



SALEM COLLEGE
UNDERGRADUATE CATALOG
2020-2021



601 S. Church Street, Winston-Salem, NC 27101

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INTRODUCTION

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

Salem College does not discriminate on the basis of race, color, national origin, *sex, *gender identity/expression, sexual orientation, age, religion, disability, or any other category protected by applicable law in the administration of its educational programs and student activities and services.

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

The following person has been designated to handle inquiries regarding the nondiscrimination statement:

Erin Jones Adams
Assistant Vice President for Administration, Title IX Coordinator
Inspector's House
601 South Church Street
Winston-Salem, NC 27101
(336) 721-2852

Accreditation

Salem College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS-COC) to award baccalaureate and master's degrees. Contact the Commission on Colleges, 1866 Southern Lane, Decatur, Georgia 30033-4097 or call (404) 679-4500 for questions about the accreditation of Salem College. All specialty area programs for teacher licensure have been approved by the North Carolina Department of Public Instruction (NCDPI). Salem College is an accredited institutional member of the National Association of Schools of Music (NASM).

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

The Clery Act

The Clery Act (Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act) is a federal law intended to ensure that students, members of the campus community, and the public are informed about crimes that occur at colleges and universities. In accordance with this law, Salem College publishes and distributes an Annual Security Report by October 1 of each year. The Office of Public Safety is required to maintain a public log of all reported crimes and submit certain crime statistics to the U.S. Department of Education by October 1.

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

Title IX

Please refer to the sexual misconduct policy for Title IX information. The College process for resolving sexual misconduct is based on the respondent's relationship to Salem College. Respondents who are students will find their rights, responsibilities, hearing procedures, and sexual misconduct policy in the student handbook. Respondents who are faculty will find their rights, responsibilities, hearing procedures and sexual misconduct policy in the Faculty Handbook. Respondents who are staff will find their rights, responsibilities, hearing procedures and sexual misconduct policy in the Personnel Manual.

Family Educational Rights and Privacy Act of 1974 (FERPA)

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

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

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

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

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

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

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

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

**SALEM COLLEGE CALENDAR
2020-2021**

2020 Fall Term

August 22	Saturday	New Student Orientation begins
August 24	Monday	Orientation
August 25	Tuesday	Opening Convocation
August 26	Wednesday	Classes begin (8:00 am)
September 2	Wednesday	Deadline to drop or add courses without a grade (5:00 pm)
September 7	Monday	Census date
September 23	Wednesday	Fall Fest Day (classes suspended)
October 15	Thursday	Midterm Break (classes suspended)
November 3	Tuesday	Election Day (classes suspended)
November 25	Wednesday	Thanksgiving Break begins (5:15 pm)
November 30	Monday	Classes Resume (8:00 am)
December 8	Tuesday	Last day of classes
December 9	Wednesday	Reading Day
December 10	Thursday	Examinations begin (8:30 am)
December 14	Monday	Examinations end (5:15 pm)
December 15	Tuesday	Winter break begins

2021 Spring Term (Tentative)

January 19	Tuesday	Classes begin (8:00 am)
January 25	Monday	Deadline to drop or add courses without a grade (5:00 pm)
January 27	Wednesday	Census date
April 4	Sunday	Easter
April 28	Wednesday	Last day of classes
April 29	Thursday	Reading Day
April 30	Friday	Examinations begin (8:30 am)
May 4	Tuesday	Examinations end (5:15 pm)

2021 Summer 10-week (Tentative)

May 25	Tuesday	Classes begin
May 31	Monday	Memorial Day, no classes
June 4	Friday	Classes meet (make-up for Memorial Day)
August 5	Thursday	Last day of classes
August 6	Friday	Examinations begin
August 7	Saturday	Examinations end

2021 Summer Term I (Tentative)

May 24	Monday	Classes begin
May 31	Monday	Memorial Day, no classes

June 4	Friday	Classes meet (make-up for Memorial Day)
June 24	Thursday	Last day of classes
June 25	Friday	Examinations begin
June 26	Saturday	Examinations end

2021 Summer Term II (Tentative)

July 6	Wednesday	Classes begin
July 9	Friday	Classes meet (make-up for July 4th holiday)
August 5	Thursday	Last day of classes
August 6	Friday	Examinations begin
August 7	Saturday	Examinations end

The dining hall is closed during the following vacation periods: Fall Break, Thanksgiving, Christmas, Spring Break. The dining hall will have limited services during the summer. Residence halls are closed during Christmas Break.

SALEM COLLEGE FACTS

Date of founding: 1772

Degrees granted: bachelor of arts, bachelor of music, bachelor of science, bachelor of science in business administration, master of arts in teaching, master of education, master of music

Majors offered: Accounting, art, art history, biochemistry, biology, business administration, chemistry, communication and media studies, creative writing, criminal studies, dance and movement science, dance studies, design, economics, English, environmental studies, exercise science, history, integrative studies, international business, mathematics, music, nonprofit management and community leadership, political science, psychology, race and ethnicity studies, religious studies, sociology, Spanish, teaching, schools and society

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

Calendar: 4-1-4

Faculty: 45 full and part-time faculty

Student-faculty ratio: 10:1

Average size of classes: 11 students

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

Size of campus: 69 acres

Size of student body: approximately 650 students

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

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

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

SALEM COLLEGE: A HISTORY

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

Believing that women deserved an education comparable to that given men – a radical view for that era – the Moravians began a school for girls in 1772. In 1802, it became a boarding school for girls and young women; in 1866, it was renamed Salem Female Academy. Salem began granting college degrees in the 1890s. Today, the American Council on Education in Washington, D.C. ranks Salem College as the oldest women's college in the nation by founding date and the 13th oldest college overall. Salem Academy, a college preparatory/boarding school for girls in grades nine through 12, also shares our 69-acre campus.

In its early years, Salem was run by unmarried women of the Moravian community, who were known as "Single Sisters." Oesterlein and her fellow Sisters were economically self-sufficient, a rare condition for women of the

18th century. The Moravians' meticulous records show that at least two enslaved African-American students were accepted in the 1780's and 1790's and, in 1826, the school welcomed its first Native American student.

In its history, Salem has had 22 Inspectors, Principals and Presidents:

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

The Moravians' belief in the freedom and responsibility imposed by an education inspires Salem College's exemplary programs today. The traditions of the early Moravians continue to play an important role in the life of the College. Moravian Lovefeasts, the Candle Tea celebration at Christmas and the Easter Sunrise Service are events that appeal to Salem students as well as visitors from around the world.

SALEM COLLEGE STATEMENT OF VALUES

Rooted in the distinct Moravian commitment to education, our core values are:

Learning Grounded in the Pursuit of Excellence

- Instilling commitment to scholarly inquiry
- Educating the whole person
- Transforming knowledge into action

Learning Grounded in Community

- Recognizing individual potential
- Embracing diversity
- Exemplifying honor

Learning Grounded in Responsibility to Self and the World

- Developing personal accountability
- Cultivating leadership
- Preparing global citizens

SALEM COLLEGE MISSION STATEMENT

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

THE HONOR TRADITION

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

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

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

The Honor Code

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

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

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

CAMPUS BUILDINGS AND FACILITIES

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

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

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

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

The Salem Commons contains the fitness center and dance studio. Bryant Hall, a “great hall” that opens onto a beautiful brick courtyard, serves as an ideal location for official Salem meetings as well as student mixers, dances and band parties that attract students from other nearby colleges and universities.

Academic Computing Facilities

Salem College keeps pace with advancing technology and the needs of today’s college students. Three Windows computer labs offer the Microsoft Office Suite of software as well as specialized software serving many academic departments. A Macintosh lab is reserved for film editing, music, art and designs applications. All computer labs are open 24 hours a day excluding holidays. In addition to the Library Reading Room lab, the library has desktop and laptop computers available for checking the online catalog and other online resources. There are also two group-study rooms in the library equipped with large-screen monitors and PCs. Classrooms are equipped with multimedia equipped for presentations. A select number of classrooms have Smartboards installed as well. WiFi is available campus-wide. There is a password protected, encrypted network for student and faculty use and a separate open network for guests. Check www.Salem.edu/technology for more details and the latest information concerning technology on Salem’s campus.

Computer Usage Policy

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

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

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

Athletic Facilities

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

Library Services

Salem College Libraries support instruction and research at the undergraduate level and in the disciplines awarding graduate degrees. The libraries hold membership in the American Library Association and the Association of College & Research Libraries. The collections total over 100,000 volumes and over 40,000 music scores, sheet music, and audio visual materials. Subscriptions to over 300,000 electronic books, more than 27,000 periodicals and serials, largely of scholarly content, and 140 databases are maintained by the libraries. The libraries share an online catalog, which also provides access to electronic resources and journals. Through interlibrary loan service, students, faculty and staff may obtain materials from other libraries at no charge. Salem is also a member of the Triad Area Library Association (TALA), allowing students and faculty to borrow materials from nine area academic libraries. Both libraries provide research services in person and online. Librarians work with classes across disciplines and one-on-one with students at all phases of the research process.

Special Collections and the Salem Academy and College Archives are located in Gramley Library. A Curriculum Materials Collection, supporting the undergraduate and graduate education curriculum, a film collection and a popular reading collection are also located in Gramley Library.

Gramley Library is equipped with wireless internet access, group study rooms, private study spaces, desktop computers, laptops for checkout, printer, copier, and scanner. Gramley Library is open until midnight Sunday through Thursday and until 8pm on Friday and Saturday during the fall and spring semesters. Extended hours are offered during midterms and finals. A full description of the Salem College Libraries' resources, services and hours is found at <http://library.Salem.edu/>.

BEYOND THE CAMPUS

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

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

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

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

Come Visit!

Salem welcomes visitors to our beautiful campus. A map and more detailed information about touring the campus are available by calling the Salem College Office of Admissions at 1-800-32-Salem or sending an e-mail message to admissions@Salem.edu. For detailed admissions information, see below.

ADMISSIONS

Salem is interested in students of strong academic ability, motivation and character who can benefit from and contribute to the life of the College. Students from all religious, geographic, racial and ethnic backgrounds are eligible for admission.

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

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

Traditional-Age Admissions

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

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

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

Visiting Students Under Age 23

Female students under age 23 may seek to enroll at Salem as visiting students. By definition, a visiting student is non-degree-seeking and is not eligible for federal, state or institutional aid. Visiting students apply to the Office of Admissions. Applicants who have attended one or more other colleges must submit official transcripts from the most recent institution attended. Applicants without prior college experience must submit high school transcripts. Visiting students under age 23 typically enroll in a total of no more than two courses across a regular semester (fall or spring). Those seeking to enroll in more than two total courses may request permission from the vice president for academic and student affairs and dean of the college by submitting a letter of petition. Visiting students typically enroll in January or summer courses without limit. Questions about registration and all advising matters for visiting students should be directed to the dean of undergraduate studies at (336) 721-2619.

Required High School Program

A candidate is expected to present at least 16 academic units and is encouraged to carry a full academic program in her senior year. The following minimum units are required:

English	Four
Modern language	Two (of one language)
History	Two
Mathematics (Algebra I and II, Geometry).....	Three
Science	Three

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

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

Procedure for Admission

1. *Official Application.* Students may apply online with no application fee at www.Salem.edu. Salem also accepts the Common Application, available on the Salem website or at www.commonapp.org. The paper application form is available upon request (contact the Office of Admissions at (336) 721-2621 or admissions@Salem.edu) and must be accompanied by a non-refundable fee of \$30. While there is no deadline for making application, a prospective student is encouraged to apply early in the fall of her senior year. Decisions of the Admissions Committee are released on a rolling basis as soon as all credentials are assembled and reviewed. Salem College adheres to the Candidates' Reply Date of the College Board, and accepted first-year students are not required to notify the College of intention to enroll before May 1.

2. *Secondary School Record.* An applicant should have her secondary school record sent to the College. This record should give specific information regarding courses, grades, rank in class, standardized test scores, etc., through the junior year, and should indicate the subjects to be completed by the end of the senior year. Prior to enrollment, an admitted student must provide a final transcript showing proof of high school graduation or G.E.D.

3. *Test Requirements.* The submission of standardized testing (the SAT I, SAT II, the ACT, and Advanced Placement Tests) is optional for admission. Independent of the admission process and solely for the purpose of the college's research, students who have taken the standardized tests must submit the official results of these tests upon matriculation.

A student whose native language is other than English should take the TOEFL (Test of English as a Foreign Language) in time for her scores to be reported to the College by March 1. Generally, 550 is the minimum acceptable TOEFL score for the paper-based exam, 213 for the computer test and 79 for the Internet exam. Information and registration forms may be obtained online at www.ets.org/toefl/ or by writing to the Test of English as a Foreign Language, Educational Testing Service, Princeton, New Jersey, U.S.A. 08540. The IELTS test may be submitted in place of the TOEFL with a minimum score of 6.5 required.

4. *Recommendations.* The College requires a letter of recommendation from a teacher in an academic subject. The appropriate form is included with the application and should be given to the individual serving as the applicant's reference. Additional forms are available, if needed, through the Office of Admissions or on-line at www.Salem.edu.

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

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

Early Admissions

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

Through the College early admissions program, a student may be admitted to Salem upon the completion of her junior year in high school. A student who wishes to enter the College through this program should present evidence of academic achievement and social maturity which indicates she can successfully undertake college

work sooner than most college entrants. The application procedures are the same as for those who apply under the regular plan of admission. Additional information on early admission programs may be obtained by writing or calling the dean of admissions.

Female high school students in their junior or senior year are eligible to apply for dual enrollment classes at Salem. A high school student should apply through the Office of Admissions, submitting the required application form and essay and a copy of her high school transcript. Dual enrollment may include no more than two total courses in each regular semester (fall or spring). Questions about registration and all advising matters for dual enrollment students should be directed to the dean of undergraduate studies at (336) 721-2619.

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

Women and men who are interested in enrolling at Salem through the Fler Center for Adult Education may request an application packet by calling (336) 721-2621, emailing admissions@Salem.edu or writing the Admissions Office, Salem College, 601 South Church Street, Winston-Salem, NC 27101.

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

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

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

Fler students may earn a BA, BM, BS or BSBA degree. All majors are available to students who pursue a degree program during the day. The following majors are currently available to students who pursue a degree program during the evening: accounting, business administration, communication and media studies, criminal studies, designs, nonprofit management and community leadership, political science, sociology and teaching schools and society (advocacy).

Undergraduate Certificate Programs

Salem College offers certificate programs in accounting and nonprofit management and community leadership, typically consisting of between four and six college-level courses. The programs are designed to provide the student with focused professional training and/or to provide the student with additional qualifications in their career trajectory. Students seeking admission to a certificate program must submit their application, the \$30 application fee and provide proof of high-school completion or official transcripts of all prior college work.

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

Non-Degree Enrollment

Special enrollment is available to women and men, 23 and over, who are taking courses for academic credit but not pursuing a degree. This category is appropriate, for example, for individuals who take a semester of study initially as special enrollees, teachers preparing for licensure or post-baccalaureate students who are preparing for

graduate programs such as a medical degree or a master's in business administration. Applicants must provide proof of high school completion (or higher) in order to be considered for special enrollment. Prospective students interested in special enrollment should contact the Fleeer Center at the address noted above.

Auditors

A student may not attend a class unless she is officially registered, either for credit or as an auditor. Registration as an auditor permits a student to enroll in a course without working for a grade or credit. An auditor is expected to attend class regularly and participate in class discussion or activities as invited by the instructor. Complete information on auditing may be found in the "Academic Regulations" section of this catalog. Prospective students interested in auditing a course should contact the Fleeer Center at the address noted above.

International Admissions

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

1. A formal application for admission as a traditional-age student or a student in the Martha H. Fleeer Center for Adult Education, as appropriate
2. Secondary school records with an English translation
3. Exam results if student took GCEs, Ordinary Levels, Advanced Levels or International Baccalaureate exams
4. TOEFL results (score must be at least 550 on the paper-based test, 213 on the computer-based test or 79 on the Internet-based test) or IELTS results (score must be at least 6.5). See Conditional admission policy below
5. Two letters of recommendation, typically from teachers
6. A Certificate of Finance

All of the forms necessary for completing an application to Salem can be found on-line at www.Salem.edu.

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

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

Conditional Admission for International Students

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

Admission to the College Honors Program

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

Transfer Admissions and Credit Information

Transfer Admissions: Traditional-Age (under 23)

Each year students transfer to Salem College from other two- and four-year colleges. Normally, a traditional-age transfer student should meet general first-year entrance requirements, although special consideration is given to individual cases. The following credentials must be presented by each applicant for admission as a transfer student:

1. A formal application for admission, including the \$30 application fee, which is non-refundable.
2. A statement of good standing from the dean of students or registrar of the college previously attended.
3. One letter of recommendation from a teacher.
4. An official transcript from each college attended and a transcript of the secondary school record.
5. Official scores from the Scholastic Assessment Test of the College Board (SAT) or the American College Testing Program (ACT), sent directly to Salem by the relevant test administrator.

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

Women and men who are interested in enrolling at Salem through the Fleeer Center for Adult Education may request an application packet by calling (336) 721-2621, emailing admissions@Salem.edu or writing the Admissions Office, Salem College, 601 South Church Street, Winston-Salem, NC 27101.

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

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

Transfer Credit Policy

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

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

To be admitted to Salem, the minimum G.P.A. for the sum of *all* college-level coursework to be transferred into Salem College from other institutions must be 2.0 based on a 4.0 scale. In cases where the student's prior coursework was completed five or more years prior to the intended date of enrollment at Salem, the coursework completed at that institution may be excluded from the G.P.A. calculation for purposes of admissions decisions. Students with less than a 2.0 G.P.A. may be admitted conditionally, with the permission of the

Admissions Committee or, in the case of applicants to the Martha H. Fler Center for Adult Education, the Dean of the Fler Center and Fler Center academic advisors. Students must meet any conditions of enrollment in order to maintain their registration at Salem.

A student who enters Salem as a senior must complete a minimum of 30 semester hours at Salem in order to qualify for graduation. A maximum of 60 Salem semester hours may be awarded for work completed at a two-year college. A maximum of 90 Salem semester hours may be awarded for work completed at a four-year college. While coursework which exceeds the maximum transferable credit will not be applied to the minimum credits required for graduation, that coursework may, where appropriate, and with the permission of relevant academic departments, be used to waive prerequisites or other program requirements.

Transcripts of prior work will be evaluated and final acceptance or rejection of the transfer credit lies with the College. All transfer credit will be regarded as tentative, pending the finalization of the student's enrollment at Salem at the end of the drop/add period.

Any student who is approved for readmission after one calendar year or more or who returns to the College after a "step out" period of one calendar year or more will be bound by all requirements (including general degree requirements and major requirements) of the catalog in effect at the time of re-enrollment; the college may also re-evaluate previously awarded transfer credit. Prior-year catalogs are viewable at www.Salem.edu/catalog.

Transferability of Online Laboratory Coursework in Chemistry and Physics

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

1. Students may not register for CHEM 201 (Organic Chemistry I) without having completed at least one semester of hands-on lab (i.e., not a virtual lab or online lab) toward the equivalent of CHEM 110 or CHEM 120. A student who completed both the equivalent of CHEM 110 and 120 with only a virtual lab prior to enrollment at Salem would be required to repeat the laboratory portion of CHEM 120 prior to registering for CHEM 201. A student who completed any chemistry course higher than 120 with an online or virtual lab would be required to repeat the laboratory portion of the course to have the transfer credit count toward her major.
2. A student who completed both the equivalent of PHYS 210 and 220 with a virtual lab prior to enrollment at Salem would be required to repeat the laboratory portion of either PHYS 210 or 220 to have the transfer credit count toward her major.
3. Once a student is enrolled at Salem, she may not enroll in any subsequent courses with an online or virtual lab at another institution and have such a transfer course count toward any Salem degree requirements.

Transfer Articulation with North Carolina Community College System

Salem College is a Signatory institution of the Independent Comprehensive Articulation Agreement between the North Carolina Independent Colleges and Universities (NCICU) and the North Carolina Community College System (NCCCS). This agreement, Signed in 2009 and renewed in 2015, expands opportunities for students to transfer to Salem. As part of this agreement, Salem College guarantees that NCCCS students who graduate with the associate in arts (AA) or associate in science (AS) degree, or who have completed the Core curriculum Core for the AA or AS, and who are admitted to and enroll at Salem, shall be considered to have completed the requirements for the lower-division Salem Impact core curriculum core. Such students will still need to meet Salem's foreign language, women's studies and physical education requirements, where applicable, as well as Salem 110 or 111 and all upper-division Salem Impact requirements toward the degree (see section on Academic Standing and Classification).

Students who graduated with an AA or AS from a NCCCS college prior to fall 1997 do not fall under the provisions of the Comprehensive Articulation Agreement. Students who graduate from an NCCCS college with a degree other than the AA or AS are not subject to the articulation agreement. Since no core curriculum waiver is granted to such students, evaluation of their prior coursework is performed on a course-by-course basis.

Once a student is enrolled at Salem, courses taken at other *regionally-accredited colleges* are applicable to the degree only if approved *in advance* by 1) the department chair of the department offering a comparable course, 2) the registrar, and 3) the student's advisor. Pre-approval ensures course transferability, applicability toward degree, major, or minor requirements, and adherence to Salem residency requirements. Transfer credit pre-approval forms can be obtained online at www.Salem.edu/registrar. Once coursework is completed, the student must have official transcripts of coursework sent to the Office of the Registrar at Salem.

Any student who is approved for readmission after one calendar year or more or who returns to the College after a "step out" period of one calendar year or more will be bound by all requirements (including general degree requirements and major requirements) of the catalog in effect at the time of re-enrollment; the college may also re-evaluate previously awarded transfer credit. Prior-year catalogs are viewable at www.Salem.edu/catalog. NOTE: Traditional-age students may not enroll concurrently at another college, except to take courses at another institution's summer-school program, subject to the residency requirements of their degree program. Fler students are permitted to enroll concurrently in limited courses at another institution, subject to the residency requirements of their degree program. In all cases, transfer credit pre-approval is required. A posting fee for each transfer course brought into Salem after matriculation is applicable.

Placement Information

Advanced Placement (AP)

An entering first-year student may apply for advanced placement and/or credit if she submits scores of four or five (depending on the exam) on the Advanced Placement tests of the College Board. In addition, an entering student who has completed courses/tests in the International Baccalaureate Program may apply for advanced placement and/or credit in certain academic areas if she submits scores of five or above on higher level exams (depending on the exam). For specific information on these opportunities, see the policies on Advanced Placement and International Baccalaureate in the Academic Regulations portion of this catalog.

Mathematics Placement Information

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

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

Foreign Language Placement Information

Students who wish to study French, Spanish, or German, who are not transferring college-level credit in those languages, and who either have taken one of those languages in high school or have otherwise learned to speak it, should take the appropriate online language placement test. The results of the test will inform the student of the particular course in French, Spanish, or German in which the student should continue her study of that language. If the placement results indicate that the student should begin beyond the 030 level, then thereby the student will have satisfied the core curriculum language requirement.

