

The arts management major who is concentrating in music does not pay an applied music fee for the first instrument. The student is charged one-half tuition for the second instrument of study, or \$250.

Non-music majors and continuing studies students are charged \$515 per term for private instruction in music for a one-hour lesson each week.

Special Fees

Enrollment only for January Term	\$860
Enrollment of continuing studies students for one-half credit course	\$430
Auditing a course (reduced one-half for alumnae)	\$420
Returned check fee	\$ 30
Graduation fee	\$ 50
Single room rate (Additional to regular room and board per term-non-refundable)	\$680

Continuing Studies

Page 47. Under Financial Aid, change first sentence to read as follows: **Students enrolled at least half-time (defined as taking at least two course credits per term, according to federal regulations) are eligible for consideration for financial aid.**

Academic Program

Page 35. Third full paragraph, replace the second sentence (Second-year students. . . fourth-year students, 2.0) with this statement: **Students planning to undertake an internship are expected to have a minimum 2.00 cumulative grade point average.**

Page 39. Under Teacher Certification: delete learning disabilities, add special education (general curriculum) and music education.

Page 40. Federal Report -- Teacher Education 2002-2003

This institution is in compliance with Title II legislation in filing this report:

Number of students enrolled in teacher education programs: 168

Number of regular and alternative students in programs of supervised student teaching: 53

Total number of full-time faculty in professional education that supervise student teachers: 4

Total number of part-time faculty, employed full-time by IHE, that supervise student teachers: 2

Total number of supervising faculty for the teacher preparation program: 6

The student to teacher faculty ratio was 9:6 for the academic year.

The average number of hours per week required of student participation in supervised student teaching in these programs was: 40 hours.

The total number of weeks of supervised student teaching required is: 12.

The total number of hours required is: 480 hours.

This teacher preparation program is currently approved by the state.

This teacher preparation program is not a low-performing program.

Specialty Area Tests:

Overall Passing rate for Salem students: 100%

Overall Passing rate for NC institutions: 93%

Passing Rate Elementary Education: 100%

Passing rate LD: 100%

Degrees and Requirements

Page 68. Under Requirements for the Bachelor of Science in Business Administration: delete advertising from the marketing/advertising specialty option listed.

Academic Regulations

Page 75. Add to end of list under International Baccalaureate Credit: **Psychology Score of 5 or higher yields credit for Psychology 10**

Page 80. Under Incomplete (Grade I): replace the second sentence as follows: The I becomes an F unless the work is completed by the middle of the regular term immediately following **and unless the instructor submits a replacement grade by that point in time.**

Page 83. Under Latin Honors: replace the second sentence (The grade point average. . . transfer credit) with this sentence: **The student must meet the minimum grade point average requirement on both her Salem grade point average and her cumulative grade point average.**

Courses of Instruction

The listings indicating which terms the courses will be offered are subject to change and will be updated in the next regular catalog. Faculty listings at the head of each section will also be updated in the next regular catalog. Students should check with the chair of the appropriate department if they have any questions.

Page 107. Under Biology 230: prerequisite should be Biology 101 **and** Math 70

Page 119. Communication Major, required core courses:
Replace Philosophy 122. Ethics with **Philosophy 122. Ethics, or Philosophy 124. Business Ethics**

Replace Sociology 208. Sociology of Mass Media with
Communication 180. Visual Communication

Page 120. In list of possible communication specialty electives, delete Communication 216 (Public Relations Strategy) and Communication 233

(Advertising Fundamentals); add new course Communication 218 (Marketing Communication Strategy)

Pages 121-122. In the Communication course listings, delete Communication 216 (Public Relations Strategy) and Communication 233 (Advertising Fundamentals); add the following new course:

Communication 218 Marketing

Communication Strategy

One course

Students will learn how the professions of advertising and public relations intersect and interact in creating and executing marketing communication strategies for corporations and organizations.

Page 127. Education: EDUC 349/449 and 352/452 (student teaching/practicum) will become letter-graded instead of P/NC starting in Fall 2004; grades are A, B, C, or F. (449 and 452 are in the Graduate Catalog listings.)

Page 128. Education: In the list of teacher education programs leading toward North Carolina licensure, delete Learning Disabilities (K-12) and insert Special Education. Also, add Music (K-12)--pending approval by the N.C. Dept. of Public Instruction, to the end of the same list.

Page 130. Education: Note changes to Professional Education for K-6 description. Special Education is deleted so it now reads: *Professional Education for K-6, Secondary, French/Spanish Licensure*
Also, the next sentence that starts All teacher education.. is deleted.