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

Exemption for Core curriculum Language Requirement

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

SERVICES FOR STUDENTS WITH DISABILITIES

Salem is committed to protecting students with qualifying disabilities and providing them with reasonable accommodations and equal access to the College's academic, social, and recreational programs. In accordance with all applicable laws, any student who has a physical or mental impairment that substantially limits one or more major life activities is eligible for accommodations. Students who wish to request academic or other program-related accommodations may do so through Salem's Office of Academic Support and Student Disability Services or the Dean of Undergraduate Studies. Students who wish to be considered for housing or dining accommodations must do so according to the deadlines and guidelines established by the Office of the Dean of Students. Both offices evaluate student requests on a case-by-case basis and in accordance with established criteria and applicable laws.

Students who wish to request accommodations at Salem may do so at any time during the academic year. In cases where accommodations are sought for a disability that is not obvious, students should be prepared to submit documentation that supports the need for accommodations. Supporting documentation should:

- Be up to date (generally, no more than three years old, but may vary depending on the nature of the disability for which accommodations are sought).
- Be on the letterhead of a qualified, licensed treating professional (e.g., medical doctor, psychologist). Include a description of the disability and the manner in which it affects a major life activity.
- Describe how the disability affects academic performance (as applicable).
- Include testing results related to the disability (as applicable).
- Identify the specific accommodations recommended by the qualified, licensed treating professional.

In some cases, students may be able to satisfy the documentation guidelines with documentation from other educational institutions. Such documentation may include an individualized education program (IEP) or Section 504 plan the student received during high school. Also, there may be instances in which documentation from another institution of higher education can be presented for evaluation. However, in all cases, Salem reserves the right to determine the appropriateness of submitted documentation and may require additional information to verify the disability or determine the appropriate accommodations that will allow the student equal access to the College's programs and services. In all instances, the costs associated with attaining documentation for evaluation is the responsibility of the student seeking accommodations.

Following evaluation of the documentation, the Office of Academic Support and Student Disability Services, Dean of Undergraduate Studies, and/or Office of the Dean of Students, as applicable, notifies students of their eligibility for services and of the services they can expect to receive. To ensure that eligible students receive all of the reasonable accommodations to which they are entitled, the Office of Academic Support and Student Disability Services, Dean of Undergraduate Studies, and/or Office of the Dean of Students collaborate with students, faculty, and staff as applicable. While accommodations are specific to the documented needs of individual students, accommodations in higher education may include:

- Extended time on tests
- Testing in an area with limited distractions
- Access to instructor notes (when available)
- Use of assistive technology
- Access to a medical single

For pregnant students needing accommodation due to pregnancy or childbirth, the Title IX Coordinator serves as an additional resource for students.

Individuals who have questions about disability accommodations should contact the Director of Academic Support and Student Disability Services or Dean of Undergraduate Studies (academic or other program-related accommodations) or the Office of the Dean of Students (housing or dining-related accommodations) so that adequate preparations can be made to facilitate attendance and participation in College programs and activities as needed. Students interested in additional information regarding accommodations in postsecondary institutions may find the following helpful: <https://www2.ed.gov/about/offices/list/ocr/transition.html>.

FINANCIAL INFORMATION

Resident Students – Traditional Age (under 23 years old)

Resident students are expected to enroll for a full academic year and pay a comprehensive fee of 42,800.00 which includes the enrollment deposit, tuition, room, board, laboratory and health service fees. The College expects full-year enrollment because it reserves facilities and executes contracts to provide for the needs of the student during the entire academic year. Payments are scheduled as follows:

Enrollment deposit—(non-refundable)	\$ 250.00
returning students—April 1	
new students—May 1	
First term payment—August 1	\$21,275.00
<u>Second term payment—January 2</u>	<u>\$21,275.00</u>
Total	\$42,800.00

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

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

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

Single-room fee	\$1,500/term
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Resident students who meet requirements for graduation at the end of the first term or new students whose enrollment begins with the second term are charged a comprehensive fee of \$21,400.00 which also entitles the student to participate in January Term. The January Term is designed to provide unique educational experiences, and the student may incur personal costs for travel or educational supplies. Students will not qualify for participation in a January Term trip if they have an overdue balance from a prior term, if their current balance is overdue or if they were on the monthly payment plan and their payments are not current.

Please read sections containing information about installment payments and the refund policy. *Please note: Payment plan options administered by TMS are **not** available to Fleeer or Graduate students.*

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

Non-resident students are full-time degree candidates who commute between their residences and the College. Non-resident students are charged a comprehensive fee of \$30,500.00 for the academic year, which includes tuition, laboratory fees and health service fees. Payments are scheduled as follows:

Enrollment deposit—(non-refundable)	\$ 250.00
returning students—April 1	

new students—May 1	
First term payment—August 1	\$15,125.00
Second term payment—January 2	\$15,125.00
Total	\$30,500.00

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

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

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

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

Music Fees

Traditional-age music majors are not charged a music fee for one applied music course per term. Additional applied music instruction is available for an additional fee of \$700 per applied music course. Traditional-age students not majoring in music are charged a \$700 fee per applied music course. Fleer Center students are charged tuition and a \$700 music fee per applied music course.

Special Fees

Technology fee: full-time students	\$ 300.00
Technology fee: part-time students	\$ 150.00
Enrollment only for January Term	\$ 425.00 per semester hour
Audit fee (reduced one-half for alumnae)	\$ 800.00
Returned check fee	\$ 25.00
Graduation fee (applicable to both Fleer and traditional students)	\$ 100.00
Credit for Prior Learning (plus \$25 application fee)	\$ 165.00 per semester hour

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

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

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

The student government fee pays for class dues, other student organization dues and some student publications. The Student Government Association issues instructions for payment before fall term registration. NOTE: All adult students are automatically members of the Fleer Leadership Council, for which there are no additional fees.

Students may request copies of their academic transcript from the Office of the Registrar and online at www.Salem.edu/transcripts. A fee is payable in advance of the release of each transcript. Please note that transcripts cannot be released for students who are indebted to the College or if any other holds (including, but not limited to, library fines, unreturned athletic equipment or immunization records) are on the student's record.

Installment Payments

Salem offers a monthly installment payment plan each semester through our trusted partner, Tuition Management Systems. There are no finance charges, but a \$50 per semester enrollment fee is charged. For further information, go to <http://www.Salem.edu/business-office/student-services>.

*Please note: Payment plan options administered by TMS are **not** available to Fler or Graduate students.*

Parking Fees

Salem College students wishing to park a vehicle on campus are required to register their vehicles with Public Safety. The cost to register a vehicle is \$100. Vehicle registrations expire at the end of each academic year. Failure to register your vehicle may result in a \$25 fine every 48 hours until the vehicle is registered. Unpaid fines may affect your ability to register for classes or obtain grades/transcripts. For more information, go to <http://www.Salem.edu/public-safety/vehicle-registration>.

Other Financial Information

It is estimated that the purchase of textbooks will require an annual expenditure of approximately \$1,280. Books required for classes are available through the Salem College Bookstore.

Transportation costs for the academic year are estimated to range between \$1,172 to \$3,500.

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

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

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

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

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

Refund Policy

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

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

Refunds for Traditional-Age Students

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

Notification Dates Refund Rate (excludes deposit)

Fall term: first day of class	100%
Spring term: first day of classes	100%

10 business days after first day of classes	50%
14 business days after last day of drop/add	25%

Refunds for Students in the Martha H. Fleer Center for Adult Education

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

Fees for Room and Board

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

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

Appeals

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

FINANCIAL AID

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

Aid Based Upon Need

The purpose of need-based financial aid is to provide support to students who would be unable to attend Salem College without assistance. Educational expenses include tuition, mandatory fees, room, board, books, transportation, and personal/miscellaneous expenses. The amount the family is able to contribute is determined by an analysis of the information provided on the FAFSA.

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

Funds are available through the College's participation in federal and state aid programs and through institutional funds set aside each year specifically earmarked for financial aid. Institutional awards are made from funds

available to the College through endowment gifts from friends and alumnae, the Southern Province of the Moravian Church, and private foundations.

Applying For Need-Based Financial Aid

1. Prospective students should submit an application for admission and be accepted to the College.
2. In order to receive priority processing for financial aid, prospective students should file the FAFSA between October 1 and February 1. Returning students should complete a renewal FAFSA after October 1. The FAFSA may be completed at www.fafsa.gov.
3. Students may be selected for verification and will be required to submit any documents that are requested by the Financial Aid Office.

Application Deadlines

New Students: Applications for financial aid are accepted as long as funds are available. However, in order to receive early consideration for notification of awards, a student should complete all forms as soon as possible.

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

Notification of Award

Official aid offers are made after a student is admitted to the College and the results of the FAFSA are reviewed, usually beginning in December. Returning students will receive notification of their financial aid award after June 1. Any other financial aid award or other resources which the student receives must be reported in writing to the Financial Aid Office as soon as such awards are made. Awards from outside resources may result in an adjustment of the financial aid package.

Award Renewal

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

Satisfactory Academic Progress (SAP)

General Information

The federal and state governments require each educational institution to define standards of progress for students seeking financial aid. All students who wish to qualify for financial aid while attending Salem College will be assessed on the following criteria at the end of each semester, including summer:

- Minimum G.P.A.
- Minimum semester course/credit hour completion rate
- Has not exceeded 150% of required semesters/credit hours
- Completion of a degree within a maximum number of courses/credit hours

These standards are applied uniformly to all Salem College financial aid applicants. If a student meets these standards, they are eligible to be considered for financial aid. If the student does not meet these standards, they will not be eligible to receive financial aid. Procedures for re-establishing financial aid eligibility are described in this policy.

Financial aid is defined as all federal, state and institutional programs (except as otherwise noted). In this policy, “eligible for financial aid” means that a student meets the standards of the Satisfactory Academic Progress Policy for financial aid. A student must also meet all other financial aid requirements in order to receive financial aid.

Minimum Grade Point Average

Undergraduate students’ cumulative and semester GPA must meet standards established by the Salem College Academic Catalog (see p. 82). If your cumulative GPA falls below the minimum standard, you will be placed on Financial Aid Suspension and must submit an appeal. Financial aid will be cancelled immediately for any student who is academically excluded.

<i>Class</i>	<i>Required GPA</i>
Freshman	1.500
Sophomore	1.900
Junior	2.000
Senior	2.000
Graduate Students	3.000
Certificate Students	2.000

Minimum Semester Hour Completion Rate Requirement

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

Example:

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

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

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

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

Certificate students may receive financial aid for a maximum of 150% of the hours required for the degree.

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

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

General Information

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

Failure to Maintain Satisfactory Academic Progress

The Financial Aid Office will notify students of their failure to meet the standards of this policy. Each student is responsible for knowing their own status, whether or not they receive this notification. If a student is not making SAP, they will be placed on Financial Aid Warning for the following semester. Students who fail to meet the minimum requirements at the end of the Financial Aid Warning semester will be placed on Financial Aid Suspension. At that time, they will lose eligibility for federal, state, and institutional financial aid until such time that the minimum SAP requirements have been met. All students placed on Financial Aid Suspension as a result of the failure to meet these SAP standards have the right to appeal.

- **Financial Aid Warning** is a *warning* that the student has failed to meet the minimum SAP requirements. The student has one (1) semester, including summer, to meet the minimum SAP requirements. Students will be notified by the Financial Aid Office if they are placed on Financial Aid Warning. **Students may receive federal, state, and institutional funds during their warning period. However, students who fail to meet the minimum SAP requirements at the end of the warning period will be placed on Financial Aid Suspension.**
- **Financial Aid Suspension** is when a student fails to meet the SAP requirements after their warning period. **Students will not receive federal, state, or institutional funds during their suspension period until they submit all documentation for their appeal, and it is approved.**
- **Financial Aid Probation:** If the SAP Appeal Committee approves the student's appeal, the student will be placed on academic probation which will allow one term of financial aid

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

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

Re-establishing Financial Aid Eligibility

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

- *The student can earn the number of semester hours* for which they are deficient or improve their GPA without financial aid. **These hours may be earned at Salem, or, they may be earned at another institution and transferred to Salem for any term after the deficiency occurs.** Students should get prior approval from the Registrar's Office to ensure that courses taken at another institution will be accepted. After the deficiency is resolved, the student must submit a written appeal requesting the Financial Aid Office to review their eligibility to receive financial aid.
- If there were circumstances beyond the student's control that prohibited the student from keeping the standards of this policy, and those circumstances are now resolved, the student may submit a written appeal to the Financial Aid Office, according to the SAP appeal calendar.

SAP Appeal Calendar

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

SAP Appeal Process

Salem College students who have had financial aid suspended due to unsatisfactory progress may appeal.

Students may obtain a **Salem College SAP Appeal Application** from the Financial Aid Office or at <http://www.Salem.edu/financial-aid>. The appeal documents should be based on one of the following categories:

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

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

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

Appeals may be approved or denied.

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

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

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

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

Return of Title IV Funds Policy

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

Official Withdrawal

Students who wish to withdraw from Salem College are required to meet with the appropriate dean (traditional students meet with the Dean of Undergraduate Studies; Fleeer Center students meet with the Dean of the Fleeer Center, and Graduate Students meet with the Director of Graduate Studies) and complete a written form. If the student withdraws from the College, their grades in those courses are governed by the published deadlines. Fleeer Center students who do not wish to withdraw from the College, but who choose not to register for a given term after completing one or more regular terms are considered “step-out” students, and are not required to re-apply for admission.

Unofficial Withdrawal

A student who leaves Salem College or stops attending courses without officially withdrawing will be administratively withdrawn and will receive a grade of WF (or NC, for courses graded P/NC) for those courses. The date of withdrawal is the midpoint (50%) of the semester. The student will be financially responsible for the payment of all tuition and fees, and will be responsible for the repayment of federal financial aid, if applicable.

Determining Aid Earned

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

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

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

Return of Title IV Federal Financial Aid

The school satisfies its responsibility by repaying funds in the student's package in the following order:

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

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

Return of State Funds

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

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

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

For Fleeer students who choose to enroll in a January term course, the semester hours attempted during January term are combined with the semester hours attempted during the spring term, for purposes of financial aid calculations. This would mean that a Fleeer student registering for 3 semester hours in January term and 9 semester hours in spring term would be considered a full-time student in the spring term for purposes of financial aid and billing for that term.

Part-time Fleeer Center students who do not have an undergraduate degree may be eligible for the Salem Half-Price Grant for their first semester at Salem. To become eligible for the grant, students may enroll in three to eleven semester hours. Eligibility for this grant is determined by the Martha H. Fleeer Center.

Degree-seeking, legal residents of North Carolina who do not have a bachelor's degree and who are enrolled full-time may be eligible for the North Carolina Need-Based Scholarship.

Bookstore Vouchers

The Financial Aid Office will prepare book vouchers for all eligible Fleeer Center students who have a credit balance on their Salem account, to assist with the purchase of books and school supplies. To be eligible to receive a book voucher for fall and/or spring term, students must:

- be registered for at least 6 semester hours, and have completed the FAFSA form and all other documents required by the Financial Aid Office
- be eligible for financial aid
- be scheduled for a refund

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

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

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

To apply for a voucher, Fleeer student must complete the online request form at least 48 hours before planning to purchase books. At the end of the 48 hours and before going to the bookstore to make purchases, students will receive an email from Financial Aid to let them know the voucher is available electronically for use in the bookstore. The voucher expires at the end of drop/add each term. Vouchers will be in the amount of the expected refund, but will not exceed \$600. Any remaining credit balance will be available from the Salem College Business Office approximately two weeks after the end of drop/add. If you have questions regarding your remaining balance, please contact the Business Office.

Need-Based Programs

Grants/Scholarships

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

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

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

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

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

Loans

Federal Direct Student Loan – A federally insured loan, administered by the federal government, for students enrolled at least half-time in an approved degree or certificate program. A student may borrow up to \$5,500 for first year (no more than \$3,500 of which may be subsidized); \$6,500 for sophomore year (no more than \$4,500 of which may be subsidized); and \$7,500 annually for each of the last two years of undergraduate study (no more than \$5,500 of which may be subsidized). The loan proceeds are reduced by origination fees at the time of disbursement. The interest rate is fixed annually with a cap of 8.25 percent. For some students who qualify on a need basis, interest is paid (*subsidized*) by the federal government during in-school and grace periods. Federal regulations limit subsidized loan borrowing to 150% of the published length of the program (i.e., 6 years for the standard 4-year undergraduate program). If a student reaches 150%, they will only be eligible for unsubsidized loans and lose their interest subsidy. Those who do not qualify on a need basis will be required to pay or capitalize their interest during in-school and grace periods (*unsubsidized*). In addition, independent students and dependent students whose parents are denied a Federal Direct Parent Loan for Undergraduate Students (PLUS) may be eligible for additional unsubsidized loan funds. For information on PLUS, see the section on loans in the “Aid without Regard to Need” portion of the catalog.

Work Programs

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

Institutional Work-Study Program A Salem-funded program identical to the federally funded program.

Many financial aid awards include a work offer involving 7.5 hours per week.

Aid Without Regard To Need

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

Honor Scholarships for Traditional-Age Students

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

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

Merit Scholarships for Traditional-Age Students

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The Fleeer Scholarship program is for first-time, degree-seeking and Certificate students who are accepted/enrolled.

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

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

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

Wise Women Excellence Fund for Continuing Studies

This scholarship was created by adult education student Adrienne Amos Livengood who was a 2009 graduate. It will be awarded to need-based Salem College students enrolled in the Fler Center for Adult Education.

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

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

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

Patricia Etheridge Scholarship – Awarded to a full-time religious studies major.

Other Financial Aid Policies

Tuition Exchange

Salem College is a member of Tuition Exchange, Inc., which allows dependents of employees of participating educational institutions to receive tuition remission. Prospective applicants should contact the tuition exchange liaison officer at their parents' schools for further information. Salem's tuition exchange scholarships may be used only for study on the Salem College campus.

Information on Tuition Exchange may be found at www.tuitionexchange.org.

Loans

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

Veterans Benefits

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

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

Installment Payment Plans

For families or individuals who wish to make payments over a longer period of time, there is a short-term payment plan offered by the College and several long-term payment plans offered by private companies. Details of these plans may be obtained from the companies directly or from the Business Office at (336) 721-2613. *Please note: Payment plan options administered by TMS are **not** available to Fleeer or Graduate students.*

Financial Aid for Study Off Campus

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

Special Information for Fifth-Year Traditional Students

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

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

Fifth-year students under the age of 23 must satisfy all degree requirements listed for traditional students.

STUDENT AFFAIRS

Laurie Neff, Assistant Vice President for Student Affairs and Dean of Students

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

Residence Life

Cynthia Jones, Director of Residence Life, Commuter Engagement, and Retention

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

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

the residence halls and are available to their peers as an additional resource for academic, personal and social concerns.

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

Lucy Rose Center for Global Leadership and Career Innovation

Collier Lumpkin, Executive Director

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

International Student Services and Study Abroad

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

The Executive Director for the Lucy Rose Center for Global Leadership & Career Innovation assists international students with visa-related issues and serves as a resource regarding applications for work permits, internship authorizations, post-graduation plans for Optional Practical Training (OPT) and graduate or professional study, and directs the Salem College Study Abroad programming.

Health and Counseling Services

Health Services

For Fall 2020, Salem has partnered with Novant Health to staff its on-campus Health Services clinic and to provide students with enhanced access to general healthcare, as well as special COVID-19 services including triage of COVID-19 symptoms, diagnostic testing referral and coordination, symptom management and care, and contact tracing support. New for Fall 2020, Health Services will be available to provide care for employees (faculty and staff).

To support the health and wellness of Salem students, faculty, and staff and to aid in addressing campus members' needs in response to COVID-19, a Health Services nurse will be available on-campus each weekday (five days a week) from 8:00 am - 5:00 pm, and an advanced practice practitioner will be available on a reduced schedule weekly basis to support campus health and wellness.

During the 2020–2021 academic year, campus members will be expected to take appropriate preventive and precautionary measures such as submitting to Health Services all required vaccinations (for incoming students) and receiving a flu shot.

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

Counseling Services

Robin Campbell, Director of Counseling Services

The Salem College Counseling Center provides assistance to students by offering professional and confidential counseling and support for a variety of emotional and personal issues, such as grief and loss, body image and eating concerns, stress management, coping with depression and other student concerns as needed and requested.

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

Fleer students do not pay a health fee and are not eligible for all services offered in the Counseling Center; however, Fleer students may receive one free visit to the Counseling Center for assessment and referral to a therapist in the community.

The Counseling Services Office is in the Wellness Center located on the lower level of Gramley Residence Hall.

Student Activities and Organizations

Alan Mueller, Assistant Dean of Students for Activities, Leadership and Intercultural Education

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

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

Religious Life

Rev. Dr. Amy Rio, Chaplain

As an institution related to the Moravian Church, Salem College places emphasis on religious values and on the maintenance of an atmosphere in which ethical questions and answers may develop on both institutional and personal levels. The institution believes that the examination of religious values should be encouraged in the college years and that instructional guidance should reflect ethical maturity in the faculty. In keeping with the traditions of a church-related college, the academic study of religious studies is offered as an integral part of the curriculum.

The churches of Winston-Salem and the denominational ministers assigned to the colleges in the community encourage the students to participate in local church life and denominational programs. In addition, these campus ministers contribute to the counseling services available through the Office of the Dean of Students.

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

Athletics

Patricia Hughes, Director of Athletics

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

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

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

1. Each student-athlete can participate in four seasons of any given sport. The student-athlete has 10 full-time semesters of attendance in which to complete her four seasons. A full-time semester is utilized when the student-athlete is enrolled in a full time load and attends the first day of classes. Semesters of participation are tracked by the Athletic Director's office with assistance from the Registrar's Office. Eligibility is based on the number of semesters in college and includes semesters at other institutions.
 - a. Full-time status is required to participate (full time in fall or spring term is 12 semester hours.
 - b. A student must withdraw prior to the first day of classes in order to not have the semester count towards eligibility.
 - c. Dropping below 12 hours during the semester results in immediate ineligibility.
2. Carry and pass a minimum total of 12 semester hours of course work (does not include zero credit or audited courses) in the fall and spring terms. Anytime a student-athlete drops below 12 semester hours, she becomes ineligible immediately.
 - a. Repeated courses that were previously passed do not count towards the required 12 hours per semester, unless they are repeatable for credit, e.g., special topics, internships, etc.
 - b. Graded courses taken at Salem College during Summer or January term(s) will be added to the hours and GPA of the preceding Spring or Fall term(s) respectively to determine eligibility.
3. Minimum G.P.A. requirements based on fall and spring term performance include:
 - a. 1.5 at the end of the first semester
 - b. 1.8 at the end of the second semester
 - c. 1.9 at the end of the third semester
 - d. 2.0 at the end of the fourth and subsequent semesters
4. Anytime a student is placed on academic probation by the College, she is immediately ineligible to compete in intercollegiate athletics (including travel with the team)
 - a. The student may be eligible to practice if approval is given by the coach.
 - b. The student is not eligible to play again until she is officially removed from probation.
5. Transfer Credits
 - a. Credits transferred in from another institution will not influence the G.P.A. at Salem College.
 - b. A grade of "C" or better must be obtained in order to be accepted for transfer credit.

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

any team sports in the current term, pending further review. She may be deemed permanently ineligible to participate.

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

Center for Women Writers

Metta Sáma, Director

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

Center for Women in Entrepreneurship and Business (CWEB)

Alyson Francisco, Director

The Center for Women in Entrepreneurship and Business gives Salem students a distinct advantage in the marketplace and life through promoting Salem as the intellectual and physical center for the region's professional women, and serving as a vital hub linking our students with professionals in the outlying entrepreneurial, business, governmental, and academic communities for collaboration, partnerships, resources, and networking.

Cultural Events

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

In recent years, visiting speakers have included authors Lee Smith and Ayana Mathis; award-winning songwriter and author Marshall Chapman educator and author Erin Gruwell of the Freedom Writers Foundation; performances by legendary pianist Frank Glazer, and flute phenomenon Leone Buyse; and exhibits by Jaune Quick-to-See Smith and Four Emerging Ukrainian Photographers. Performances by Laurie Anderson, the Bill T. Jones/Arnie Zane Dance company, and Twyla Tharpe, and an appearance by author Isabel Allende have also been featured in recent years.

THE ALUMNAE ASSOCIATION

Founded in June 1886, the Salem College Alumnae Association has clubs and local groups throughout the country. The purposes of the Alumnae Association are to foster among the alumnae a spirit of continuing fellowship and service; to interpret Salem College to the communities in which they live; to promote among alumnae an active interest in the progress and welfare of Salem College; and to enable the College to maintain relationships with its alumnae. The Alumnae House, a college-owned building which was restored by the alumnae in 1948, serves as the Alumnae Relations Office. The Alumnae Association supports the following: President's Prizes for academic excellence; Rondthaler Awards for creative expression; and the Siewers Room, the alumnae historical room in Gramley Library.

ACADEMIC PROGRAM

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

To meet these objectives, the curriculum at Salem requires that every student complete the Salem Impact, the College's core curriculum program, and complete at least one academic major from among those available at the College. Every traditional-age, full time student must complete a minimum of 3 semester hours of course work during January term for each year she is enrolled at Salem. No more than four January terms are required, regardless of how long a student is enrolled. Two of the January courses must be chosen from the following categories: internships, independent studies, experimental courses or travel programs.

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

Salem Impact – Salem College's Core Curriculum Program

Daniel Prosterman, Director of the Salem Impact

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

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

Salem Impact Competencies

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

Critical Thinking – Students will think critically and solve problems.

Students will possess the ability:

- to evaluate, interpret and explain evidence, issues and arguments
- to draw reasonable conclusions
- to apply critical thinking in solving problems.

Communication – Students will speak, write and use technology to express ideas, concepts and information clearly and effectively.

Students will possess the ability:

- to communicate orally
- to communicate in writing
- to use technology in communicating ideas, concepts and information.
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Global Awareness – Students will demonstrate global awareness and responsibility.

Students will possess the ability:

- to describe the interdependence of world populations and the complex relationship between humans and their environment
- to articulate the dynamics of interacting with people from different cultures and socio-economic groups.

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

Students will possess the ability:

- to articulate the role of gender
- to apply gender as an analytical lens
- to analyze the intersection of gender with other categories of social difference
- to describe the role of women across cultures and time
- to examine the student's own gendered life experience.

January Term

January Term provides students with an opportunity to concentrate on one subject area of particular interest. During this month students may enroll in courses on campus, travel programs, independent studies or internships. Students also have the option of enrolling in January term courses or programs at other 4-1-4 academic calendar institutions. Every traditional-age, full time student must complete a minimum of 3 semester hours of course work during January term for each year she is enrolled at Salem. No more than four January terms are required, regardless of how long a student is enrolled. Two of the January courses must be chosen from the following categories: internships, independent studies, experimental courses or travel programs. Students who fail to choose a course will be enrolled in a course chosen by the dean of undergraduate studies in consultation with the student's faculty advisor. Students in the Martha H. Flier Center for Adult Education have the option, but not the requirement, of registering for a January term course.

First-year students may enroll in on-campus courses or Salem faculty-sponsored travel programs during January Term. Salem-sponsored programs are also open to students from other colleges.

The January Term is an ideal time for the student to investigate new areas of study, refine her independent learning skills, integrate her theoretical knowledge with practical experience, explore career options and pursue her research interests.

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

Qualified students may elect to participate in January term experimental internships. A student must have a cumulative G.P.A. of 2.0 to do an experimental internship. Departmental internships may have additional requirements for eligibility. Internships are not open to first-year students or to transfer students in their first term at Salem. A student must work a minimum of 40 hours in her internship for every semester hour of credit awarded. Therefore, every traditional student is required to work a minimum of 120 hours during her internship(s) before graduation. During January term only, if the internship structure is such that it is not feasible for the

student to complete the work hour requirement on-site, the faculty supervisor may use discretion to supplement the on-site experience with up to 20 hours of additional off-site experience (0.5 semester hours) per internship (departmental or JANX). Internship requirements set by departments as well as experimental internships fulfill the graduation requirement, as long as the 120 hour minimum has been met. EDUC 399 also fulfills the internship requirement.

In the past, Salem College students have completed internships in a wide variety of areas – retailing, marketing, public relations, journalism, teaching, data processing – for many businesses, agencies, law firms, congressional offices, investment houses, banks, hospitals, museums and schools. Prospective interns will be screened by a faculty sponsor who will make sure they have the necessary courses and cumulative G.P.A. Independent studies provide an additional option for students to explore in detail a specific interest.

On-campus courses that are taken to satisfy core curriculum and major requirements will be given letter grades. Experimental and travel courses (with a JANX course prefix) will be graded pass/no credit (noted as “P/NC” beside the course description). Graded courses will be calculated in the student’s G.P.A.

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

Academic Advising

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

DEGREES AND REQUIREMENTS

Salem College confers four undergraduate degrees: the bachelor of arts, the bachelor of science, the bachelor of music and the bachelor of science in business administration. The academic program for each degree is organized into a 4-1-4 calendar, which includes a fall term of 15 weeks, a January term of four weeks, and a spring term of 15 weeks. A degree program normally requires four years of 30 semester hours each. For example, a student could complete 120 semester hours by completing twelve to fifteen semester hours each fall or spring term and one 3-semester hour course each January term.

Graduation Requirements

Candidates for each degree must complete at least 120 semester hours for graduation. All degree candidates must complete the Salem Impact requirements for their degree, a major and the needed electives to complete 120 semester hours. As part of the 120 hours, students of traditional college age (under 23 years old) are required to complete four January term courses for a minimum of 3-semester hours each, two physical education courses and a course in wellness. Students in the Martha H. Fleer Center for Adult Education are exempt from the physical education, wellness and January Term requirements, but may register and receive elective credit for these courses.

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

graduation. If the student chooses to declare a minor, a 2.00 minimum G.P.A. in all courses required for the minor is also required.

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

Once a student is enrolled at Salem, courses taken at other regionally-accredited colleges (e.g., during summer school) are applicable to the degree only if approved *in advance* by 1) the department chair of the department offering a comparable course, 2) the registrar, and 3) the student's advisor. Pre-approval ensures course transferability, applicability toward degree, major, or minor requirements, and adherence to Salem residency requirements. Transfer credit pre-approval forms can be obtained at the Office of the Registrar or the Fleer Center for Adult Education. Once coursework is completed, the student must have official transcripts of coursework sent to the Office of the Registrar at Salem.

NOTE: Traditional-age students may not enroll concurrently at another college, except to take courses at another institution's summer-school program, subject to the residency requirements of their degree program. Fleer students are permitted to enroll concurrently in limited courses at another institution, subject to the residency requirements of their degree program. In all cases, transfer credit pre-approval is required. A posting fee for transfer courses brought into Salem after matriculation is applicable.

The catalog (or catalog supplement, if applicable) issued during the year in which a student enters Salem College is the catalog that governs the *general degree requirements*, provided that coursework is completed within six years of entrance and that the student's enrollment has not been interrupted for one calendar year or more. A student may petition the Subcommittee on Academic Appeals to follow the general degree requirements listed in a *subsequent* catalog in force during her period of enrollment. For *major and minor requirements*, the governing catalog is the one in effect when the student *declares* the major or minor, except as noted below. Exceptions may be necessary in order to conform to standards of external accrediting bodies.

Any student who is approved for readmission after one calendar year or more or who returns to the College after a "step out" period of one calendar year or more will be bound by all requirements (including general degree requirements and major requirements) of the catalog in effect at the time of re-enrollment; the college may also re-evaluate previously awarded transfer credit. Prior-year catalogs are viewable at www.Salem.edu/catalog

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

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

At least 120 semester hours, including a major and the Salem Impact core curriculum, are required for the bachelor of arts (BA), bachelor of science (BS) or bachelor of music (BM). Every traditional-age, full time student must complete a minimum of 3 semester hours of course work during January term for each year she is enrolled at Salem. No more than four January terms are required, regardless of how long a student is enrolled. Two of the January courses must be chosen from the following categories: internships, independent studies, experimental courses or travel programs.

A traditional-age student who enters Salem with college-level credit from an early-college/dual enrollment high school program, whereby the student typically completes high school and works toward an associate's degree at the same time, and who has not attended another college subsequent to her high school graduation, shall be

considered a first-time, first-year student during her first semester at Salem, and will be included in the incoming class cohort. During her first semester at Salem, such a student will be required to enroll in Salem 110 and will be considered a first-time, first-year student for advising, housing, parking and other purposes dependent upon first-year standing, regardless of her student classification (first-year, sophomore, junior or senior). She must also complete her first January term course in residence at Salem.

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

General Requirements for the Bachelor of Science in Business Administration (BSBA)

The bachelor of science in business administration (BSBA) is a degree available only to students in the Martha H. Fler Center for Adult Education. At least 120 semester hours, including a major and the Salem Impact, are required.

For the BSBA, it is possible to major in accounting or business administration with specialties in accounting, business entrepreneurship, economics, finance, health care management, international trade, marketing, or sport management. Major requirements are found in the “Courses of Instruction” section under “Accounting” and “Business Administration.” See the Salem Impact Requirements section of this catalog for additional information regarding these requirements.

Requirements for a Second Baccalaureate Degree, Major or Minor

Salem College confers four undergraduate degrees: bachelor of arts (BA), bachelor of science (BS), bachelor of music (BM) and the bachelor of science in business administration (BSBA). Each degree requires the completion of at least 120 semester and all core curriculum and major/minor requirements. Students may pursue multiple majors or minors within a degree or multiple degrees, however, any degree (BA, BS, BSBA or BM) is granted only once regardless of the number of majors or minors within it.

Concurrent degrees

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

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

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

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

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

Requirements for a Second Baccalaureate Degree—Graduates of Other Colleges

Students who graduated from another college or university with a bachelor's degree and who are admitted to Salem College to obtain a second bachelor's degree must meet all requirements toward the degree, including major and Salem Impact requirements; at least thirty semester hours toward the second bachelor's degree must be taken at Salem. The Transfer Credit Policy, as published in the Salem College Undergraduate Catalog, applies.

Any student who is approved for readmission after one calendar year or more or who returns to the College after a "step out" period of one calendar year or more will be bound by all requirements (including general degree requirements and major requirements) of the catalog in effect at the time of re-enrollment; the college may also re-evaluate previously awarded transfer credit. Prior-year catalogs are viewable at www.Salem.edu/catalog.

Applying for Graduation

Degrees are conferred in August, December, January, and May, with one commencement ceremony in May for all graduates in that academic year. ALL students must apply to graduate. ***Deadlines for submitting graduation applications to the Registrar's Office (all students):*** November 1st for the following May and August graduation; September 1st for December of the same year, and January of the following year graduation

Traditional Students

Each summer, the Registrar's Office will review the academic progress of all traditional students who have senior status and are expected to graduate in the following May. This review will be provided to the student and the student's faculty advisor. Upon receipt of this review, students must submit a graduation application to the Registrar's Office. The Registrar's Office will not accept the graduation application unless a senior review has been completed. If the planned graduation date changes, it is up to the student to inform the Registrar's Office. Senior reviews will be provided only once.

Fleer Students

Students in the Martha H. Fleer Center must request a review of their progress toward graduation. To be eligible to receive this review, students must have officially declared all majors/minors; have senior status; and plan to complete their graduation requirements within three semesters. The Registrar's Office will review the student's progress toward completion of degree and send needed information, via email, to both the student and the adviser. The graduation application should be completed and returned to the Registrar's Office. The Registrar's Office will not accept the graduation application unless a senior review has been requested and completed. If the planned graduation date changes, it is up to the student to inform the Registrar's Office. Senior reviews will be provided only once.

Diploma Name and Legal Name Changes

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

Academic Majors

A major must be completed according to the requirements of the degree and of the department which offers the major. The governing catalog (or catalog supplement) for specific major requirements is the one in effect at the time the student *declares* the major.

Majors and Degrees Available

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

Bachelor of Arts (BA)

The bachelor of arts degree offers the student the opportunity to major in one or more of the following fields: art (studio), art history, biology, business administration, chemistry, communication and media studies, creative writing, criminal studies, dance studies, dance and movement science, designs, economics, English, environmental studies, exercise science, history, integrative studies, international business, mathematics, music, nonprofit management and community leadership, political science, psychology, race and ethnicity studies, religious studies, sociology, Spanish, teaching, schools and society, and women's studies. Education licensure programs or concentrations are available for art, biology, chemistry, economics, English, history, mathematics, psychology, sociology and Spanish majors.

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

Bachelor of Science (BS)

The bachelor of science degree offers the student the opportunity to major in accounting, biochemistry, biology, , dance and movement science, exercise science, mathematics or psychology.

Bachelor of Music (BM)

The bachelor of music degree provides an opportunity to major in music performance in flute, guitar, organ, piano or voice.

Bachelor of Science in Business Administration (BSBA)

The bachelor of science in business administration degree, which is available only to students in the Martha H. Flier Center for Adult Education, offers the student the opportunity to major in accounting and business administration (with concentrations in accounting, business entrepreneurship, economics, finance, international trade, marketing or general business).

Declaration of the Major

As part of a liberal arts education, students are encouraged to take courses in a range of disciplines before declaring a major. Students should discuss their major options with their academic advisor. To declare a major, the student must complete *at least one* required course (for a minimum of 3 semester hours) in the department toward the major; the course must be taken at Salem College and the G.P.A. for that course (or courses, if more than one course has been taken in the major department) must be 2.00 or greater. (See below for policies governing declaration of majors for transfer students.)

After declaring a major and completing *three courses* (9 or more semester hours) toward the major at Salem College, a student who fails to maintain a 2.00 G.P.A. in that coursework forfeits the right to continue in that major unless a temporary exemption is granted by the department concerned. Under such an exemption, the student's progress toward the major will be re-evaluated at the end of the term following the exemption. In all cases, if the student has completed *five courses* (15 or more semester hours) toward the major but failed to

maintain a 2.00 G.P.A. in those courses, the student shall be removed from the major and shall be required to meet with the dean of undergraduate studies to discuss alternative programs of academic study.

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

A student who wishes to graduate with more than one major must complete all of the requirements, including the G.P.A. minimum, for each major. For majors within the BA, BS, and/or BM degrees, students fulfill the core curriculum requirements only once. Students who pursue a BSBA in combination with any other degree must fulfill the general requirements of both degrees when those requirements differ. Such students are strongly encouraged to consult with the dean of undergraduate studies and their academic advisor(s).

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

Declaration of Major, Transfer students

Transfer students who enter Salem College with at least junior standing, and who have been regular college students (not early college students/dual enrolled high school students) may declare their major upon matriculation, provided they are transferring in at least one course that would count towards the major. They must also take at least one Salem course (minimum of 3 semester hours) that counts towards the major in their first semester and must make a 2.0 or better in that course or courses in order to continue as a major in that department.

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

Academic Minors

Every student, regardless of degree program, has the option of electing a minor in addition to the chosen major. A minor consists of a sequence of courses, designated by the department, of no fewer than 12 semester hours and no more than six courses in a field. To complete a minor, a student must obtain a 2.00 minimum G.P.A. in all courses required for the minor. In calculating the minor G.P.A., all courses specified as minor requirements will be included. If a student repeats a course that is required for the minor, only the highest grade earned will be used to calculate the minor G.P.A.; *all* grades are used to calculate the overall G.P.A.

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

The following minors are now available to students: accounting, actuarial science, art (studio), art history, arts administration, biology, business administration, business communications, business entrepreneurship, chemistry, coaching, communication and media studies, computer and data applications, creative writing, criminal studies,

dance, designs, economics, English, environmental studies, history, math, media studies, music, musical theater, nonprofit management and community leadership, political science, psychology, race and ethnicity studies, religious studies, sociology, Spanish, sport management, statistics, visual literature and women's gender and sexuality studies. The requirements for each minor may be found following the description in the catalog of each major.

Writing Intensive Courses

Salem College is committed to the continuing development of students' writing skills throughout the undergraduate curriculum by engaging students in the writing process. In the Salem Impact Core curriculum Program, SALEM 110: The First year Experience, SALEM 111: Honors First Year Experience, SALEM 112: Academic Writing Seminar, and SALEM 130: Transitions: A Changing Culture are designated as writing intensive (WI) courses that provide significant exposure to the writing process. Since a variety of different experiences hone a student's skills in composition, exposition, and critical thinking, other courses in the curriculum may be designated as WI courses. The Curriculum Committee determines whether or not a course may be designated as WI.

A Writing Intensive course:

- Includes improving writing proficiency as a student learning outcome;
- Distributes writing assignments throughout the course;
- Provides formative Feedback to students at key stages in the writing process;
- Includes the opportunity for students to review assignments or to incorporate formative feedback on one assignment in the production of the next assignment.

Writing intensive course will usually include both informal and formal assignments, and might include draft-revision assignments, peer review, reflection papers, position papers, journals, annotated bibliographies, reports, creative expression, carefully constructed written arguments, or research papers, as well as other forms of writing.

Students intending to pursue graduate studies should be aware of writing intensive requirements for their prospective graduate programs.

Salem Impact Requirements

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

Liberal Arts Interdisciplinary Dimensions

Traditional-Age Students are required to take:

- SALEM 110. First Year Experience (4 hrs) or SALEM 111. Honors First Year Experience (4 hrs)
- SALEM 112. Academic Writing Seminar (3 hrs)
- SALEM 350. Senior Interdisciplinary Seminar (3 hrs)

Martha H. Flee Center Students are required to take:

- * SALEM 112. Academic Writing Seminar (3 hrs) (may be waived through writing assessment or previous college-level coursework)
- * SALEM 130. Transitions: A Changing Culture (3 hrs)
- SALEM 350. Senior Interdisciplinary Seminar (3 hrs)

All Students are required to take:

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

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

Liberal Arts Disciplinary Dimensions

All Students are required to take:

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

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

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

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

Mathematics: MATH 060 (3 hrs), 070 (4 hrs) or 100 (5 hrs).

Language: Coursework or demonstrated proficiency in the language of another culture at the intermediate level or higher.

Liberal Arts Experiential Dimensions

Traditional-Age Students only (not required for Martha H. Fleeer Center Students)

SALEM 210. (4 hrs) Service Learning Seminar or other approved, departmental service learning course (for a minimum of 3 semester hours). (Courses meeting this requirement are designated with (SL) after the course description in this catalog.)

SALEM 270. (1-5 hrs) Internship/Professional Development Experience or JANX 270, or SALEM 275. Experimental Internship or Departmental internship/professional development experience
NOTE: A minimum of 3 semester hours of internship work is required to fulfill the Salem Impact requirement for graduation; however, students may meet this requirement with partial-credit internships taken in multiple semesters. A student must work a minimum of 40 hours in her internship for every hour of credit awarded. Therefore, every traditional student is required to work a minimum of 120 hours during her internship(s) before graduation. Internship requirements set by departments as well as experimental internships fulfill the graduation requirements as long as the 120 hour minimum has been met. EDUC 399 also fulfills the internship requirements. It is left to the discretion of each department to determine the number of semester hours that will fulfill major/minor internship requirements. Students should discuss these options with their advisers and/or the dean of undergraduate studies. No more than 16 hours of internship credit may be counted towards the semester hours required for graduation.

PHED 050. Wellness for Life (2 hrs)

Two physical activity courses:

- A student shall be permitted to enroll in a maximum of four, 1-semester hour, for-credit physical education activity courses; enrollment beyond this limit will be on an audit-only basis.
- A student may substitute one semester of team sports (PHED 012, 013, 017, 018, 019, 020, 041 or 045) or one dance technique course (DANC 020, 034, 035, 036, 037, 038, 039, or 202) or one semester of marching band for *either* of the two required PHED activities.
- Satisfaction of the physical activity requirement is calculated on the basis of courses, not semester hours, therefore, students enrolling in one DANC technique course would still be required to take another PHED activity course.
- Team sports do not receive course credit, though one semester of team registration could satisfy one activity requirement. A student could, for example, enroll in one team sport and one dance activity course to satisfy the physical education requirement. A student may *not* substitute two team sports or two dance technique courses for both activity requirements.

Courses which satisfy Salem Impact Requirements

Interdisciplinary Dimensions – Gender Inquiry

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

ARTH 180.	Women in Art (3 hrs)
COMM 223.	Gender, Race, Race and the Media (3 hrs)
COMM 325.	Popular and Celebrity Culture (3 hrs)
DANC 104.	History of Dance (3 hrs)
ENGL 208.	Early Modern Female Dramatists (3 hrs)
ENGL 223.	Taboos, Experiments & the Other (3 hrs)
ENGL 231.	Writing of and by Women (3 hrs)
ENGL 249.	Gender, Race, and Ethnicity in Shakespeare (3 hrs)
ENGL 293.	The Culture of African American Literature (3 hrs)
ENGL 310.	Toni Morrison (3 hrs)
ENGL 320.	Contemporary American Fiction (3 hrs)
ENGL 325.	Modern Writings from Women of the Non-Western World (4 hrs)
ENGL 347.	“Odd” Literary Couples: American Novel, 1900-1945 (3 hrs)
ENGL 348.	The Rise of the Female Novelist, 1684-1900 (4 hrs)
EXER 245.	Women in Sport (3 hrs)
HIST/POLI/ENVS 216.	The Nuclear Age (3 hrs)
HIST 218.	The History of American Sexualities (3 hrs)
HIST 221.	American Women’s History (3 hrs)
HIST/POLI 265.	US Constitutional and Legal History (3 hrs)
HIST 286.	Modern Japan (3 hrs)
MUSI 103.	The Musical in America (3 hrs)
MUSI 105/305.	Women in Music (3 hrs)
MUSI 110.	Women and Popular Music in the United States (3 hrs)
POLI 160.	Gender, Politics and Policy (3 hrs)
PSYC 110.	The Psychology of Women (3 hrs)
PSYC 160.	Human Sexuality (3 hrs)
RELI 255.	Women in Ancient Judaism and Hebrew Scriptures (3 hrs)
RELI 258.	Women and Gender in Ancient Religions(3 hrs)
RELI 260.	Feminist Studies in Religion (3 hrs)
SOCI 230.	Sociology of Gender (3 hrs)
SOCI 232.	Marriage and the Family (3 hrs)
SOCI 261.	Sociology of Sexualities (3 hrs)
WGSS 204.	Introduction to Women’s Studies (3 hrs)

Interdisciplinary Dimensions – Global Awareness

Courses meeting the global awareness interdisciplinary dimensions are designated with (GA) after the course description.