Page 131. Education, under Professional Education and Specialty Area for B-K Licensure: Note correction of the last two course numbers listed:

EDUC 369. Methods: Infants/Toddlers and Families

EDUC 371. Methods: Preschool and Kindergarten

Pages 131-132. Education: New information for Special Education to be added is as follows:

Professional Education and Specialty Area for Special Education

Education 151, Educational Psychology

One course

Education 198, Computer Technology for Teachers

One course

Education 207, Elementary Reading Methods

One course

Education 246, Children's Literature and Drama

One-half course

Education 248, Modes of Knowing

One course

Education 256, Reading Assessment and Instructional Strategies	One course
Education 260, Methods and Materials of Teaching Math	One course
Education 311, Foundations of Special Education	One course
Education 320, Characteristics and Instructional Strategies for Students with LD	One course
Education 325, Characteristics and Instructional Strategies for Students with BED	One course
Education 327, Characteristics and Instructional Strategies for Students with M-M MD	One course
Education 349, Student Teaching	Two courses
<i>Professional and Specialty Area Education for Music</i>	
Education 151, Educational Psychology	One course
Education 198, Computer Technology for Teachers	One course
Education 248, Modes of Knowing	One course
Education 302, Special Education	One course
Music 278, Elementary Music Methods	One course
Music 379, Secondary Choral Methods	One course
Education 349, Student Teaching	Two courses

Page 132. Delete all courses listed under the Learning Disabled heading.

Page 135. Education 260. Methods and Materials of Teaching Mathematics. In description delete **learning disabilities and replace with special education.**

Page 135. Education 302. Special Education: Students with Special Needs. Last sentence of the description should now read:
Required for licensure, except special education. Fall, summer.

Page 135. Education 303. Managing an Effective Learning Environment. Delete LD from last sentence.

Page 136. Add the following course to the list after Education 310:

EDUC 311. Foundations of Special Education

Historical and philosophical overview of the education of learners with disabilities, including knowledge of how cultural, socio-economic, and family dynamics of exceptional students affect educational planning and delivery. Considerable emphasis to impact of IDEA, court cases, other relevant legislation; strategies for collaboration among families, school personnel, community agencies to accommodate students' needs. Field experiences required.

Page 136. Delete Education courses 320 and 322. Add three new courses. New descriptions for courses are as follows (all are one course credit):

EDUC 320 Characteristics and Instructional Strategies for Students with Learning Disabilities

Study of legal, historical and medical foundations that contributed to the field of learning disabilities with an emphasis on assessment, instructional strategies and delivery systems. A study of current trends, instructional strategies and IEP development will also be discussed. A detailed study of the inclusive or co-teaching service delivery model will be included in this class. Field experiences required.

EDUC 325 Characteristics and Instructional Strategies for Students with BED

Study of historical perspectives, characteristics, assessment methods and research-based instructional strategies for teaching BED students. A focus on highly structured classroom design and management along with curriculum based, functional assessment to guide instruction. Crisis management techniques, screening and evaluation procedures and IEP development will also be emphasized in the class. Field experiences required.

EDUC 327 Characteristics and Instructional Strategies for Students with Mild/Moderate Mental Disabilities

Study of historical perspectives, characteristics, assessment methods and research based instructional strategies for teaching mildly mentally disabled students. This class will emphasize accommodations, assisted technology, and functional academic areas of the standard course of study. Appropriate occupational preparation and independent living will also be discussed. Field experiences required.

Page 162. Under International Relations Major: delete French 120 from the European grouping options (no longer offered).

Pages 167-170. Addition of new major program: Music Education (B.M.)

The Bachelor of Music degree with a major in Music Education will prepare the student for licensure in teaching music (elementary through secondary). The degree requirements are completed through study in these areas: basic distribution (general education), music, music education, and professional education.

The basic distribution requirements for the B.M. with a major in Music Education are:

English (same options as for B.A. or B.M. performance)	Two courses
Modern foreign language (proficiency through intermediate level)	Zero to three courses
Mathematics	One course
Lab science	One course
History, Social Science, Philosophy (one must be PHIL/ EDUC 248)	Two courses
Physical Education (Health & Wellness course plus one more term)	Two terms
Salem Signature (100, 101, 200, 390) (College 270 requirement is satisfied by student teaching practicum)	One and one-half courses

In addition, the music education major must complete the following music and education requirements:

Music (similar to the B.M. in performance):

Four semesters of music theory (112, 211, 212, 315; some students may need to complete 111 first in order to qualify for 112); Principles of Musical Structure and Style (Music 117); three semesters of music history (118, 217, 218); four semesters of Class Piano (for voice majors) or four semesters of voice (for keyboard majors); seven semesters of ensemble (Music 50 or 51); seven semesters of performance/applied music in the student's principal instrument (Music 20, 30, 40 in voice, piano, or organ); and the Intermediate Recital (Music 285) to be completed during the junior or senior year.

Music Education (see descriptions of new courses below):

Instrumental Techniques: Brass/Percussion (263), Instrumental Techniques: Strings/Woodwinds (264), Elementary Music Methods (278), Arranging and Orchestration (322), Conducting and Rehearsal Techniques (330), Advanced Choral Literature and Conducting (331) and Secondary Choral Music Methods (379).

Professional Education (EDUC) Core:

Educational Psychology (151), Computer Technology for Teachers (198), Modes of Knowing (see Philosophy 248 under BDR's above), Special Education (302), Student Teaching Practicum (349).

Pages 170-176. Add the following new music courses that are part of the new Bachelor of Music in Music Education program:

263. Instrumental Techniques: Brass/Percussion **One-half course**

264. Instrumental Techniques: Strings/Woodwinds **One-half course**

These courses will focus on developing familiarity with the instrument families, as well as learning basic skills on the instruments sufficient to demonstrate and teach at beginning levels of proficiency. Students will also develop skills of transposition for instruments and the ability to perform simple instrument repairs.

278. Elementary Music Methods **One course**

This course will examine current trends in music education, including studying various music curriculum and available resources. It will focus on preparation for classroom music teaching, as well as addressing issues related to classroom management and music technology. Students will develop their own personal philosophy of music education, as well as examine appropriate K-12 music curriculum using state standards, MENC standards and other resources. Membership in collegiate branch of MENC is required as well as attendance at the NC MEA conference. Field experience required. Prerequisite: admission to the teacher education program.

322. Arranging and Orchestration **One-half course**

Instruction includes arranging and adapting music for various ensembles from a variety of sources to meet the needs and ability levels of school performing groups and classroom situations, including arranging for instruments. Prerequisite: Music 212.

330. Conducting and Rehearsal Techniques **One course**

This course will develop basic conducting skills including baton techniques and score reading. Students will study appropriate and efficient rehearsal techniques. Emphasis is placed on accurate and musically expressive conducting. Open only to junior and senior music students.

331. Advanced Choral Literature and Conducting **One course**

Instruction incorporates score preparation and the integration of analysis, style, performance practices, instrumentation, and expressive techniques. Some advanced choral methods will be examined. Emphasis will be placed on the study of large choral-orchestral works. Prerequisites: Music 315 and Music 330.

379. Secondary Choral Music Methods **One course**

This course will address current practices in choral production techniques, including issues of changing voices, selecting appropriate literature, rehearsal planning, concert programming, program

development and fiscal concerns. Students will develop a catalog of age-appropriate choral repertoire from a variety of sources. The student will research issues of the arts in education and present a defense of music as a core curriculum subject in the standard K-12 educational system. Field experience required. Prerequisite: Music 330 and admission to the teacher education program.

Page 171. Under prerequisites for Music 285 Intermediate Recital: replace Music 121 with Music 117.

Page 171. Under prerequisites for Music 385 Advanced Recital: replace Music 222 with Music 218.

Page 173. Under Music 111 Fundamentals of Music: correct next to last sentence to read **students may not officially become music majors until they have either completed this course...**

Page 173. Under Music 112 Music Theory I: change prerequisite from Music 110 to **Music 111 or placement.**

Page 174. Delete Music 222 Music Theory IV.

Page 174. Under both Music 231 Keyboard History and Literature and Music 232 Vocal Literature change prerequisite from Music 221 to Music 217.

Page 177. Under Not-for-Profit Management: delete Arts Management (ARMN 301) from the list of course requirement options.

Page 181. Under Physical Education: the title of Fitness (PHED 014) is now **Health and Wellness**; the separate Wellness course listing (was PHED 015) is deleted. Also delete Badminton and Conditioning. Add Kickboxing, Pilates and Innertube Water Polo.

Page 190. Under Religion 202. Christianity: The Way of the Cross change the prerequisite to **Religion 111 or 120, or permission of the instructor.**

Page 201. Under Women's Studies, replace the last sentence in the second paragraph ("Two disciplinary courses. . . Special Topics courses:" with this statement: **Two disciplinary courses from two different disciplines outside of Women's Studies must be chosen from the following or from appropriate Special Topics courses offered by other disciplines:**

Page 210. Under Honor Organizations, add:

Kappa Delta Pi, the International Honor Society in Education, is dedicated to scholarship and excellence in education. The Society, as a community of scholars, recognizes scholarship, promotes worthy educational ideals and practices, enhances professional growth and leadership, fosters inquiry and reflection on significant educational issues, and maintains a high degree of professional fellowship. Members of the Salem College chapter of KDP are selected in the spring term.