ARTH 111.	Survey of African and African American Art (3 hrs)
ARTD 160.	Global Textiles (3 hrs)
ARTH 140.	Survey of the Art of Japan (3 hrs)
ARTH 150.	Survey of Chinese Art (3 hrs)
ECON 260.	International Trade and Business (3 hrs)
EDUC 122.	Learners in Context (3 hrs)
EDUC 333.	Comparative Educational Studies (3 hrs)
HIST 103.	World History I (3 hrs)
HIST 104.	World History II (3 hrs)
HIST 213.	Vietnam War (3 hrs)
HIST 214.	The Global Cold War (3 hrs)

HIST 215.	Critical Issues in the History of Race and Ethnicity (3 hrs)
HIST 286.	Modern Japan (3 hrs)
POLI 110.	Introduction to International Relations (3 hrs)
POLI 140.	Comparing Governments (3 hrs)
POLI 210.	Political Thought and Theory (3 hrs)
POLI 225.	International Security (3 hrs)
POLI 235.	International Political Geography (3 hrs)
POLI 240.	American Foreign Policy (3 hrs)
POLI 245.	International Development (3 hrs)
POLI 260.	The Political Economy of the State (3 hrs)
RELI 110.	Introduction to Hebrew Scriptures (3 hrs)
RELI 120.	Western Religious Traditions (3 hrs)
RELI 130.	Eastern Religious Traditions (3 hrs)
RELI 260.	Feminist Studies in Religion (3 hrs)
RELI 340.	Topics in the Study of Scripture (3 hrs)
REST 202.	Race and Ethnic Relations (3 hrs)
REST 210.	Critical Issues in the History of Race and Ethnicity (3 hrs)
SALEM 120.	Global Awareness Seminar (3 hrs)
SOCI 202.	Race and Ethnic Relations (3 hrs)
SOCI 240.	Globalization and Global Inequities (3 hrs)
SPAN 222.	Spain (3 hrs)
SPAN 261.	Literature of Spain (3 hrs)
SPAN 263.	Hispanic American Literature (3 hrs)

Disciplinary Dimensions – Science with Lab

Courses meeting the science with lab disciplinary dimensions are designated with (LS) after the course description.

BIOL 010.	Principles of Biology (4 hrs)
BIOL 100.	Cell and Molecular Biology (4 hrs)
CHEM 050.	Modern Chemistry and Society (4 hrs)
CHEM 110.	General Chemistry (5 hrs)
ENVS 120.	Earth Sciences (4 hrs)
PHYS 210.	General Physics (5 hrs)
SCIE 030.	Special Topics in Science (with laboratory or field experience) (4 hrs min.)

Disciplinary Dimensions – Social Science

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

COMM 120.	Oral Communication (3 hrs)
COMM 170.	Intercultural Communication (3 hrs)
COMM 180.	Visual Communication (3 hrs)
CRST 100/SOCI 270.	Criminology (3 hrs)
CRST 110.	Introduction to Criminal Justice (3 hrs)
ECON 100.	Principles of Economics (4 hrs)
EDUC 112.	Historical and Social Foundations of Education (3 hrs)
HIST/POLI 265	U.S. Constitutional and Legal History (3 hrs)
POLI 100.	Survey of Political Science (3 hrs)
POLI 110.	Introduction to International Relations (3 hrs)
POLI 105.	Introduction to Public Policy (3 hrs)
POLI 120.	American Politics and Public Policy (3 hrs)
POLI 140.	Comparing Governments (3 hrs)
SOCI 100.	Introduction to Sociology (3 hrs)

Disciplinary Dimensions – Arts

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

ARTH 111.	Survey of African and African American Art (3 hrs)
ARTD 160.	Global Textiles (3 hrs)
ARTD 248.	History of Design (3 hrs)
ARTH 121.	Survey of Western Art I (3 hrs)
ARTH 122.	Survey of Western Art II (3 hrs)
ARTH 140.	Survey of the Art of Japan (3 hrs)
ARTH 150.	Survey of the Art of China (3 hrs)
ARTH 160.	The Art of Japanese Manga and Anime: Origins and Evolution (3 hrs)
ARTH 164.	Reading in Contemporary Japanese Manga (3 hrs)
ARTH 170.	Visual Literacy and the Western Graphic Novel (3 hrs)
ARTH 180.	Women and Art (3 hrs)
ARTH 263.	American Art (3 hrs)
DANC 104.	History of Dance (3 hrs)
DANC 201.	Choreography (3 hrs)
MUSI 103.	The Musical in America (3 hrs)
MUSI 105/305.	Women in Music (3 hrs)
MUSI 107.	Introduction to Music of the World (3 hrs)
MUSI 109.	Sacred and Secular: Music of the Moravians (3 hrs)
MUSI 110.	Women and Popular Music in the USA (3 hrs)
MUSI 118.	Music History I (3 hrs)
MUSI 303.	The Musical in America (3 hrs)
MUSI 307.	Introduction to Music of the World (3 hrs)

Disciplinary Dimensions – Humanities

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

BUAD 124	Business Ethics (3 hrs)
CRWR 215.	Literary Artist as Citizen (3 hrs)
ENGL 208.	Early Modern Female Dramatists: Sinners, Saints and Sapphos (3 hrs)
ENGL 221.	Special Topics in English (3 hrs)
ENGL 223.	Taboos, Experiments and the Other: Modern Drama (3 hrs)
ENGL 231.	Writing <i>of</i> and <i>by</i> Women: Survey of English Lit 1370-1789 (3 hrs)
ENGL 232.	Romantic to the Post-Modern: Survey of English Lit 1789-Present (3 hrs)
ENGL 249.	Gender, Race and Ethnicity in Shakespeare (3 hrs)
ENGL 250.	Introduction to Professional Writing (3 hrs)
ENGL 288.	Rooms of Their Own: Women Writers 1900-Present (3 hrs)
ENGL 292.	First Contact through Civil War: Survey of Amer. Lit. before 1870 (3 hrs)
ENGL 293.	The Culture of African American Literature (3 hrs)
ENGL 294.	Frontier, City, Soul: American Literature after 1870 (3 hrs)
ENGL 295.	Dream and Reality: Literature of the American South (3 hrs)
ENGL 298.	“Imaginary Gardens/Real Toads”: Engaging Mod. Amer Poetry (3 hrs)
ENGL 310.	Toni Morrison: Restructuring American Identity (3 hrs)
ENGL 315.	Major British and American Writers (3 hrs)
ENGL 325.	Modern Writings/Women of Non-Western World: Global Lit. (4 hrs)
HIST 103.	World History I (3 hrs)
HIST 104.	World History II (3 hrs)
HIST 105.	United States History to 1877 (3 hrs)
HIST 106.	United States History Since 1877 (3 hrs)
HIST 215.	Critical Issues in the History of Race and Ethnicity (3 hrs)

HIST 221.	American Women's History (3 hrs)
HIST 222.	The Greco-Roman World (3 hrs)
HIST 247.	History of Russia (3 hrs)
RELI 106.	The Religious Dimension (3 hrs)
RELI 110.	Introduction to Hebrew Scriptures (3 hrs)
RELI 111.	Introduction to the New Testament (3 hrs)
RELI 120.	Western Religious Traditions (3 hrs)
RELI 130.	Eastern Religious Traditions (3 hrs)
RELI 160.	The Moravian Experience (3 hrs)
RELI 258.	Women and Gender in Ancient Religions (3 hrs)
RELI 340.	Topics in the Study of Scripture (3 hrs)
REST 210.	Critical Issues in the History of Race and Ethnicity (3 hrs)

Experiential Dimensions—Service Learning

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

ACCT 304.	Income Taxation II (4 hrs)
ARMN 110.	The Arts in the Community (3 hrs)
ARMN 215.	Performing Arts Management (3 hrs)
DANC 210.	Dance in the Community (3 hrs)
EDUC 370.	Integrated Math (3 hrs)
ENVS 100.	Introduction to Environmental Studies (3 hrs)
ENVS 230.	The Role of Coal in Society with Lab (4 hrs)
HIST 211/PRSV 250.	Public History (3 hrs)
MKTG 231.	Marketing Research Methods (4 hrs)
NFPM/SOCI 130.	Making Change: Public Policy, Advocacy, and Grassroots Organizing (3 hrs)
NFPM 180.	Volunteer Management and Engagement (3 hrs)
NFPM 230.	Program Development and Grant Proposal Writing (3 hrs)
RELI 265.	Religion and Migration (3 hrs)
SALEM 210.	Service Learning Seminar (4 hrs)
SPAN 211.	Medical Spanish (3 hrs)

Salem Impact Requirements for the BSBA (Martha H. Fler Center students only)

Liberal Arts Interdisciplinary Dimensions

- * SALEM 112 (3 hrs). Academic Writing Seminar (may be waived through writing assessment or previous college-level coursework)
- * SALEM 130 (3 hrs). Transitions: A Changing Culture
- SALEM 350 (3 hrs). Senior Interdisciplinary Seminar
- Women's Studies: One *Interdisciplinary Dimensions- Women's Studies* course (3 semester hours minimum) listed above.

Liberal Arts Disciplinary Dimensions

- Science: Minimum of 3 semester hours in biology, chemistry, environmental studies, exercise science, interdisciplinary science, physics or psychology
- Language/Communication: Two language courses (minimum of 3 semester hours each) *or* two courses from: ENGL 211, , COMM 120 or COMM 170
- Arts/Religion: Minimum of 3 semester hours in art, dance, music or religious studies
- Humanities: BUAD 124/PHIL 124. Business Ethics (required for the major) *and* a minimum 3 semester hours in history
- Social Science: ECON 100. Principles of Economics *and* one introductory course for a minimum of 3 semester hours in a social science discipline outside economics

Mathematics: MATH 060. Finite Mathematics, MATH 070. Essential Calculus, MATH 100. Calculus I

CERTIFICATE PROGRAMS

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

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

A minimum G.P.A. of 2.00 in the certificate curriculum is required for the granting of any certificate.

Currently, Salem offers two undergraduate-level certificate programs: the Certificate Program in Accounting and the Certificate Program in Nonprofit Management and Community Leadership. Certificate programs are available in the evening.

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

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

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

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

Certificate Program in Accounting

Assistant Professor Flowers, coordinator

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

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

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

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

A. Core Requirements (12 hrs)

ACCT 120. Principles of Financial Accounting (3 hrs)

ACCT 140. Intermediate Accounting I (3 hrs)

ACCT 150. Intermediate Accounting II (3 hrs)

ACCT 160. Cost Accounting (3 hrs)

B. Two electives from the following: (6 hrs)

ACCT 155. Intermediate Accounting III (3 hrs)

ACCT 165. Principles of Fraud Examination (3 hrs)

ACCT 301. Auditing (3 hrs)

ACCT 303. Income Taxation I (3 hrs)

ACCT 304. Income Taxation II (4 hrs)

ACCT 350. Accounting for Nonprofit Organizations (3 hrs)

Upon completion of requirements for the Certificate, students are required to successfully complete an accounting assessment exam.

Gainful Employment Disclosure

To access the Accounting Certificate Program Gainful Employment Disclosure, please visit:

<http://www.Salem.edu/academics/accounting/certificate-program>.

Certificate Program in Nonprofit Management and Community Leadership

Assistant Professor Fowler, coordinator

The Certificate in Nonprofit Management and Community Leadership is designed for the student wishing to enter or advance in a career in the nonprofit sector. Salem's Certificate in Nonprofit Management and Community Leadership is rigorous, consisting of four of the core courses required for Salem's BA in Nonprofit Management and Community Leadership. The courses offered in the certificate program emphasize practical application of concepts learned in the classroom. As a result, participants gain exposure and develop valuable connections with the region's nonprofit community.

Core Requirements (12 hours):

NFPM 100. Introduction to Nonprofit Management and Community Leadership (3 hrs)

NFPM 250. Fundraising and Resource Development (3 hrs)

NFPM 301. Strategic Thinking and Planning (3 hrs)

NFPM 310. Nonprofit Leadership and Governance (3 hrs)

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

ACCT 120. Principles of Financial Accounting (3 hrs)

NFPM 140. Foundations of Entrepreneurship (3 hrs)

NFPM 160. International Nongovernmental Organizations (3 hrs)

NFPM 180. Volunteer Management and Engagement (3 hrs)

NFPM 225. Event Planning and Management (3 hrs)

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

COMM 322. Strategic Communication and Marketing (3 hrs)

NFPM 245. Organizational and Program Evaluation (3 hrs)

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

No course substitutions are permitted. A student must obtain a minimum GPA of 2.0 in the certificate program in order to receive the certificate. Degree-seeking students should pursue the minor in Nonprofit Management and Community Leadership, not the certificate.

Gainful Employment Disclosure

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

SPECIAL ACADEMIC OPPORTUNITIES

Pre-Professional Programs

The Women in Science and Mathematics Program

Professor Rebecca Dunn, director

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

Pre-Medical Program

Assistant Professor Laura Watts, advisor

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

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

Students interested in preparing for dental school, a physician assistant program, veterinary school, a physical therapy program or other allied health or health-related program will find that the statements above apply to them as well. Additional advising resources pertaining to medical and allied health careers can be found on the pre-health advising page of My Salem. To gain access to the page, log into My Salem. Under the "Academics" drop down menu, select "Pre-Health Advising".

Students interested in preparing for medical school should contact the pre-medical advisor early in their academic programs to ensure that they may take full advantage of the opportunities which Salem provides.

Pre-Law Program

Assistant Professor Flowers, director and advisor

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

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

HIST 105.	United States History to 1877
HIST 106.	United States History Since 1877
HIST 265.	U.S. Constitutional and Legal History
HIST 269.	America in our Time: 1945 to Present
POLI 120.	American Politics and Public Policy
ECON 100.	Principles of Economics
ECON 280.	History of Economic Thought
PSYC 010.	Introduction to Psychology
PSYC 130.	Social Psychology
SOCI 202.	Race and Ethnic Relations
SOCI 204.	Analysis of Social Issues
SOCI 205.	Social Psychology
SOCI 270.	Criminology

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

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

A social science internship in a law office; a local, state or national government office; or a social service agency is also recommended. Salem offers students interested in law an advising program to help them prepare for law school. Students interested in pre-law should see the pre-law advisor during their first term at Salem to ensure that they take advantage of the services which the College provides. Salem's January Term program offers pre-law students the opportunity to obtain practical experience in areas related to the legal profession through law office and government internships, court internships, research and independent study.

International Studies

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

International Business

Associate Professor Yoon, language and culture advisor

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

Model United Nations Program

Assistant Professor Elizabeth Wemlinger, advisor

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

Off-Campus Programs

Study Abroad

Coordinator of Study Abroad, Andrew Thomas

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

Academic Semester or Year Abroad

AIFS Study Abroad

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

BCA Study Abroad

BCA Study Abroad offers semester and year-long study abroad programs in countries throughout Europe, Asia, and Latin America. Rooted in the values of peace and justice, BCA programs emphasize intercultural understanding and community engagement. Learn more about the many destination countries and programs by visiting the BCA website at <http://bcastudyabroad.org/>

Harlaxton College (Grantham, England)

Salem students have the opportunity to spend a semester at Harlaxton College, a 100-room manor house in the English Midlands that serves as a self-contained university campus owned and operated by the University of Evansville. The curriculum includes a British studies course, enriched with regular field trips to historic English sites, and an array of liberal arts classes. A four-day school week facilitates additional travel beyond Britain. On campus, you will live among other American students with the services of a dean and other professionals, but not be isolated from the English; the staff, customs, and food are all British. Students must be sophomores or above, have a strong academic record, and must be approved by the dean of undergraduate studies. Learn more about Harlaxton by visiting the website at <https://harlaxton.evansville.edu/>

Hollins University (Paris, France and London, England)

Salem students can participate in the study abroad programs of fellow women's college Hollins University. The London program offers field-trip based classes with opportunities for internships and a distinctive London Theatre Semester. The Paris program has options for students who have beginning French skills or who are looking for full language immersion; students stay with local host families to fully experience French culture. Learn more by visiting the Hollins University study abroad website at <https://www.hollins.edu>.

Meredith College (Sansepolcro, Italy)

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

St. Clare's Liberal Arts Program (Oxford, England)

St Clare's is an independent, international college whose liberal arts course of studies is designed for students who wish to supplement their academic programs with a semester or year of study in England. Students choose from a selection of courses from across the liberal arts curriculum. Salem students will find numerous courses that fulfill the College's core curriculum requirements for graduation. For more information, see the St. Clare's website at <https://www.stclares.ac.uk/>.

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

Summer Study Abroad

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

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

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

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

Salem College conducts a three-week International Business program at St. Peter's College every two or three years. The course description is provided later in this catalog as BUAD 325: Oxford Summer Program in the "Business Administration" section. This program provides Salem course credit, not transfer credit; grades earned are included in the student's GPA. Interested students should contact the Department of Business and Economics.

January Term Study Abroad

Salem College Travel Courses

Each January, Salem College offers travel courses led by faculty in a variety of disciplines for one to three weeks. In previous years, topics and destinations have included "Conservation and Ecotourism in Costa Rica," "Explore

Ireland and Spirituality,” and cultural immersion in Austria, Argentina, Ecuador, Hungary, Italy, Mexico, and Spain. Courses are announced each spring for the following January Term. These courses receive Salem academic credit, and are not considered transfer credit. All Salem students in a good academic standing are eligible for travel in January. Please note that certain courses may have prerequisites, and may require payment of deposits or travel expenses prior to the start of the January term.

Other January Term Study Abroad Opportunities

Salem sophomores, juniors and seniors may spend January Term completing an international internship or pursuing an independent study with international travel. In addition, AIFS Study Abroad (<https://www.aifsabroad.com/>) offers January Term programs with a variety of disciplines and destinations each year.

Other Off-Campus Programs

Associate Vice President for Academic Affairs, Dean of Undergraduate Studies, Richard Vinson

Washington Semester Program

In cooperation with American University, Salem College provides an opportunity for a student interested in public affairs to spend a semester in Washington, D.C. The program includes several tracks, such as: “Justice,” “American Government,” “Urban Affairs,” “Foreign Policy,” “International Environment and Development,” “Economic Policy,” and other topics. See www.american.edu/washingtonsemester for more information. Eligibility is based on a minimum G.P.A. of 2.50 and the completion of at least one course in political science, sociology, history or economics. Openings in the Washington Semester Program are limited. Students chosen for this program participate fully in the suburban campus life of American University. Applications for the program, available from the dean of undergraduate studies, are due by March 15 or October 15 for the following semester. Students participating in the program are charged directly by American University and pay their fees to the university. Other expenses to be considered are transportation, books and miscellaneous charges. Course credit earned through the Washington Semester Program is considered non-residential transfer credit.

Wake Forest University/Salem College Cross-Registration

Full-time degree-seeking undergraduate Salem College students may register for courses at Wake Forest University (Reynolda campus) after their first semester of study at Salem if they a) are in good academic standing, b) are registering for a course that is not offered at Salem College, c) have demonstrated satisfactory work and class attendance habits, d) are concurrently enrolled in a minimum of eight semester hours at Salem, and e) have the approval of the dean of undergraduate studies at Salem and the appropriate official at Wake Forest University. Note: ROTC courses and marching band at Wake Forest are open to qualifying first-year Salem College students. Courses taken at Wake Forest are governed by Salem College’s academic rules, including repeat rules, not by Wake Forest’s rules.

Cross-registration for Wake Forest University courses must be processed through the Salem College Office of the Registrar. The student is responsible for adhering to both Salem College and Wake Forest University procedures and deadlines.

Other than normal tuition, there are no additional fees for classes taken at Wake Forest during the fall and spring semesters, students must inquire with the appropriate officials at Wake Forest University to determine if any other fees apply. All cross-registered coursework taken at Wake Forest University is considered residential credit, not transfer credit when taken in a fall or spring semester. All grades earned during fall and spring semesters are transferred at face value. Tuition is charged for courses taken over the summer and grades are treated as transfer credit (see transfer credit policies in this catalog).

Other Special Opportunities

College Honors Program

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

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

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

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

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

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

Departmental Honors

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

Lehman Scholars Program

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

Each spring, rising sophomores and juniors, who have completed at least two courses towards a major in one of the above disciplines, who have earned a cumulative G.P.A. of 3.00, who show great promise as a future scientist, and who are recommended by the faculty in their department are invited to enroll in the program. Continuation as a Lehman Scholar requires a minimum 3.00 G.P.A. and continued pursuit of one of the four majors listed above,

as well as active participation in co-curricular activities, including regular discussion groups and other Women in Science and Mathematics Program activities that focus on scholarly scientific research and ideas.

To graduate as a Lehman Scholar, a student must complete the following 5 courses and meet all continuation requirements:

- SCIE 100. Introduction to Science Seminar (*1 hr*). Taken in the fall of the first year in the program
- BIOL, CHEM, MATH, PSYC or SCIE 200. Independent Study. Taken in the spring of the first year in the program; this requirement is waived if the student enters the program as a junior.
- SCIE 040 (*2 hrs*). Spreadsheets for Science and Mathematics.
- BIOL, CHEM, MATH, PSYC or SCIE 200. Independent Study, or BIOL, CHEM, MATH, PSYC or HONR 290. Honors Independent Study. Taken in junior or senior year.
- SCIE 300. Philosophy of Science (*3 hrs*). Taken in fall of senior year.

Integrative Studies Major

Associate Vice President of Academic Affairs, Dean of Undergraduate Studies, Richard Vinson, Coordinator

The Integrative Studies major provides students the opportunity to pursue an interdisciplinary program of study that is not typically offered as part of the College curriculum. In this major, a student designs a coherent program that combines existing resources in the curriculum to create an interdisciplinary study of a specific area of interest. The major is designed in collaboration with an academic advisor and the director of the Integrative Studies Program. After establishing learning outcomes, the advisor, the director, and the student select appropriate courses, internships, and learning experiences designed to help the student develop and demonstrate a body of knowledge in a specific area. The major requires a minimum of ten courses and 30 semester hours, including advanced courses in *at least two disciplines*, a senior capstone course or independent study project, and no more than two additional independent studies (regardless of the number of semester hours). A student in good academic standing may design and submit her proposal in collaboration with a faculty member and the director of the program in her sophomore year or in the first term of her junior year.

Interdisciplinary Majors

Besides the integrative studies major option, Salem offers a variety of existing programs for interdisciplinary study. Interdisciplinary majors, which combine advanced-level study from two or more fields, are offered in areas including biochemistry, exercise science, international business, nonprofit management and community leadership, race and ethnicity studies and women's studies. These majors offer students a variety of options: formal courses, independent study, internships and research projects.

Internships

Salem College encourages internship opportunities for students to link their academic major with practical experience in a variety of career areas. Qualified students may take internships during the regular term as well as during the January Term and in the summer. To qualify, a student must have a 2.00 G.P.A. and have completed her first year of college. Several academic majors at Salem require internships as an integral part of the student's program, while all traditional-age students are required to complete one experimental internship (3 semester hours minimum) that may or may not be related to their major. See section on Salem Impact requirements for more details. A few examples of internships that Salem students have completed in recent years are:

- *Art History*: Reynolda House Museum of American Art
- *Accounting*: NC State Treasury Department; Digitek International Ltd;
- *Biology*: clinical and/or research internships, the WFU School of Medicine and Baptist Medical Center; Tengion; Forsyth Medical Center; Winston-Salem Forsyth County Public Health Department
- *Business administration*: Merrill Lynch Global Wealth Management; Edward D. Jones; Winston-Salem Department of Human Relations

- *Chemistry*: Glaxo Pharmaceuticals, Inc.; Mayo Clinic; Green Chemistry Institute; WFU School of Medicine; WFU Department of Chemistry
- *Communication*: Turner Broadcasting, Atlanta; Panthere Communications; Poesis Magazine; News Santinel; Press 53; ABC 45 WXLV-tv & My48 WMYV
- *Economics*: Merrill Lynch; Smith Barney (Atlanta); Center for Micro Finance; Wells Fargo
- *English*: Children's Theatre; Old Salem; Blair Publishing; DeHart and Company;
- *History*: N.C. Supreme Court; N.C. Museum of History; Legal Services of NC; Old Salem
- *Interior Design*: Dynasty Furniture; Furnitureland South; Angela Morton Interior Design
- *Music*: Winston-Salem Piedmont Triad Symphony; SoundLizzard Productions
- *Nonprofit Management and Community Leadership*: The Little Theatre of Winston-Salem, Museum of Art, Scott Cares Foundation; Colours Performing Arts Troupe
- *Political Science*: N.C. GOP Headquarters; Office of the District Attorney, Guilford County
- *Religious Studies*: St. Annes Episcopal Church; Crisis Control Ministry
- *Sociology*: Forsyth County Sheriff Department; Winston-Salem Police Department; YMCA
- *Spanish*: Missionary work in Honduras; work with local Hispanic newspaper; translating for the Department of Social Services; Que Pasa; The Hispanic League of Winston Salem
- *Studio Art*: Logo-designs work for a local biotech company

Students interested in planning and participating in internships should discuss their ideas with their academic adviser or the chairperson of the department of their major. The Office of Student Professional Development is also a resource in providing orientation sessions and resources. The maximum number of internship semester hours allowed for graduation is sixteen.

Army Reserve Officer Training Corps (Army ROTC)

Associate Vice President of Academic Affairs, Dean of Undergraduate Studies, Richard Vinson, Coordinator

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

Air Force Reserve Officer Training Corps (Air Force ROTC)

Associate Vice President of Academic Affairs, Dean of Undergraduate Studies, Richard Vinson, Coordinator

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

ACADEMIC REGULATIONS

Enrollment Policies

Policy for Awarding Credit

A semester hour is defined as 50 minutes of classroom instruction per week for a 15-week semester, or the equivalent amount of instruction for a shorter term. In addition to in-class instruction, students should expect to spend a minimum of 100 minutes per week per semester hour on class-related work done outside of class. Courses will be awarded credit according to this standard, and any deviation from this standard must be approved by the Curriculum Committee.

Registration

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

Academic Load for Traditional-age Students

Twelve semester hours in each fall and spring term constitutes the minimum full-time registration for traditional-age students for financial aid purposes. All traditional-age students must be enrolled full-time in Salem courses during the fall and spring terms; however, to achieve graduation (minimum of 120 semester hours) in four years requires 30 semester hours each academic year. The usual course load for traditional-age undergraduate students is 12 to 15 semester hours in each fall and spring term and one, 3-semester hour course during the January term. Students may not take more than 5 hours during a January term. New first-time, first-year students in their first January term must enroll in one departmental or experiential course.

With the exception of the approved cross-registration program at Wake Forest University, traditional-age students are not permitted to be dually enrolled at other institutions during the fall or spring term. Any exceptions to this policy must be recommended by the student's advisor and approved in advance by the Academic Appeals Subcommittee and by the dean of undergraduate studies. Before students submit their appeal, they must: (a) be in good academic standing; (b) have completed one year of coursework at Salem College; (c) complete a transfer pre-approval form; and (d) sign a form stating that they understand that financial aid may not be used to cover the expense.

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

Academic Load for Fleeer Center Students

Students in the Martha H. Fleeer Center for Adult Education register by the course. To be considered full-time, the student must enroll in at least 12 semester hours. For financial aid and billing purposes only, semester hours attempted in the January term are combined with those attempted in the spring to determine full-time status; in other words, a Fleeer student who registers for 3 semester hours in January and 9 semester hours in spring would be considered a full-time student for the spring term for financial aid and billing purposes.

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

All students must request permission to exceed 18 semester hours. Students requesting overloads will be expected to demonstrate sound academic standing, as evidenced by their Salem G.P.A. Therefore, students may not petition to take an overload during their first semester at Salem. Following the successful completion of one full semester, students who wish to petition for an overload should have at least a 2.67 (B-) overall Salem G.P.A. A course load of 19 to 20 semester hours requires permission of the student's faculty adviser and the Registrar or the Dean of Undergraduate Studies. Petitions for more than 20 semester hours will be considered only in the most extraordinary circumstances and require permission from the Subcommittee on Academic Appeals and should be submitted to the Registrar's Office. To avoid registration delays, petitions should be submitted as part of preliminary registration for the upcoming semester.

Drop/Add Policy

To add or drop a course, a student must submit a change of registration approved by the student's academic advisor..

A student may drop a course with the following conditions:

1. Without a grade – during the first complete week of classes.
2. With the grade of W (Withdrawal) – after the first week and through the ninth week of the term. A completed drop card must be submitted to the Office of the Registrar.
3. After the ninth week (or the published date of the last date to withdraw from a full term course), students may only withdraw from the College under the conditions described below, under “Withdrawal.”

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

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

Withdrawal from the College

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

Any student who is approved for readmission after one calendar year or more or who returns to the College after a “step out” period of one calendar year or more will be bound by all requirements (including general degree requirements and major requirements) of the catalog in effect at the time of re-enrollment; the college may also re-evaluate previously awarded transfer credit. Prior-year catalogs are viewable at www.Salem.edu/catalog.

Medical Withdrawal

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

Students who must withdraw from the College for health or family medical emergencies may request a medical withdrawal from the College at any point during the term, including the exam period. In order for a request for medical withdrawal to be considered, the student must:

- submit the request in writing to the dean of undergraduate studies during the semester in which the health or family medical emergency occurred;
- submit medical documentation sufficient to support the need to withdraw the student from all classes;
- if the student is receiving financial aid, she must consult with the financial aid office, and then acknowledge and agree to the impact of the withdrawal on the student's satisfactory academic progress, financial aid eligibility, and financial obligations to the College.

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

In order to be readmitted, a student who has been medically withdrawn must submit a doctor's statement that she is cleared to return to classes.

Readmission after withdrawal

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

Any student who is approved for readmission after one calendar year or more or who returns to the College after a "step out" period of one calendar year or more will be bound by all requirements (including general degree requirements and major requirements) of the catalog in effect at the time of re-enrollment; the college may also re-evaluate previously awarded transfer credit. Prior-year catalogs are viewable at www.Salem.edu/catalog. The College reserves the right to require, at any time, the withdrawal of a student who does not maintain the required standards of scholarship, whose presence tends to lower the standard of conduct of the student body or who, in the judgment of Salem College's Director of Counseling Services, could not remain without danger to her own health or the health of others.

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

Readmission after administrative withdrawal

A student who is administratively withdrawn and who wishes to return to Salem may apply for readmission after one or more terms of successful full-time work (twelve semester hours each) at a regionally accredited institution. She must also submit a letter to the dean of undergraduate studies that addresses the following topics: a description of her activities during the period of withdrawal (courses of study at another institution, job description if employed); an analysis of the factors which led to her withdrawal; a statement on how the term of withdrawal has helped her reassess her educational goals; and a statement of the plans she has in place to ensure her academic success. Students readmitted after an administrative withdrawal will be put on probation in their first semester upon return to Salem.

Any student who is approved for readmission after one calendar year or more or who returns to the College after a "step out" period of one calendar year or more will be bound by all requirements (including general degree requirements and major requirements) of the catalog in effect at the time of re-enrollment; the college may also re-evaluate previously awarded transfer credit. Prior-year catalogs are viewable at www.Salem.edu/catalog.

Unofficial Withdrawal

A student who leaves the College or stops attending courses without officially withdrawing will be administratively withdrawn and will receive a grade of WF (or NC, for courses graded P/NC) for those courses. The date of withdrawal is the midpoint (50%) of the semester. The student will be financially responsible for the payment of all tuition and fees, and will be responsible for the repayment of federal financial aid, if applicable. The student who stops attending and who receives all WF's for a regular semester has 14 days from the last date of the term to apply for a medical withdrawal and provide supporting documentation. After 14 days, the grades of WF will stand, even if the student presents documentation of a medical issue that caused the unofficial withdrawal. Grades of WF are considered as F's where satisfactory Academic progress is concerned and will calculate in the student's GPA as such.

Leave of Absence

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

Any student who is approved for readmission after one calendar year or more or who returns to the College after a “step out” period of one calendar year or more will be bound by all requirements (including general degree requirements and major requirements) of the catalog in effect at the time of re-enrollment; the college may also re-evaluate previously awarded transfer credit. Prior-year catalogs are viewable at www.Salem.edu/catalog.

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

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

Class Attendance

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

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

In the event of a family emergency or an extended illness that results in absence from more than two class sessions, students should contact the dean of undergraduate studies, who will provide information regarding the absences to the appropriate faculty. The Office of the Dean of Undergraduate Studies does not excuse absences. In the same way, the Student Health Center does not write excuses for missing class due to illness.

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

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

Credit and Placement Options

Foreign Language Placement Information

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

If the placement results indicate that the student should begin beyond the 030 level, then thereby the student will have satisfied the core curriculum language requirement.

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

Exemption for Core Curriculum Language Requirement

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

Math Placement Policy

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

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

Proficiency Examinations

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

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

<u>Dept/Area</u>	<u>AP Exam</u>	<u>AP Score</u>	<u>Semester hours</u>	<u>Salem Course Equivalent</u>
Students may not receive AP, IB and/or CLEP course credit for the same subject.				
Art	Art History	4 or 5	3	ARTH 121 <i>or</i> 122 pending interview
	Studio Art	4 or 5	4	ARTS 020 or 111 pending review
	<i>Receipt of credit is pending interview with department and/or review of portfolio</i>			
Biology	Biology	4	4	BIOL 010
	Biology	5	4	BIOL 100
Chemistry	Chemistry	3	0	Placement out of CHEM 110
	Chemistry	4 or 5	10	CHEM 110 and 120

Computer Science	Computer Science A	4 or 5	3	CPSC 100
Economics	Macroeconomics	4 or 5	4	ECON 100 (score of 4 or 5 on BOTH tests is required to earn credit)
	Microeconomics	4 or 5		
English	English Language	4 or 5	3	ENGL 000 (English elective)
	English Literature	4 or 5	3	ENGL 000 (English elective)
	<i>Credit for ENGL 000 may only be received once</i>			
Environ. Science	Environ. Science	4 or 5	3	ENVS 100
Foreign Language	French Language	3	0	Placement out of FREN 030
	French Language	4 or 5	3	FREN 105
	French Literature	3	0	Placement out of FREN 030
	French Literature	4 or 5	4	FREN 100
	German Language	3	0	Placement out of foreign lang. requirement
	German Language	4 or 5	3	GERM030 and placement out of foreign lang. requirement
	Latin	3	0	Placement out of LATN 030
	Latin	4 or 5	3	LATN030 and placement out of foreign lang. requirement
	Spanish Language	3	0	Placement out of SPAN 030
	Spanish Language	4 or 5	7	SPAN 105 and 206
	Spanish Literature	3	0	Placement out of SPAN 030
	Spanish Literature	4 or 5	6	SPAN 206 and 209
	<i>For scores of 4 or 5 on BOTH Spanish Language and Literature, credit is granted for SPAN 105 (4 hrs), 206 (3 hrs) and 209 (3 hrs)</i>			
History	European History	4 or 5	6	HIST 103 and 104
	US History	4 or 5	6	HIST 105 and 106
	World History	4 or 5	6	HIST 103 and 104
Mathematics	Calculus AB	4 or 5	5	MATH 100
	Calculus BC	1, 2, or 3	5	MATH 100 if Calculus AB subscore is 4 or 5
	Calculus BC	4 or 5	10	MATH 100 and 101
Music	Music Theory	4 or 5	3	MUSI 161
	Additional placement testing with the department of music required			
Physics	Phys C-Mechanics	3	0	Placement out of PHYS 210
	Phys C-Mechanics	4 or 5	5	Credit for PHYS 210
	Phys C-Electricity & Magnetism	3	0	Placement out of PHYS 220
	Phys C-Electricity & Magnetism	4 or 5	5	Credit for PHYS 220
Political Science	Gov't & Pol: Comp	4 or 5	3	POLI 140
	Gov't & Pol: US	4 or 5	3	POLI 120
Psychology	Psychology	4 or 5	4	PSYC 010
	Statistics	4 or 5	4	PSYC 101

General Elective	General Elective	4 or 5	3	ELEC 000
SALEM	Human Geography	4 or 5	3	SOSC 000 (social science elective)
<i>Any exam not listed will be evaluated by the Director of the Salem Impact, in consultation with relevant departments.</i>				
<i>Courses for which zero credits are earned serve as pre-requisites where needed.</i>				

College Level Examination Program (CLEP) Exams

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

<i>CLEP Exam</i>	<i>Minimum Score</i>	<i>Credit awarded for:</i>
Accounting	50	ACCT 120
American Government	50	POLI 120
Biology	50*	BIOL 010
Calculus	50**	MATH 070 or 100
Chemistry	50*	CHEM 110 and 120
College Algebra	50**	MATH 020
French Language (Level II)	62	FREN 030
German Language (Level II)	63	MDFL 000
History of US I: Early Colonization to 1877	50	HIST 105
History of the US II: 1865 to the Present	50	HIST 106
Human Growth and Development	50	PSYC 100
Info Systems & Computer Applications	50	BUAD 111
Intro to Educational Psychology	50	EDUC 000
Introductory Business Law	50	BUAD 220
Introductory Psychology	50	PSYC 010
Introductory Sociology	50	SOCI 100
Principles of Macro-/Microeconomics	50	ECON 100***
Principles of Management	50	BUAD 201
Principles of Marketing	50	MKTG 230
Spanish Language (Level II)	63	SPAN 030
Western Civ. I: Ancient Near East to 1648	50	HIST 103
Western Civ. II: 1648 to the Present	50	HIST 104

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

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

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

International Baccalaureate Credit

Salem College recognizes International Baccalaureate (IB) for purposes of advanced placement and/or credit for entering students. Placement and course credit are determined by department and depend on exam scores.

Students must submit official IB transcripts in addition to secondary school transcripts. Scores of 5 through 7 on high level IB exams may be considered for credit as follows:

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

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

Credit for Prior Learning(CPL)

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

Credits earned through CPL are considered non-residential and are not counted toward the 30 semester hours that must be completed at Salem College. Applications for CPL are accepted after a student is admitted to Salem but only before the student has attained senior class status. Before submitting application for CPL credit, students should consult with both Fler Center advisor and a faculty member in the academic department in which the student seeks credit to discuss their intended proposal.

Students may obtain a CPL proposal form from the Fler Center. Proposals for CPL credit must be submitted with a nonrefundable \$25 application fee; payment of this fee should not be construed as assurance that course credits will be approved. The proposal form must be accompanied by 1) a paper comparable in quality, length, and demonstrated satisfaction of learning outcomes to a term paper required as the final submission for a seminar course at Salem College, and 2) documents supporting the CPL proposal (e.g., supervisor's letter, notice of seminars attended, certificates, performance appraisals, etc.). Students should keep a copy for their records. Once submitted, the proposal is evaluated by a faculty advisor; at the faculty member's discretion, an oral examination may be required. On the basis of a rigorous assessment of the student's materials, the faculty advisor makes a semester hour recommendation to the dean of undergraduate studies. The dean of undergraduate studies reviews all recommendations before submitting the final semester hour recommendation to the Office of the Registrar for inclusion on the student's transcript. If approved, the credit will be added to the student's transcript for a fee.

Grading Policies

Grading System

Salem College uses the following system of grading:

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

Other valid grades are:

I	Incomplete; grade deferred
P	Pass
NC	No credit
W	Withdrawal
WF	Withdrawn failing
AUD	Audit

To earn a grade of “P” (pass) for a course that is graded pass/no credit, the student must earn at least the equivalent of a C (2.00).

Grade of “NR” (not reported) may be entered temporarily, pending receipt of official grades. A student may not graduate with an “I” or “NR” on their record. NR’s will be changed to F’s by the Registrar’s Office 36 hours after the grading deadline each semester. See the “Grade Change Policy” (below) for information about changing these and other grades.

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

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

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

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

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

Repeating Courses

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

Students who earn a grade of F, D+, D or D- in a course have the option of retaking that course one time at Salem to improve their proficiency in the subject matter and to improve their grade point average. If a student repeats a course, the higher grade will count in the student’s GPA; however, all grades will be reflected on the student’s

academic transcript. Students receiving financial aid should consult with the Office of Financial Aid before electing to pursue this option.

Failing Grade (Grade F)

A grade of F indicates that the student has failed the course; no credit is given. It will, however, be included when computing the G.P.A. If the course is required, it is to be repeated; if the course is an elective, it may be repeated or another course may be taken instead to make up the credit. If the course is repeated, the higher grade will be included in the overall G.P.A. computation. All grades will be reflected on the student's academic transcript. Students receiving financial aid should consult with the Office of Financial Aid before electing to pursue this option.

Incomplete (Grade I)

A grade of I is a temporary indication on the student's record that the requirements of the course have not been completed for justifiable reasons. A grade of I may only be granted by a faculty member to a student who cannot complete her course work due to illness, accident or death in her family. Students requesting an Incomplete for reasons other than these conditions must submit an appeal to the subcommittee on academic appeals. Such requests must be made by the student, accompanied by a written recommendation from the faculty member. It is the student's responsibility to maintain contact with the faculty member and to ensure that her work is submitted to the faculty member in a timely fashion. By Friday of the seventh full week of the regular term immediately following the term in which the I was earned, the instructor must submit a replacement grade to the Office of the Registrar. If no grade is submitted by that date, the I is converted to an F. Replacement grades for Incompletes earned in a fall or January term course must be on record by the end of the seventh full week of the following spring term. Replacement grades for Incompletes earned in a spring or summer term course must be on record by the end of the seventh full week of the following fall term. (Note: Incomplete grades for directed studies are subject to a different schedule. See the section on directed studies for details.) A student may not graduate with an "I" or an "NR" on their record.

Grade Change Policy

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

Grade Appeal Policy

Student appeals of grades earned in a course are welcomed on a professional basis by the faculty. Students must explain to the instructor involved their specific disagreement with the grading outcome. If the matter is not resolved at this level, the student may then take the matter to the chair of the department in which the course was offered (or to the vice-president of academic and student affairs and dean of the college if the department chair is the instructor involved in the appeal). If the matter is not resolved at the chair's level, the student may then refer the matter to the vice-president of academic and student affairs and dean of the college for a final decision. The student must begin the grade appeal process no later than one calendar year after the grade in question was due for submission.

Pass/No Credit Courses

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

graded pass/no credit, the student must earn at least the equivalent of a C (2.00). Courses offered on a pass/no credit basis only are marked with “P/NC” following the course description.

Pass/No Credit Option

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

Audited Courses

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

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

Fresh Start Policy

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

Any student who is approved for readmission after one calendar year or more or who returns to the College after a “step out” period of one calendar year or more will be bound by all requirements (including general degree requirements and major requirements) of the catalog in effect at the time of re-enrollment; the college may also re-evaluate previously awarded transfer credit. Prior-year catalogs are viewable at www.Salem.edu/catalog.

Grade Reports and Transcripts

Grade reports are available to students shortly after the end of each term through the student information system, the secure section of the MySalem website. Grade reports are not printed and mailed. Grades and student academic performance may only be discussed with parents, guardians or spouses of students if the student has Signed a FERPA release form or has indicated dependency status.

A fee applies for each copy of the transcript and must be paid in advance of the release of each transcript. NOTE: transcripts cannot be released if students are indebted to the College or if any other holds (including, but not limited to, library fines, unreturned athletic equipment or immunization records) are on the student's record. Requests for transcripts may be made online at www.Salem.edu/transcripts. Detailed information can be found at www.Salem.edu/transcripts. For full disclosure of Salem College's FERPA policy, see page 2 of this catalog.

Classification

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

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

A traditional-age student who enters Salem with college-level credit from an early-college/dual enrollment high school program, whereby the student typically completes high school and works toward an associate's degree at the same time, and who has not attended another college subsequent to her high school graduation, shall be considered a first-time, first-year student during her first semester at Salem, and will be included in the incoming class cohort. During her first semester at Salem, such a student will be required to enroll in Salem 110 and will be considered a first-time, first-year student for advising, housing, parking and other purposes dependent upon first-year standing, regardless of her student classification (first-year, sophomore, junior or senior). She must also complete her first January term course in residence at Salem.

Academic Probation

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

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

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

Students on probation will adhere to the following requirements:

- When a student places herself on probation for the second consecutive term, she must meet with the Director of Academic Support to develop a learning plan for the following term. The plan must be submitted to the dean of undergraduate studies within the first two weeks of the term; failure to do so will put the student in jeopardy of losing her financial aid and of being academically excluded. Once she is placed on academic probation for the second consecutive semester, her term GPA must improve her cumulative GPA, or she excludes herself. Any exception to this policy must be approved by the dean of undergraduate studies.
- Students may not overload while on probation. Any student wanting to take more than 15 semester hours must apply for an exception to the Subcommittee on Academic Appeals.

- Students may not add a major or a minor beyond the College’s requirement of one major while on probation. However, students may change their major or minor.
- Students on probation may not hold leadership positions on campus unless approved by the dean of undergraduate studies.

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

Academic Exclusion

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

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

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

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

Readmission after Exclusion

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

A student who has been excluded may apply for readmission after one or more terms or semesters of successful full-time academic work at a regionally accredited institution. She must also submit a letter to the dean of undergraduate studies that addresses the following topics: a description of her activities during the period of exclusion (courses of study at another institution, job description if employed); an analysis of the factors which led to her exclusion; a statement on how the term of exclusion has helped her reassess her educational goals; and a statement of the plans she has in place to ensure her academic success. In some cases, students may be able to petition for an exemption to exclusion following successful completion of two 3-semester hour courses in a summer term. Students readmitted after exclusion are automatically considered to be on probation in their first semester upon return to Salem.

Any student who is approved for readmission after one calendar year or more or who returns to the College after a “step out” period of one calendar year or more will be bound by all requirements (including general degree requirements and major requirements) of the catalog in effect at the time of re-enrollment; the college may also re-evaluate previously awarded transfer credit. Prior-year catalogs are viewable at www.Salem.edu/catalog.

Academic Honors

Latin Honors

Latin graduation honors are awarded in accord with the following graduation G.P.A. listed below. Grade point averages are *not* rounded up. A transfer student must have completed 54 semester hours at Salem to be eligible for Latin honors. Waived courses do not count toward the required 54 semester hours at Salem College. Latin honors are based on the following GPA's: *cum laude*: 3.500 - 3.699; *magna cum laude*: 3.700 - 3.899; *summa cum laude*: 3.900 - 4.000

Dean's List

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

Independent Study

A qualified student may, with the approval of the appropriate department chair and her faculty advisor, enroll in a departmental independent study which may carry from one to five semesters hours, depending on the department. The amount of credit to be awarded for a particular independent study course will be determined jointly by the department chair and the faculty sponsor/instructor of the course. The student should refer to the independent study course listing under the particular department in which she wishes to pursue this study in order to determine specific departmental requirements, including minimum G.P.A., and guidelines. The purpose of independent study is to provide qualified and motivated students with the opportunity to work individually with a faculty member on a project involving supplemental research and study in an academic area of interest. An independent study may not normally be used to substitute for a regular course in the curriculum. However, in certain circumstances (e.g., a student needs a course to stay on track to graduate, and the course is cancelled for low enrollment, or will not be offered by the College in a timely fashion), the student's request for an independent study to satisfy a catalog requirement, should a faculty member be willing to teach it, may be approved by the chair of the department offering the independent study and by the dean of undergraduate studies. Honors independent study is open to students in their major only. Any exception to this policy must be approved by the subcommittee on academic appeals. Grades for independent study courses are due at the end of the term in which the student has registered for the course.

Directed Study (Fleeer only)

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

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

Only degree- or certificate-seeking students in the Martha H. Fleeer Center for Adult Education with a 3.0 cumulative G.P.A. are eligible to enroll in a Directed Study. Students with fewer 12 completed semester hours) at

Salem may demonstrate academic readiness for a Directed Study with a 3.0 G.P.A. in completed coursework at Salem and/or prior institutions.

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

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

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

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

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

Internships

Salem College provides internship opportunities for students to link their academic work with practical experience in a variety of career areas. Qualified students may take internships during the regular term as well as during the January Term and in the summer. To qualify, a student must have a 2.0 G.P.A. and have completed her first year of college. Several academic majors at Salem require internships as an integral part of the student’s program; all traditional age students are required to complete one internship (experimental or departmental) for a minimum of 3 semester hours; *however, students may meet this requirement with partial-credit internships taken in multiple semesters.* A student must work a minimum of 40 hours in her internship for every semester hour of credit awarded. Therefore, every traditional student is required to work a minimum of 120 hours during her internship(s) before graduation. During January term only, if the internship structure is such that it is not feasible for the student to complete the work hour requirement on-site, the faculty supervisor may use discretion to supplement the on-site experience with up to 20 hours of additional off-site experience (0.5 semester hours) per internship (Departmental or JANX). It is left to the discretion of each department to determine the amount of credit that will fulfill major/minor internship requirements. Internship requirements set by departments as well as experimental internships fulfill the graduation requirement, as long as the 120 hour minimum has been met. EDUC 399 also fulfills the internship requirement. Students should discuss these options with their advisers and/or the Dean of Undergraduate Studies.

Before undertaking an internship, the student should consult with her faculty advisor and the appropriate department chair to determine the availability and appropriateness of the desired internship. There is also an internship session that students must attend before registering for an internship. The Office of Student Professional Development offers these workshops. Any student who wishes to earn academic credit for an internship experience must obtain approval from the appropriate Salem College officials before the internship is arranged. The student will also need to secure both a faculty sponsor and an on-site supervisor for the internship,

and she must register for the internship under the appropriate departmental listing during regular term registration. The term in which the internship site work is to be done is the term under which the student must register for the internship in order for the registration to be valid. She must also properly complete and submit the required internship contract and release forms before the end of the drop/add period during the term in which the internship is undertaken. All required documentation and assignments – including internship contract, supervisor’s evaluation and academic assignments required by the faculty sponsor – must be submitted in a complete and timely manner in order for the student to qualify for an evaluation of the internship for academic credit.

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

In order to meet the educational goals of an internship, students wishing to intern at their current place of employment must submit (along with the application for the internship) for approval a written proposal that makes a clear distinction between the work to be performed for internship credit and the work performed as part of their regular job. For Fleeer students, the work approved for an internship must also be distinguished from work accepted for any credit for prior learning. No more than 16 semester hours of internship credit may be counted towards the semester hours required for graduation.

Most internships are unpaid; transportation costs and expenses of a personal nature are borne by the student. No more than 16 semester hours of internship credit may be counted toward the semester hours required for graduation.

Summer Study

Salem College Summer School

Salem College offers a non-residential program of college courses during the summer. The courses are standard college courses which typically meet four days a week for five and one-half weeks or two days a week for a ten-week session. Online and hybrid classes are also offered. Information about specific courses will be available early in the spring term. Independent study and internship programs are offered according to student and faculty interest. The School of Music may offer individual instruction in music during the summer; credit may be earned for a maximum of 2 semester hours. A student may take no more than two courses or a maximum of 10 semester hours in any 5-week summer session at Salem. A maximum of four courses may be taken in the summer. To be eligible for financial aid, students must take a minimum of 6 semester hours over the course of the summer session(s).

Summer School at Other Institutions

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

No more than two courses may be completed in a six-week session of summer school or three courses in nine weeks or four courses in 12 weeks. When considering summer school, students should remember that no more than 60 hours from a two-year institution or 90 hours from a four-year institution may be transferred to Salem College.

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

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

Other Academic Policies

Academic Appeals

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

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

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

Student Grievance Policies

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

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

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

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

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

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

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

Examinations

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

Program of Institutional Effectiveness

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

Departmental Senior Experience/Seminar

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

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

Key to Course Numbering

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

COURSES OF INSTRUCTION

ACCOUNTING

Associate Professor Francisco, chair of department of business and economics and program coordinato, Mary Ardrey Stough Kimbrough Chair in Business and Economics; Assistant Professor Flowers

Accounting Major (BS, BSBA)

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

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

At least five accounting courses must be completed at Salem.

The bachelor of science and the bachelor of science in business administration with a major in accounting requires the following courses in addition to the Salem Impact core curriculum requirements:

Required Core Courses:

ACCT 120.	Principles of Financial Accounting (3 hrs)
ACCT 140.	Intermediate Accounting I (3 hrs)
ACCT 150.	Intermediate Accounting II (3 hrs)
ACCT 155.	Intermediate Accounting III (3 hrs)
ACCT 160.	Cost Accounting (3 hrs)
ACCT 301.	Auditing (3 hrs)
ACCT 303.	Income Taxation I (3 hrs)
ACCT 304.	Income Taxation II (4 hrs)
ACCT 350.	Accounting for Nonprofit Organizations (3 hrs)
BUAD 111.	Management Information Systems (3 hrs)
BUAD 201.	Principles of Management (3 hrs)
BUAD 220.	Business Law (3 hrs)
BUAD 240.	Data Analysis for Decision Making (4 hrs)
BUAD 350.	Senior Simulation or Practicum with Portfolio (4 hrs)
ECON 260.	International Trade and Business (3 hrs)
FINC 302.	Corporate Finance (4 hrs)
MKTG 230.	Principles of Marketing (3 hrs)
MATH 070.	Essential Calculus (4 hrs) or MATH 100. Calculus I (5 hrs)

Select one additional elective accounting course from the following:

ACCT 165.	Principles of Fraud Examination (3 hrs)
ACCT 200.	Independent Study in Accounting (3 hrs)
ACCT 220.	Special Topics in Accounting (3 hrs)

- ACCT 270. Internship in Accounting (3 hrs)
 ACCT 290. Honors Independent Study in Accounting (3 hrs)

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

Accounting Minor

A minor in accounting requires 18 semester hours; a minimum of 9 semester hours must be taken at Salem.

Required Core Courses:

- ACCT 120. Principles of Accounting (3 hrs)
 ACCT 140. Intermediate Accounting I (3 hrs)
 ACCT 150. Intermediate Accounting II (3 hrs)
 ACCT 160. Cost Accounting (3 hrs)

Select two additional elective accounting courses from the following:

- ACCT 155. Intermediate Accounting III (3 hrs)
 ACCT 165. Principles of Fraud Examination (3 hrs)
 ACCT 301. Auditing (3 hrs)
 ACCT 303. Income Taxation I (3 hrs)
 ACCT 304. Income Taxation II (4 hrs)
 ACCT 350. Accounting for Nonprofit Organizations (3 hrs)

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

Accounting Courses (ACCT)

ACCT 120. Principles of Financial Accounting (3 hrs) An introduction to the procedures and processes through which financial data are generated, stored, synthesized and presented to management and to the public in the form of financial statements: income statements, balance sheets and statements of cash flow. Students in the course will develop an understanding of the rules and practices through which reports are developed, the tools to interpret financial reports and evaluate strengths and weaknesses of business firms and the uses of financial data in decision-making.

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

ACCT 140. Intermediate Accounting I (3 hrs) This course is an in-depth study of traditional financial accounting theory and related problems as well as recent developments in accounting valuation and reporting practices. Emphasis will be placed on the conceptual framework of accounting, the accounting process, financial statements, present value concepts, and current assets and current liabilities, plant assets, long-term liabilities and stockholders' equity, including relevant International Financial Reporting Standards. Prerequisite: MATH 070 or 100 and ACCT 120.

ACCT 150. Intermediate Accounting II (3 hrs) A continuation of Intermediate Accounting I with emphasis on dilutive securities and earnings per share, investments, issues related to income measurement, pension costs, leases and current value accounting. Prerequisite: ACCT140 and MATH070 or MATH100.

ACCT 155. Intermediate Accounting III (3 hrs) This course is continuation of Intermediate Accounting II with emphasis on dilutive securities and earnings per share, investments, issues related to pension costs, leases and current value accounting, statement of cash flows, accounting for income taxes, and Securities and Exchange

Commission required financial reporting for publicly held companies, including relevant International Financial Reporting Standards. Prerequisite: ACCT 150 and MATH070 or MATH100.

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

ACCT 165. Principles of Fraud Examination (3 hrs) This course will include coverage of the nature of occupational fraud and abuse and a review of the techniques used to commit financial fraud. Students will study the underlying indicators of fraud and the investigative process when fraud is detected. This course will include topics covered in the Certified Fraud Examiner and Certificate in Financial Fraud professional exams. Prerequisite: ACCT 120 or permission of the department chair.

ACCT 170. Finance Management for Nonprofits (3 hrs) This course will introduce students to accounting, financial and related administrative issues that are unique to not-for-profit organizations. The course will examine the rules of accounting that are specific to not-for-profit organizations, including fund accounting, and introduce students to the fundamentals of endowment and investment management. The financial tools for successful management of a not-for-profit organization will be discussed, including cash flow planning, budgeting and the design and evaluation of internal controls. Prerequisites: ACCT 120 and NFPM 100 or permission of instructor.

ACCT 200. Independent Study in Accounting (1-4 hrs) Independent study under guidance of a faculty advisor. Independent study may take the form of readings, research, conferences and projects. It may not be used to substitute for regular courses in the curriculum. Independent study may be taken for a total of four courses, usually not more than two per term. Prerequisites: 2.0 cumulative average, ACCT 140, permission of the department chair.

ACCT 220. Special Topics in Accounting (1-4 hrs) This course is an intense examination of specialized topics in contemporary accounting. A research paper and oral presentation will be required. Possible topics for this course include but are not limited to the business of operating a professional accounting practice; tax policy impact upon tax legislation; and leadership within the field of professional accountancy. Prerequisite: permission of instructor.

ACCT 270. Internship in Accounting (1-4 hrs) An opportunity to use the knowledge and skills the student has learned in coursework to solve problems in a real work setting; the apprenticeship aspect of the internship implies that the student has some base of knowledge and that the student's knowledge and skills will be increased by direct contact with an experienced, knowledgeable mentor. Open to sophomores, juniors and seniors with a 2.0 cumulative average; maximum credit per term is one course; admission by application only. Prerequisite: ACCT 140.

ACCT 290. Honors Independent Study in Accounting (3-4 hrs) Advanced independent study under the guidance of a faculty advisor. Open to juniors and seniors with a 3.5 average in accounting, subject to approval of the department chair.

ACCT 301. Auditing (3 hrs) A basic study of the plan and conduct of the actual audit work: the use of the working papers, the writing of reports, certification, the control and prevention of fraud through internal check systems and the moral and legal responsibilities of the auditor. This course will also include topics covered on the Certified Internal Auditor professional exam. Prerequisite: ACCT 150.

ACCT 303. Income Taxation (3 hrs) A study of the basics of federal income taxation, with emphasis on individuals and small business owners, the tax legislative process, and basic tax research and the IRS audit and appeals process. Prerequisite: ACCT 120.

ACCT 304. Income Taxation II (4 hrs) This course continues with the study of taxation as it applies to Subchapter C and S corporations, partnerships, estates and trusts, including a review of the similarities and distinctions in tax reporting among such entities. In addition, a service project related to income taxation will be included in this course. Prerequisite: ACCT 303. (SL)

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

ART

Associate Professor Otero, chair of the department of art, art history and designs; Professors Hutton and Varnadoe; Associate Professor Griffin

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

Studio Art Major (BA)

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

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

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

Required Core Courses

- ARTS 020. Introduction to Two-Dimensional Design (4 hrs)
- ARTS 025. Advanced Two-Dimensional Design (Color Theory) (4 hrs)
- ARTS 030. Three-Dimensional Design (4 hrs)
- ARTS 111. Drawing (4 hrs)
- ARTS 112. Figure Drawing (4 hrs)
- ARTH 121. Survey of Western Art I (3 hrs)
- ARTH 122. Survey of Western Art II (3 hrs)
- ARTH 243. Early Modern Art *or* ARTH 244. Late Modern Art (3 hrs)

Painting concentration: required courses and recommended sequence

- ARTS 113. Introduction to Painting (4 hrs)
- ARTS 114. Advanced Painting (4 hrs)

ARTS 310. Senior Studio (4 hrs)
ARTS 214. Senior Tutorial (2 hrs)
ARTS 390. Senior Seminar (2 hrs)
ARTS Elective. Any course in studio art outside painting (4 hrs)

Printmaking concentration: required courses and recommended sequence

ARTS 135. Introduction to Printmaking (4 hrs)
ARTS 235. Advanced Printmaking (4 hrs)
ARTS 310. Senior Studio (4 hrs)
ARTS 214. Senior Tutorial (2 hrs)
ARTS 390. Senior Seminar (2 hrs)
ARTS Elective. Any course in studio art outside printmaking (4 hrs)

Licensure concentration: required courses for the licensure concentration: (admission to teacher education also required; see catalog entry under Education for further details)

ARTD 040. Graphic Design and Communication (4 hrs)
ARTS 113. Introduction to Painting (4 hrs)
ARTS 135. Introduction to Printmaking (4 hrs)
ARTS 211. Sculpture I or ARTS 233. Ceramics (4 hrs)

Studio Art Minor

A minor in studio art requires completion of the following courses, four of which must be taken at Salem:

ARTS 020. Introduction to Two-Dimensional Design (4 hrs)
ARTS 025. Advanced Two-Dimensional Design (Color Theory) (4 hrs)
ARTS 111. Drawing (4 hrs)
ARTS 113. Introduction to Painting (4 hrs)
ARTS 135. Introduction to Printmaking (4 hrs)
ARTH 121. Survey of Western Art I (3 hrs) or ARTH 122. Survey of Western Art II (3 hrs)

Art Courses (ARTS)

ARTS 020. Introduction to Two-Dimensional Design (4 hrs) In-depth exploration of basic elements of two-dimensional designs through multiple approaches to a wide variety of black and white media. Consideration of the influence of art and designs within the context of the dominant culture as well as other cultures and periods. Six-hour studio plus outside assignments.

ARTS 025. Advanced Two-Dimensional Design (Color Theory) (4 hrs) Building on experience in ARTS 020 and ARTS 111, students will explore conceptually sophisticated designs problems. Introduction to and exploration of color theory. Six-hour studio plus outside assignments. Prerequisite: ARTS 020 and ARTS 111.

ARTS 030. Three-Dimensional Design (4 hrs) Exploration of a variety of issues dealing with three-dimensional form: What is the third dimension? Why do structures stand up? What can be created with limited materials? Prerequisite: ARTS 020 or ARTS 111.

ARTS 110. Photography I (4 hrs) A basic course in photography, including a history of photography, camera mechanics, camera techniques, composition, film processing, proofing techniques, enlarging procedures and methods of matting and mounting.

ARTS 111. Drawing (4 hrs) Introduction to basic elements of drawing through a wide variety of drawing experiences utilizing black and white media. Emphasis on descriptive techniques, introduction to the figure and perspective. Six-hour studio plus outside assignments.

ARTS 112. Figure Drawing (4 hrs) Beginning with an anatomical survey, students will build an understanding of the human form, based on research and regular sessions with the model. Six-hour studio plus outside assignments. Prerequisites: ARTS 020 and ARTS 111.

ARTS 113. Introduction to Oil Painting (4 hrs) Students will develop an understanding of the oil medium and its manipulation to achieve descriptive results through a directed series of problems. Emphasis is on the act of painting. Six-hour studio plus outside assignments. Prerequisite: ARTS 020 or ARTS 111.

ARTS 114. Advanced Painting (4 hrs) Continued study of painting problems begun in ARTS 113. Students will work on a variety of directed and independent projects to encourage individual stylistic growth. Six-hour studio plus outside assignments. Prerequisite: ARTS 113 and ARTS 025.

ARTS 135. Introduction to Printmaking (4 hrs) Various relief and intaglio processes for black and white and color printmaking. Will include experiences with linoleum and woodblock printing, collagraphs, drypoint and etchings. Prerequisite: ARTS 020 or ARTS 111.

ARTS 200. Independent Study in Studio Art (1-4 hrs) Independent study under the guidance of a faculty advisor. Open to students with a 3.0 cumulative average and permission of the chair of the department. Independent study may take the form of readings, research, conference, project and/or field experience. Independent study may be taken for twice, the maximum in any one term being four semester hours.

ARTS 211. Sculpture I (4 hrs) Introduction to relief sculpture, skeletal structure, carving, kinetic motion, modeling and casting. Six-hour lab.

ARTS 212. Sculpture II (4 hrs) Continued introduction to relief sculpture, skeletal structure, carving, kinetic motion, modeling and casting. Six-hour lab. Prerequisite: ARTS 211.

ARTS 214. Senior Tutorial (4 hrs) The class, comprised of all senior students in the studio program, participates in a seminar meeting once a week discussing readings of contemporary criticism and professional practices in their chosen area of concentration. Students begin to define issues and methods of working with an eye toward their Senior Thesis Exhibition.

ARTS 220. Special Topics in Studio Art (1-4 hrs) This course provides the student with the opportunity to explore aesthetic and technical issues presented by faculty or visiting instructors.

ARTS 230. Photography II (4 hrs) An intermediate course in photography beginning with a review of techniques in Photography I. Greater emphasis will be placed on the aesthetics of photography and more advanced techniques and processes will be explored. Prerequisite: ARTS 110 or permission of instructor.

ARTS 233. Ceramics (4 hrs) Introductory instruction in clay technology, clay body preparation, wheel throwing, coiling, slab building, loading and firing kilns. Discussions also include designs instruction and exposure to historical and contemporary pottery and ceramics.

ARTS 235. Advanced Printmaking (4 hrs) Various advanced printmaking processes including soft ground, aquatint and monoprints will be presented. Prerequisite: ARTS 135.

ARTS 270. Internship in Studio Art (1-4 hrs) An opportunity to use the knowledge and skills the student has learned.

ARTS 290. Honors Independent Study in Studio Art (3-4 hrs) Advanced independent study under the guidance of a faculty advisor. Normally open to juniors and seniors with a 3.5 average in art. Subject to the approval of the department chair. Honors work may be taken for a maximum of twice.

ARTS 310. Senior Studio (4 hrs) During the fall semester of the senior year, the class, comprised of all seniors in the studio art program, will work with a variety of media and technique based on their individual style. Students will begin to define issues important to them and establish a personal point of view. Students will learn to position their art in relation to current trends and methods of working with a theme to allow them to develop a consistent body of work to be exhibited in the spring of their graduating year. Six-hour studio/seminar plus outside work. Prerequisite: Two levels of courses in the student's concentration and senior status.

ARTS 390. Senior Seminar in Studio Art (2 hrs) This course is designed to prepare the senior student for professional practices in the student's chosen area of concentration. The student will be informed of job possibilities, gallery representation and exhibition opportunities and will be required to prepare a professional packet consisting of resume, artistic statement and digital portfolio to aid the student in preparation for graduate school and/or professional representation in the art world.

ART HISTORY

Associate Professor Otero, chair of the department of art, art history and designs; Professors Hutton and Varnadoe; Associate Professor Griffin

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

Art History Major (BA)

Required core courses

- ARTH 121. Survey of Western Art I (3 hrs)
- ARTH 122. Survey of Western Art II (3 hrs) (to be taken first year if possible)
- ARTH 180. Women and Art (3 hrs)
- ARTH 244. Late Modern Art (3 hrs)
- ARTH 270. Internship in Art History (3 hrs min.)
- ARTH 350. Senior Independent Study in Art History (3 hrs)
- ARTS 020. Introduction to Two-Dimensional Design *or* ARTS 111. Drawing (4 hrs)
- ARMN 100. Intro to Arts Administration *or* ARMN 110. The Arts in the Community (3 hrs)
- ARMN 120. The Artist as Entrepreneur *or* ARMN 210. Introduction to Museums Studies (3 hrs each)

In addition, at least one course from each of the following five groups will be chosen with the guidance of the faculty advisor depending on availability of courses.

Group 1

- ARTH 231. Ancient Art (3 hrs)
- ARTH 232. Medieval Art (3 hrs)

Group 2

- ARTH 240. Northern Renaissance (3 hrs)
- ARTH 246. European Painting and Sculpture 1550-1850 (3 hrs)

Group 3

- ARTH 243. Early Modern Art (3 hrs)
- ARTH 263. American Art (3 hrs)

Group 4

ARTH 140. Survey of the Art of Japan (3 hrs)

ARTH 150. Survey of the Art of China (3 hrs)

Group 5

ARTH 160. Art of Japanese Manga and Anime: Origins and Evolution (3 hrs)

ARTH 164. Reading in Contemporary Japanese Manga (3 hrs)

ARTH 170. Visual Literacy and the Western Graphic Novel (3 hrs)

A minimum of 18 semester hours toward the major must be taken in the art department at Salem, including ARTH 350.

Art History Minor

The minor in art history requires the completion of 18 semester hours:

Required courses

ARTH 121. Survey of Western Art I (3 hrs)

ARTH 122. Survey of Western Art II (3 hrs)

ARTH 240. Northern Renaissance (3 hrs) or ARTH 245. Renaissance Painting 1300-1500 (3 hrs)

ARTH 243. Early Modern Art (3 hrs) or ARTH 244. Late Modern Art (3 hrs)

Select two additional ARTH electives

A minimum of 12 semester hours must be taken at Salem.

Visual Literature Minor

The minor in visual literature requires the completion of the following:

Required courses:

ARTD 209. Digital Design (4 hrs)

ARTH 160. The Art of Japanese Manga and Anime: Origins and Evolution (3 hrs)

ARTH 164. Reading in Contemporary Japanese Manga (3 hrs)

ARTH 170. Visual Literacy and the Western Graphic Novel (3 hrs)

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

ENGL 299. Shakespeare Meets Manga (3 hrs)

Select one of the following:

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

ARTS 111. Drawing (4 hrs)

Art History Courses (ARTH)

ARTH 111. Survey of African and African American Art (3 hrs) The first half of the course will provide a general introduction to the arts of several African cultures from the 12th through 20th centuries, primarily in West and East Africa, and focusing on metalwork, sculpture, architecture and fiber arts. Diverse subjects will be explored, including the representation of religious/spiritual themes, pattern, abstraction and the representation of the human figure. In the second half of the course, the arts of the African Diaspora as represented in the United States will be surveyed, through several historical periods and the work of many important individual artists. (AR) (GA)

ARTH 113. Survey of Western Art I (3 hrs) This course will focus on the visual arts of South and Central America, from the Ancient period to Modern. The first half of the course will cover the work of several Pre-Columbian civilizations, to include the Olmecs, Maya, Inca, and Aztecs. The second half of the course will survey the Eurocentric arts of the Colonial period (18th and 19th centuries), followed by a study of several 20th century artists from the Modern period, especially the Muralists-- artists who chose to combine Europe influences (Constructivism, Surrealism) with indigenous and political themes.

ARTH 121. Survey of Western Art I (3 hrs) Introduction to the history and interpretation of architecture, sculpture and painting in the West from prehistoric times to the present. (AR)

ARTH 122. Survey of Western Art II (3 hrs) Continued introduction to the history and interpretation of architecture, sculpture and painting in the West from prehistoric times to the present. (AR)

ARTH 140. Survey of the Art of Japan (3 hrs) Japanese art from the beginning of its civilization through the 18th century, including sculpture, painting and printmaking. (AR, GA)

ARTH 150. Survey of the Art of China (3 hrs) Chinese art from prehistoric through the Ching Dynasty including sculpture, painting, ceramics and bronzes. (AR, GA)

ARTH 160. The Art of Japanese Manga and Anime: Origins and Evolution (3 hrs) In this course, we will explore Japan's "coolest" export: global manga and anime. Students will read, view, and analyze classic examples of Japan's early visual literature while developing an awareness of Japanese visual culture. A focus will be placed on works produced following the end of World War II, especially the books of Osamu Tezuka, whose compassion and talent led him to seek a new beginning for a society left in the shadows of the atomic age. His manga were full of exciting possibilities and promise for children of the war, and mark the beginning of a new modern branch of literature with global appeal. Manga became a leading industry in Japan, and an important part of Twentieth Century Visual Literature. (AR)

ARTH 164. Reading in Contemporary Japanese Manga (3 hrs) This course gives students the opportunity to explore and analyze contemporary Japanese Manga. Recent publications will be chosen for significant cultural and global content as well their popularity with *otaku*, (Manga fans). Topics may include: Trans-Humanism and Post Modern Theories, Social Issues, Politics, Robotic Science and Vision Quests. Readings will change over time, and may include: Tsugumi Ohaba's Death Note, Tadashi Agi's The Drops of God, and Inio Asano's Solanin.

ARTH 170. Visual Literacy and the Western Graphic Novel (3 hrs) A course in how to "read" works of art-in which students will explore sources for the storytelling methods common in Western (as opposed to Asian) graphic novels. Such visual features as poses, gestures, facial expression, visual composition, setting and the incorporation of text are all used to tell stories in modern graphic novels, but precedents for these techniques are found in the visual culture of many pre-modern periods, from Egypt to the Baroque, as well as in children's picture books, early comic books and silent film. Brief discussion of theories of visual literacy and visual culture will be incorporated at the beginning of the course and where appropriate.

ARTH 180. Women and Art (3 hrs) This course explores ways in which women have been portrayed in art, and also provides an introduction to women artists from the ancient world to modern times. Feminist art history/feminist discourse is introduced as a way of analyzing representations of women in art, with focus on Renaissance and Baroque art, and their underlying – too often negative – assumptions. Models for this work will be provided by such classic feminist art historians as Nochlin, Munro, Garrard, Broude and Russell. The second half of the course will focus on women as producers of art and offers an empowering alternative to the too frequent neglect of women artists in modern art history. (AR) (GI)

ARTH 200. Independent Study in Art History (1-4 hrs) Independent study under the guidance of a faculty advisor. Open to students with a 3.0 cumulative average and permission of the chair of the department. Independent study may take the form of readings, research, conference, project and/or field experience. Independent study may be taken for a total of twice, a maximum in any one term being four semester hours.

ARTH 220. Special Topics in Art History (1-4 hrs) This course provides the student with the opportunity to explore aesthetic and technical issues presented by faculty or visiting instructors.

ARTH 231. Ancient Art (3 hrs) Architecture, city planning, sculpture, painting and related arts from the beginning of civilization in the Near East until the fall of the Roman Empire. Emphasis will be placed on the relationship of visual arts to other aspects of intellectual history. Prerequisite: ARTH 121 or ARTH 122.

ARTH 232. Medieval Art (3 hrs) Architecture, sculpture and painting from the beginning of the Christian era to the Renaissance. Emphasis upon the relationship between the visual arts and other aspects of intellectual history. Prerequisite: ARTH 121 or ARTH 122.

ARTH 240. Northern Renaissance (3 hrs) Art of Northern Europe from ca. 1350 to ca. 1560. The paradoxical emphasis on naturalistic observation and Christian mysticism of the period will be special themes of discussion. The development of new art forms, such as oil painting and printmaking, and the appearance of new genres, such as portraiture, landscape and still life, will also be considered. Focus will be made on the work of van Eyck, Bosch, Dürer and Bruegel. Prerequisite: ARTH 121 or ARTH 122.

ARTH 243. Early Modern Art (3 hrs) Early movements in modern art: Impressionism, Cubism, Symbolism, Dada and Expressionism. Prerequisite: ARTH 121 or 122.

ARTH 244. Late Modern Art (3 hrs) Art movements from the 1930s to the present, including: abstract expressionism, minimal art, pop, post-painterly, photo realism and post modernism. Prerequisite: ARTH 121 or 122.

ARTH 245. Renaissance Painting 1300-1500 (3 hrs) The development of form and content in painting from the rebirth of humanism to the Reformation. Accent on Giotto, Ghiberti, Donatello, Masaccio, Piero della Francesca, Michelangelo, Leonardo da Vinci, Raphael and Titian. Prerequisite: ARTH 121 or 122.

ARTH 246. European Painting and Sculpture 1550-1850 (3 hrs) Developments in European Art following the Renaissance, from the beginnings of the Baroque ca. 1550 to the middle of the Nineteenth Century. The course will focus on changes in style and content in their historical context in sculpture, painting, and architecture. Artists discussed will include Caravaggio, Bernini, Rubens, Rembrandt, Watteau, David, Ingres, Goya, Delacroix, and Gericault. Prerequisite: ARTH 121 or 122.

ARTH 263. American Art (3 hrs) The history and interpretation of architecture, sculpture and painting in the United States from colonial times to the present. Prerequisite: ARTH 121 or 122. (AR)

ARTH 270. Internship in Art History (1-4 hrs) An opportunity to use the knowledge and skills the student has learned.

ARTH 290. Honors Independent Study in Art History (3-4 hrs) Advanced independent study under the guidance of a faculty advisor. Normally open to juniors and seniors with a 3.5 average in art. Subject to the approval of the department chair. Honors work may be taken a maximum of twice.

ARTH 350. Senior Independent Study in Art History (3 hrs) This course is intended to give students experience in carrying out a major research project in art history on a topic of their choice. Readings on the history and methods of our discipline will be included to promote a deeper understanding of the field.

ARTS ADMINISTRATION

Assistant Professor Fowler, director

Arts Administration Minor

The minor in Arts Administration complements any major but is particularly valuable for students pursuing degrees in the performing, visual, and literary arts, and art history. It is designed to equip students with the foundational knowledge and skills they need to manage and work in individual and community-based nonprofit arts organizations. The minor in Arts Administration requires the completion of 18 semester hours.

Required Courses

- ARMN 100. Introduction to Arts Administration (3 hrs)
- ARMN 110. The Arts in the Community (3 hrs)
- ARMN 120. The Artist as Entrepreneur (3 hrs)
- NFPM 100. Introduction to Nonprofit Management and Community Leadership (3 hrs)

Choose one elective from the following courses:

- NFPM 230. Program Development and Grant Proposal Writing (3 hrs)
- COMM 322. Strategic Communication and Marketing (3 hrs)
- NFPM 245. Organizational and Program Evaluation (3 hrs)
- NFPM 250. Fundraising and Resource Development (3 hrs)
- NFPM 301. Strategic Thinking and Planning (3 hrs)

Select one additional elective from the following courses:

- ARMN 210. Introduction to Museum Studies (3 hrs)
- ARMN 215. Performing Arts Management (3 hrs)
- ARMN 280. Topics in Arts Administration (3 hrs)

Arts Administration Courses (ARMN)

ARMN 100. Introduction to Arts Administration (3 hrs) This course offers an introduction to the basic concepts and skills required to manage the day-to-day operations of nonprofit arts organizations in the U.S., including visual, performing, and literary organizations. Topics include: arts education and advocacy; program planning; fundraising; and the unique aspects of organizations run by and for artists and creative communities.

ARMN 110: The Arts in the Community (3 hrs) This course introduces students to the various roles the arts can play in improving communities and the importance of these roles to the relevance and sustainability of the arts sector. Students will learn principles and practices supporting effective community engagement and community-based arts projects. (SL)

ARMN 120. The Artist as Entrepreneur (3 hrs) A study of entrepreneurial opportunities and options for individual artists. Students will be introduced to principles and practices of effective entrepreneurship, examples of creative approaches to career-building, and structural options through which arts enterprises can be organized.

ARMN 200. Independent Study in Arts Administration (1-4 hrs) Independent study under the guidance of a faculty advisor. Open to students with a 2.0 cumulative G.P.A. Independent study may take the form of readings, research, conference, project and/or field experience. Independent study may be taken for a total of six semester hours, but no more than three semester hours per term. Prerequisite: Permission of director.

ARMN 210: Introduction to Museum Studies (3 hrs) This course concentrates on the study of museum management and trends currently affecting museums in the U.S. Topics include: curating meaningful and inclusive exhibits; community engagement; financial and gallery management; long-range planning; and artist-gallery relationships. Prerequisite: ARMN 100 (recommended) or ARMN 110 and sophomore standing as a studio art or art history major, or permission of instructor.

ARMN 215. Performing Arts Management (3 hrs) An examination of the performing arts industry and individual artists' roles within it. The course will introduce the student to artist-management relationships,

booking and contracts, performing arts unions, royalty and rights licensing practices, tour management, and box office management. Students will examine artist portfolios as a means of understanding the relationships among artists, managers, and presenters. Prerequisite: ARMN 100 or ARMN 110 and sophomore standing as a music major or dance minor, or permission of instructor. (SL)

ARMN 270. Arts Administration Internship (1-4 hrs) The Arts Administration internship provides students with on-site experience in national, state, and local arts organizations and the opportunity to perform a number of functions at various levels of the organization. Open to sophomores, juniors, and seniors; maximum credit per term is one course; admission by application only.

ARMN 280. Topics in Arts Administration (1-4 hrs) In-depth study of an issue (or issues) of special current importance in the field of arts administration. (Examples: Public Policy and the Arts; Money for the Arts; Marketing the Arts.) Prerequisite: ARMN 100 or permission of instructor.

ARMN 290. Honors Independent Study in Arts Administration (3-4 hrs) Advanced independent study under the guidance of a faculty advisor. Normally open to juniors and seniors with a 3.5 average in Nonprofit Management and Community Leadership (Arts Administration concentration), subject to the approval of the program director. Honors Independent Study may be taken for a maximum of six semester hours, but no more than three semester hours in any one term.

BIOCHEMISTRY

Professor Rebecca Dunn; Associate Professors Watts and Ye; Laboratory Coordinator Walker

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

Biochemistry Major (BS)

The student who seeks the bachelor of science degree with a major in biochemistry must complete a minimum of eighty-three semester hours.

Required Courses:

- CHEM 110. General Chemistry (5 hrs)
- CHEM 120. General Chemistry with Qualitative and Quantitative Analysis (5 hrs)
- CHEM 201. Organic Chemistry I (5 hrs)
- CHEM 202. Organic Chemistry II (5 hrs)
- CHEM 207. Quantitative Analysis *or* BIOL 205. Biometry (4 hrs each)
- BIOL 100. Cell and Molecular Biology (4 hrs)
- BIOL 101. Biodiversity (4 hrs)
- BIOL 310. Advanced Genetics (5 hrs)
- BCHM 305. Biochemistry I (4 hrs)
- BCHM 306. Biochemistry II (4 hrs)
- BCHM 307. Biochemistry Lab (3 hrs)
- BCHM 311. Biophysical Chemistry (3 hrs)
- BCHM 390. Senior Seminar (4 hrs)
- MATH 100. Calculus I (5 hrs)
- MATH 101. Calculus II (5 hrs)
- PHYS 210. General Physics I (5 hrs)

PHYS 220. General Physics II (5 hrs)
BIOL or CHEM electives (minimum of 8 semester hours)

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

Biochemistry Courses (BCHM)

BCHM 200. Independent Study in Biochemistry (1-4 hrs) Independent study under the guidance of a faculty advisor with permission from the department chair. Open to students with a 2.0 cumulative average. Independent study may take the form of readings, research, a conference, project and/or field experience. Independent study may be taken for a total of twelve semester hours, no more than six semester hours in any term. Prerequisite: previous study in chemistry or permission of the department.

BCHM 270. Internship in Biochemistry(1-4 hrs) An opportunity to use the knowledge and skills the student has learned in coursework to solve problems in an applied laboratory setting; the apprenticeship aspect of the internship implies that the student has some basic knowledge and will increase her knowledge and skills by direct contact with an experienced, knowledgeable mentor. Open to juniors and seniors with 2.0 overall cumulative average and in the major; maximum credit per term is four (4) semester hours; admission by application only. Course may be repeated a maximum of three (3) times.

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

BCHM 305. Biochemistry I (4 hrs) Modern biochemistry with emphasis on the structure, chemical properties and metabolism of biologically important molecules. Four hours of lecture. Prerequisite: CHEM 202 and BIOL 100, or permission of instructor.

BCHM 306. Biochemistry II (4 hrs) This course is the continuation of BCHM 305 with the goal of using physics, chemistry and biology to gain a better understanding of the life sciences at molecular levels. Topics to be covered are bioenergetics and intermediary metabolism, DNA, RNA, protein synthesis. Four hours of lecture. Prerequisites: BCHM 305.

BCHM 307. Biochemistry Lab (3 hrs) This course covers the most common experimental techniques used in biochemistry. It includes protein extraction, purification, enzyme kinetics and DNA analysis. The tools and techniques introduced in the lab include centrifugation, various liquid chromatography, and electrophoresis, and UV spectroscopy. One lecture, one 3-hour lab. Prerequisite: BCHM305.

BCHM 311. Biophysical Chemistry (3 hrs). This course introduces the study of biological systems from physics and physical chemistry perspectives. It will cover thermodynamics and kinetics. Prerequisites: CHEM 120, CHEM 202, PHYS 220, MATH 101

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

BIOLOGY

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

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

Biology Major (BA)

The student who seeks the bachelor of arts degree with a major in biology must complete eleven courses, including eight biology courses. At least four of the eight biology courses required for the major (BA) must be taken at Salem.

Required Courses

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

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

*An equivalent statistics course may be substituted for BIOL 205 with permission of the biology department chair.

Biology Major (BS)

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

Required Courses:

BIOL 100. Cell and Molecular Biology (4 hrs)
BIOL 101. Biodiversity (4 hrs)
BIOL 205. Biometry (4 hrs)
BIOL 210. Ecology (4 hrs)
BIOL 310. Advanced Genetics (5 hrs)
BIOL 311. Evolution (4 hrs)
BIOL 390. Senior Seminar (3 hrs)
CHEM 110. General Chemistry (5 hrs)
CHEM 120. General Chemistry with Qualitative and Quantitative Analysis (5 hrs)
CHEM 201. Organic Chemistry I (5 hrs)
CHEM 202. Organic Chemistry II (5 hrs)
MATH 100. Calculus I or higher (3-5 hrs)
PHYS 210. General Physics I (5 hrs)
PHYS 220. General Physics II (5 hrs)

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

At least five of the 10 biology courses required for the major (BS) must be taken at Salem.

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

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

Biology Minor

The minor in biology requires the completion of five courses:

Required Courses:

BIOL 100. Cell and Molecular Biology (4 hrs)

BIOL 101. Biodiversity (4 hrs)

BIOL 210. Ecology (4 hrs)

BIOL 310. Advanced Genetics (5 hrs)

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

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

Senior Evaluation for Majors (BA and BS)

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

Biology Courses (BIOL)

BIOL 010. Principles of Biology (4 hrs) An introductory course in biological science for non-majors. Emphasis is on general principles, including the scientific method, biochemistry, cytology, metabolism, cellular respiration, photosynthesis, cell division, classical and molecular genetics, evolution and ecology. This course will not substitute for any biology course for majors in biology. Three lectures, one two-hour laboratory. (LS)

BIOL 070. Issues in Biology for Women (3 hrs) The major emphasis of this course will be placed on the scientific principles behind many issues directly related to women's lives. Designed for non-majors, this course will use a feminist critical analysis of basic biological issues in genetics, molecular biology and health, and interactions between biology and society. This course will not count toward a major or minor in biology. Fulfills the Women's Studies requirement for the Salem Impact Liberal Arts Interdisciplinary Dimensions. (WS)

BIOL 100. Cell and Molecular Biology (4 hrs) The structure and function of cells. An examination of the cell's microscopic and ultrastructural features, physiological capabilities, and biochemical properties, including such topics as membrane and organelle formation, DNA replication, transcription, translation, cellular metabolism, cell division, cell differentiation and cell communication. This is the required introductory course for majors in biology and exercise science and is a prerequisite for all other majors-level biology courses. Three lectures, one three-hour laboratory. Prerequisite: Placement above MATH 020. (LS)

BIOL 101. Biodiversity (4 hrs) Introduction to the evolution and diversity of the forms and functions of organisms including bacteria, archaea, and eukaryotes, with a special emphasis on plants and animals. Laboratory techniques include microscopy and dissection. Three lectures, one three-hour laboratory. Prerequisite: Placement above MATH 020, and BIOL 100 or BIOL 010, or permission of instructor.

BIOL 114. General Botany (4 hrs) The course covers the distinguishing characteristics of major plant families, evolutionary relationships between major plant groups, how to use botanical keys and the dominant and identifying species within local habitat communities. Students will also learn how to use herbaria and how to prepare specimen for storage within them. During lab students will learn how to identify common and habitat-specific plant species of the Southeastern United States. The course is primarily a field course so students must expect to be outside every week. On several occasions during the semester, the lecture and lab sections of the class will meet in one continuous session to enable exploration of more remote vegetation communities. The final exam will be scheduled by the instructor. Three hours of lecture, one three-hour lab. Prerequisite: BIOL 101 or permission of instructor.

BIOL 180. Animal Behavior (4 hrs) Exploration of the mechanisms, development, evolution, and adaptive functions of naturally-occurring behavior in animals, with an emphasis on vertebrates in the wild. Topics include learning, feeding, avoiding predators, reproduction, and social organization. Lectures and one three-hour laboratory. Cross-listed with PSYC 180. Prerequisites: Either BIOL 010, BIOL 100 or PSYC 010.

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

BIOL 205. Biometry (4 hrs) Introduction to the theory and application of descriptive and inferential statistical methods used in the life sciences. Includes training in computer assisted analysis. Three lectures and one two-hour laboratory/discussion session per week. Prerequisites: BIOL 100 or BIOL 010; MATH 025, 070 or higher; or permission of instructor.

BIOL 210. Ecology (4 hrs) The principles underlying the interrelations of organisms with their environments, including the population, community, ecosystem and biosphere levels of organization. The laboratory is closely integrated with the lecture and includes studies of the different levels of integration. Two lectures, one three-hour laboratory. Prerequisites: BIOL 010 or 100, and 101; or permission of instructor. Statistics (e.g., BIOL 205) is recommended.

BIOL 212. Plant Taxonomy (4 hrs) The morphology, classification, nomenclature and systematics of the seed plants with emphasis upon orders and families. The laboratory stresses the collection and identification of specimens from the local spring flora. Field trips are taken to the different vegetative provinces of the Carolinas, including the seashore and mountains. Three lectures, one three-hour laboratory. Prerequisite: BIOL 101 or permission of instructor.

BIOL 218. Anatomy and Physiology I (5 hrs) The first of a two-course sequence in basic human anatomy and physiology. Beginning with a review of biochemistry, cytology and cellular metabolism, this first course then emphasizes the structure and function at the gross, histologic and ultrastructural levels of the integumentary, skeletal, articular, muscular and nervous systems. Anatomy by dissection and experimental concepts of physiology are studied in the laboratory. Three lectures, one three-hour laboratory. Prerequisite: BIOL 100 and BIOL 101, or BIOL 100 and LATN 124, or permission of instructor.

BIOL 219. Anatomy and Physiology II (5 hrs) The continuation of a two-course sequence in basic human anatomy and physiology. Emphasis on the structure and function of the cardiovascular, immune, respiratory, digestive, urinary, endocrine and reproductive systems. Anatomy by dissection and experimental concepts of physiology are studied in the laboratory. Three lectures, one three-hour laboratory. Prerequisite: BIOL 218.

BIOL 220. Special Topics in Biology (1-4 hrs) An investigation of a topic of importance in contemporary biology. The specific course content and methods of study will vary in response to recent developments in the life sciences and current needs of students majoring in biology; the topic will be announced prior to registration for the course. This course may be repeated for credit multiple times, provided each Special Topic taken is different; the same Special Topic may not be repeated for credit. One to four hours of lecture/discussions, one three-hour laboratory or field experience. Prerequisites may vary.

BIOL 221L: Special Topics in Biological Investigation (1-4 hrs) A laboratory or field investigation of a topic of importance in contemporary biology. The specific course content and methods of study will vary in response to recent developments in the life sciences and current needs of students majoring in biology; the topic will be announced prior to registration for the course. This course may have a corequisite of BIOL 220, or it may stand alone. This course may be repeated for credit multiple times, provided each Special Topic taken is different; the same Special Topic may not be repeated for credit. Lab fees may apply. Prerequisites may vary.

BIOL 235. Microbiology (4 hrs) A systematic study of the more important groups of microorganisms: the bacteria, yeasts, molds, cyanobacteria, rickettsiae, viruses and protozoa. Emphasis is given to morphology, taxonomy and activities of selected members of each group, including topics on control of microorganisms, disease relationships and applied microbiology. Three lectures, two two-hour laboratories. Prerequisites: BIOL 100 and 101; or permission of instructor.

BIOL 240. Research Methods (4 hrs) This course is designed to teach students how to properly carry out the scientific method in terms of designing, executing, and evaluating a plan of action in scientific research. Methodologies utilized in the course will come from a broad range of disciplines within the biological and environmental sciences. Students will also learn to properly analyze, critique, and present the data they generate. Communication intensive. These topics will be covered in weekly lectures and one or more lab periods. Prerequisite: BIOL 100 and 101; or permission of instructor.

BIOL 260. Conservation Biology (3 hrs) This course will examine human impacts on biological diversity, explore how conservation science can be used to ameliorate these impacts and inform land management decisions, and investigate the interaction between conservation science and public policy and assess the effectiveness of different approaches in reaching conservation goals. Prerequisite: BIOL 101 or permission of instructor.

BIOL 270. Internship in Biology (1-5 hrs) An opportunity to use the knowledge and skills the student has learned in coursework to solve problems in a real work setting; the apprenticeship aspect of the internship implies that the student has some base of knowledge and will increase her knowledge and skills by direct contact with an experienced, knowledgeable mentor. Open to sophomores, juniors and seniors with at least a 2.0 cumulative average; the maximum in any term is five semester hours; admission by application only.

BIOL 280. Immunology (4 hrs) This course will provide a comprehensive overview of the human immune system. Emphasis will be placed on topics such as the development and anatomy of the immune system, characterization of white blood cells, recognition and defense against infection, and disorders of the immune system, including autoimmune diseases, immunodeficiencies, and cancer. These topics will be addressed in weekly lectures. Prerequisites: BIOL 100 and BIOL 101, or permission of instructor.

BIOL 290. Honors Independent Study in Biology (3-4 hrs) Advanced independent study under the guidance of a faculty advisor. Normally open to junior and senior biology majors with a 3.5 or greater average in biology, subject to the approval of the department chair. Prerequisite: BIOL 100 and 101; MATH 070 or higher. Honors independent study may be taken for a total maximum of eight hours, the maximum in any one term being eight hours.

BIOL 310. Advanced Genetics (5 hrs) Advanced problem solving in transmission genetics, molecular genetics and biotechnology. The laboratory uses current methodologies and consists of experiments in classical genetics, molecular biology and bioinformatics. Three lectures, one three-hour laboratory. Prerequisites: BIOL 100 and BIOL 101; MATH 100 or C- or better in MATH 070; junior standing as a science or mathematics major or permission of instructor. Course in statistics strongly recommended.

BIOL 311. Evolution (4 hrs) A study of the historical aspects of the theory of evolution, including a critical analysis of *The Origin of Species*, and an understanding of the modern theory with emphasis on current experimentation. Writing intensive. Four hours of lecture/discussion per week. Prerequisites: BIOL 210 and 310, or permission of instructor.

BIOL 390. Senior Seminar (3 hrs) Fundamental problems in the biological sciences with emphasis on current research. Students will write a literature review based on a biological question and will present their findings to the class. Open only to seniors for credit, but sophomores and juniors are encouraged to attend the seminars. Writing intensive. Prerequisites: BIOL 311 or permission of instructor.

BUSINESS ADMINISTRATION

Associate Professor Francisco, chair of department of business and economics, Mary Ardrey Stough Kimbrough Chair in Business and Economics; Assistant Professor Flowers

Business Administration Major (BS or BSBA)

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

Because of the number of courses required, the student choosing to major in business administration is strongly advised to begin the major during her first or sophomore year by taking the introductory sequence in accounting, principles of economics and perhaps a business administration course. Several courses required for the major will also satisfy core curriculum requirements. Students are encouraged to pursue these in order to increase their upper-level elective options. All students are encouraged to complete at least one internship in the major, either in January or during the regular semester. Internships are not required for the major, but they offer the student an opportunity to apply course concepts in a business setting.

The major in business administration requires the same courses whether the student is pursuing the BS degree or the BSBA degree. Students enrolled in the College through the Martha H. Flier Center for Adult Education who are seeking the BSBA degree with a major in business administration have slightly different core curriculum requirements than students seeking the BS degree major do, but the courses for the major are the same for both. The business administration major is required to take 13 core courses for a minimum of 44 semester hours and 3 elective courses. Some of these courses may also be used to fulfill certain core curriculum requirements. At least seven of the required core courses, including BUAD 350 (Senior Simulation or Practicum with Portfolio), must be taken at Salem.

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

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

Required core courses for the Business Administration Major

ACCT 120. Principles of Financial Accounting (3 hrs)
ACCT 130. Principles of Managerial Accounting (3 hrs)
BUAD 211. Data Management and Information Systems (3 hrs)
BUAD 124. Business Ethics (3 hrs)
BUAD 201. Principles of Management (3 hrs)
BUAD 220. Business Law (3 hrs)
BUAD 240. Data Analysis for Decision Making (4 hrs)
BUAD 340. Operations and Strategic Management (3 hrs)
BUAD 350. Senior Simulation or Practicum with Portfolio (4 hrs)
ECON 100. Principles of Economics (4 hrs)
FINC 302. Corporate Finance (4 hrs)
MKTG 230. Principles of Marketing (3 hrs)

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

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

Three additional courses must be taken from one of the following list:

Any ACCT or ECON course
ARTD 040. Graphic Design and Communication (4 hrs)
ARTD 102. Design (4 hrs)
ARTD 160. Global Textiles (3 hrs)
ARTD 180. Visual Representation (4 hrs)
ARTD 203. Business Practices in Design (3 hrs)
ARTD 209. Digital Design (4 hrs)
ARTD 210. Web Design (4 hrs)
ARTD 261. Digital Imaging and Graphic Design (4 hrs)
BUAD 270. Internship in Management (1-4 hrs)
BUAD 325. Oxford Summer Program (3 hrs)
COMM 107. Digital Storytelling (3 hrs)
COMM 120. Oral Communication (3 hrs)
COMM 170. Intercultural Communication (3 hrs)
COMM 180. Visual Communication (3 hrs)
COMM 250. Internship in Communication (1-4 hrs)
COMM 322. Strategic Communication and Marketing (3 hrs)
COMM 323. Communication Research Methods (3 hrs)
CPSC 100. Introduction to Programming with Java (3 hrs)
CPSC 101. Intermediate Programming with Java (4 hrs)
CPSC 110. Special Topics in Computer Science (3 hrs)
CPSC 125. Introduction to HTML and CSS (3 hrs)
CPSC 211. Introduction to SQL and Databases (3 hrs)
ENGL 291. Visual Rhetoric and Document Design for Professional Writing (3 hrs)
ENGL 345. Digital Writing in Professional Contexts (3 hrs)
ENTR 120/NFPM 140. Foundations of Entrepreneurship (3 hrs)
ENTR 270. Internship in Entrepreneurship (3-4 hrs)
ENTR 320. Entrepreneurship and New Venture Planning (3 hrs)

FINC 101. Personal Finance (3 hrs)
 MATH 070. Essential Calculus (4 hrs)
 MATH 100. Calculus I (5 hrs)
 MATH 101. Calculus II (5 hrs)
 MATH 107. Statistical Methods with R (4 hrs)
 MATH 110. Introductory Linear Algebra (4 hrs)
 MATH 122. Probability (4 hrs)
 MATH 132. Mathematical Statistics (4 hrs)
 MATH 162. Mathematics of Finance (3 hrs)
 MKTG 270. Internship in Marketing (1-4 hrs)
 NFPM 301. Strategic Thinking and Planning (3 hrs)
 NFPM 310. Nonprofit Leadership and Governance (3 hrs)
 POLI 110. Introduction to International Relations (3 hrs)
 POLI 120. American Government and Politics (3 hrs)
 POLI 140. Comparative Political Systems (3 hrs)
 POLI 145. Politics and Society (3 hrs)
 POLI 225. International Security and Conflict Resolution (3 hrs)
 POLI 230. State and Local Government (3 hrs)
 POLI 245. International Development and Political Change (3 hrs)
 POLI 240. American Foreign Policy (3 hrs)
 POLI 260. International Political Economy (3 hrs)
 PSYC 130/SOCI 205. Social Psychology (3 hrs)
 SPAN 210. Business Spanish (3 hrs)

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

Business Administration Minor

Required Courses:

ACCT 120. Principles of Financial Accounting (3 hrs)
 BUAD 111. Management Information Systems (3 hrs)
 BUAD 201. Principles of Management (3 hrs)
 ECON 100. Principles of Economics (4 hrs)
 FINC 302. Corporate Finance (4 hrs)
 MKTG 230. Principles of Marketing (3 hrs)

A minimum of three courses must be taken at Salem.

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

Business Entrepreneurship Minor

This minor is not available to students who are taking a business entrepreneurship concentration in the business administration major.

Required Courses:

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

Choose one of the following tracks:

Track 1: Business Entrepreneurship

BUAD 201. Principles of Management (3 hrs)
MKTG 230. Principles of Marketing (3 hrs)
Track 2: Social Entrepreneurship
NFPM 100. Introduction to Nonprofit Management and Community Leadership (3 hrs)
COMM 322. Strategic Communication and Marketing (3 hrs)

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

Business Administration Courses (BUAD)

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

BUAD 124. Business Ethics (3 hrs) This course examines some of the various ways in which ethics is relevant to business by analyzing the ethical elements in problems that arise in the business world. Emphasis is placed upon the application of general ethical theories to such problems. (HM)

BUAD 200. Independent Study in Management (1-4 hrs) Independent study under the guidance of a faculty advisor. Independent study may take the form of readings, research, conferences and projects. It may not be used to substitute for regular courses in the curriculum. Independent study may be taken for a total of 12 semester hours, but usually not more than 6 semester hours per term. Prerequisites: 2.0 cumulative average, previous study in management, permission of the department.

BUAD 201. Principles of Management (3 hrs) An analysis of the historical concepts and environments that play a major part in the changing concepts of management from the Industrial Revolution to today's Globalization. Specific attention is devoted to the management functions – planning, organizing, leading and controlling – within the context of topics such as planning and goal setting, globalization, human resources, business ethics, motivation, leadership, teamwork, decision-making, communications, diversity, and information technology.

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

BUAD 220. Business Law (3 hrs) The American legal system and the law as it relates to the conduct of business in our society. A survey of our federal and state court systems and an examination of the constitutional foundations of the American judicial structure. Specific attention to torts, contracts, property and other legal concepts integrally related to commercial enterprise.

BUAD 240. Data Analysis for Decision Making (4 hrs) Emphasis on using statistical analysis and quantitative methods to support decision making in business operations. Coursework covers quantitative methods to analyze risks, returns, uncertainty, process quality and control, customer/consumer demand, marketing research, and forecasting. Students will use advanced Excel and other popular decision analysis tools. Prerequisite: a college-level math course or permission of instructor.

BUAD 260. Special Topics in Management (1-4 hrs) An intense examination of a specialized topic in contemporary management. A research paper and oral presentation will be required. Possible topics for this course include, but are not limited to, small business management, personnel management, production and operations management, retail management and leadership.

BUAD 270. Internship in Management (1-4 hrs) An opportunity to use the knowledge and skills the student has learned in coursework to solve problems in a real work setting; the apprenticeship aspect of the internship implies that the student has some base of knowledge and will increase her knowledge and skills by direct contact with an experienced, knowledgeable mentor. Open to sophomores, juniors and seniors with a 2.0 cumulative average; maximum credit per term is four semester hours; admission by application only.

BUAD 290. Honors Independent Study in Management (3-4 hrs) Advanced independent study under the guidance of a faculty advisor. Normally open to juniors and seniors with a 3.5 average in business administration, subject to the approval of the department chair. Honors work may be taken for a maximum of 8 semester hours.

BUAD 325. Oxford Summer Program (3 hrs) Salem College, St. Peter's College of Oxford University Summer Program in International Business. The program will be taught by St. Peter's college faculty and other distinguished lecturers on the campus of St. Peter's College, Oxford, England and is comprised of three week-long integrated modules: Globalization and the World Economy; Development of Global Companies; and Business Culture, Ethics and Gender Issues. The course to be taught in the summer will include approximately 80 contact hours. Students are also expected to complete case studies, do independent research and attend joint interdisciplinary seminars. Formal evaluation of student academic performance is to be provided by on-site Salem College faculty at St. Peter's College.

BUAD 340. Operations and Strategic Management (3 hrs) Focus is on overall business and operational strategy and optimizing a firm's stakeholder value including creating sustainable competitive advantage and forming strategies and actions that create business excellence. Students will learn operational concepts including quality, inventory, capacity, and supply planning, and broader concepts of strategically moving organizations forward including data driven innovation, global strategy, and strategic change. This course, along with the Spring Senior Simulation or Practicum, serves as a Fall capstone course with heavy emphasis on case studies in strategy formulation and implementation. Students will learn new operational concepts and utilize conceptual tools learned in principles of management, corporate finance, marketing, economics, and accounting throughout their course work at Salem. Prerequisites: BUAD 201, 211 and 240, MKTG 230, ACCT 120, and FINC 302.

BUAD 350. Senior Simulation or Practicum with Portfolio (4 hrs) Emphasis placed on Senior level experiential, hands on learning to prepare the student for post-graduate success. Students with their faculty advisor choose between a simulation or practicum experience and complete a Senior portfolio Prerequisites: Permission from Major Advisor, BUAD 201, 211, 240, MKTG 230, ACCT 120, and FINC 302.

BUAD 390. Senior Seminar in International Business (2 hrs) Intensive study of selected topics in international business with an emphasis on current research. Students will be required to complete and present a major research paper. Required of all senior majors.

Marketing Courses (MKTG)

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

MKTG 230. Principles of Marketing (3 hrs) An introduction to the understandings of marketing and the marketing management process. Includes analyzing marketing opportunities and segmenting, targeting and positioning for competitive advantage. Specific attention will be given to the development of marketing strategy and the marketing mix of product, price, place and promotion.

MKTG 231. Marketing Research Methods (4 hrs) An in-depth study of the marketing research process. Attention is given to the scope of marketing research, the research process, research designs, measurement concepts, sampling including basic statistical concepts, data analysis and interpretation and the use of marketing

research. Students will do a marketing research project, using SPSS for statistical analysis. Prerequisites: MKTG 230 and BUAD 240(may be co-requisite); or permission from the instructor. (SL)

MKTG 235. Service Marketing (4 hrs) An in-depth study of the marketing of services in the business world. Specifically, the course will cover the underlying process of service delivery, the way that technologies are affecting this delivery and the concept of creating value through service marketing with human resource management. Prerequisite: MKTG 230.

MKTG 270. Internship in Marketing (1-4 hrs) An opportunity to use knowledge and skills the student has learned in coursework to assess and solve problems in the real work setting. The apprenticeship aspect of the internship implies that the student has some base of marketing knowledge and will increase her knowledge of skills by direct contact with an experienced supervisor in a marketing environment. This course is open to Juniors and Seniors with a 2.0 cumulative G.P.A. Faculty sponsor must be a full-time Salem faculty member who is currently teaching marketing courses. Admission is by application only. Maximum of four semester hours may be taken per term.

Finance Courses (FINC)

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

FINC 101. Personal Finance (3 hrs) This course is designed to bring students who have little knowledge of personal finance to the point at which they are knowledgeable consumers in the areas of money management, credit management, tax planning, investment management, housing, insurance planning, retirement and estate planning.

FINC 302. Corporate Finance (4 hrs) A course of study concerned primarily with the management of capital sources and uses and factors influencing the financial structure, capital budgeting administration and analysis methods. Prerequisites: MATH 060 or above; ACCT 120.

FINC 303. Investment Analysis (3 hrs) The study of domestic and global portfolio management, investment alternatives, investment markets, expected return and risk evaluation, investment mix selection and optimizing behavior of the individual investor.

FINC 310. International Finance (3 hrs) The purpose of this course is to focus on value-maximization and risk management in firms with emphasis on multinational corporations. Concepts from finance are used to analyze capital budgeting, the cost hedging, international cash management, the debt denomination decisions and international capital budgeting. Emphasis is on applying economic and financial theory to management decisions through a series of quantitative assignments and case studies. Prerequisite: FINC 302.

Business Entrepreneurship Courses (ENTR)

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

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

ENTR 270. Internship in Entrepreneurship (3-4 hrs) An opportunity to use the knowledge and skills the student has learned in coursework to solve problems in a real work setting; the apprenticeship aspect of the internship implies that the student has some base of knowledge and will increase her knowledge and skills by direct contact with an experienced, knowledgeable mentor. Open to sophomores, juniors and seniors with a 2.0 cumulative average; maximum credit per term is 4 semester hours; admission by application only.

ENTR 320. Entrepreneurship and New Venture Planning (3 hrs) An in-depth study of the elements that serve as a catalyst to being a successful entrepreneur. These include a knowledge of the preparation and analysis of financial statements and financial sustainability of the venture, sources of venture ideas, conducting market research, addressing the human side of being an entrepreneur and finally the development of a realistic business plan that could be submitted to angel/venture investors, bank financing, grant providers, foundations, or donors. Prerequisites: ENTR 120; ECON 100 or ACCT 120; MKTG 230 or NFPM 150; BUAD 201 or NFPM 100; or permission of instructor.

CHEMISTRY

Associate Professor Ye; Lab Coordinator and Instructor Walker

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

Chemistry Major (BA)

The bachelor of arts degree in chemistry provides the student with a basic understanding of the fundamentals of chemistry. The degree is designed to provide the student with flexibility to combine her interests in chemistry with interests in other areas. The major requires the completion of a minimum of 34 semester hours:

Required courses:

CHEM 110. General Chemistry (5 hrs)

CHEM 120. General Chemistry with Qualitative and Quantitative Analysis (5 hrs)

CHEM 201. Organic Chemistry I (5 hrs)

CHEM 202. Organic Chemistry II (5 hrs)

CHEM 207. Quantitative Analysis (4 hrs)

CHEM 390. Senior Seminar (4 hrs)

In addition, select a minimum 6 semester hours of CHEM electives, which can include BCHM 305

At least three of the classes must be taken at Salem.

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

Chemistry Minor

The minor in chemistry requires completion of the following:

Required Courses:

CHEM 110. General Chemistry (5 hrs)

CHEM 120. General Chemistry with Qualitative and Quantitative Analysis (5 hrs)

CHEM 201. Organic Chemistry I (5 hrs)

CHEM 202. Organic Chemistry II (5 hrs)

In addition, select a minimum of 4 semester hours of CHEM electives
Students must take two of the chemistry courses at Salem.

Chemistry Courses (CHEM)

CHEM 050. Modern Chemistry and Society (4 hrs) This course is designed for the non-science major. Emphasis is placed on the presentation of those concepts which will enable the student to understand the role of chemistry in society. Topics are selected which illustrate the impact of chemistry on the individual as well as society as a whole. Not included in the major or minor. Students who have taken one semester of general chemistry cannot take this course for credit. Three lectures and one laboratory. (LS)

CHEM 110. General Chemistry (5 hrs) Introduction to stoichiometry, thermochemistry, the gas laws, atomic structure and ionic bonding. Four hours of lecture, one laboratory. Prerequisite: MATH 020 equivalent or placement in a higher level math course. (LS)

CHEM 120. General Chemistry with Qualitative and Quantitative Analysis (5 hrs) A continuation of CHEM 110 with emphasis on chemical bonding, thermodynamics, chemical equilibria, oxidation and reduction and an introduction to chemical kinetics and electrochemistry. The laboratory emphasizes the techniques associated with qualitative and quantitative analysis. Four hours of lecture, one laboratory. Prerequisite: CHEM 110.

CHEM 200. Independent Study in Chemistry (1-4 hrs) Independent study under the guidance of a faculty advisor with permission from the department chair. Open to students with a 2.0 cumulative average. Independent study may take the form of readings, research, a conference, project and/or field experience. Independent study may be taken for a total of twelve semester hours, no more than six semester hours in any term. Prerequisite: previous study in chemistry or permission of the department.

CHEM 201. Organic Chemistry I (5 hrs) The chemistry of carbon compounds with an emphasis on structural theory, reactions and energetics. The laboratory stresses synthesis, separation and identification techniques typical for organic compounds, including chromatography, spectrometry and molecular modeling. Four hours of lecture, one laboratory. Prerequisite: CHEM 120.

CHEM 202. Organic Chemistry II (5 hrs) The continuation of CHEM 201 with emphasis on the reactions and reaction mechanisms characteristic of various functional groups. The laboratory stresses synthesis, separation and identification techniques (chromatography and spectrometric) and kinetic measurements. Four hours of lecture, one laboratory. Prerequisite: CHEM 201.

CHEM 207. Quantitative Analysis (4 hrs) The course introduces the student to the computational techniques used in quantitative analysis. This includes an introduction to the statistical methods used in evaluating the reliability of experimental and calculated data as well as the methods used in the manipulation of this data. The course specifically treats data obtained through gravimetric and titrimetric analyses and the chemical equilibria associated with these analytical methods. Three lectures. Prerequisite: CHEM 120 and MATH 025 or equivalent.

CHEM 220. Special Topics in Chemistry (1-4 hrs) A study of an area, topic, application or issue related to chemistry that will offer the student a broader, deeper, more practical or alternative view of the field. To be offered as needed. The topic will be announced in the semester prior to the semester in which it will be offered.

CHEM 270. Internship in Chemistry (1-5 hrs) An opportunity to use the knowledge and skills the student has learned in coursework to solve problems in an applied laboratory setting; the apprenticeship aspect of the internship implies that the student has some base of knowledge and will increase her knowledge and skills by direct contact with an experienced, knowledgeable mentor. Open to juniors and seniors with a 2.0 cumulative average; maximum credit per term is five semester hours; admission by application only.

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

CHEM 308. Spectroscopy (4 hrs) Basic principles of infrared, nuclear magnetic resonance and mass spectroscopy and their use in the identification of organic compounds. Three lectures. Prerequisite: CHEM 202.

CHEM 309. Physical Methods Laboratory I (2 hrs) Methods of chemical analysis based on spectroscopy and laboratory computers. One lecture, one 3-hour lab. Prerequisite: CHEM 202 and PHYS 220.

CHEM 310. Physical Methods Laboratory II (2 hrs) A continuation of CHEM 309 with emphasis on chromatography and electrochemistry. One Lecture, one 3-hour lab. Prerequisite: CHEM 309 and PHYS 220.

CHEM 311. Physical Chemistry I (4 hrs) Thermodynamics, gas laws and colligative properties. Four hours of lecture. Prerequisite: sixteen semester hours of chemistry courses, PHYS 220, and MATH 102 or permission of instructor.

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

CHEM 313. Inorganic Chemistry (4 hrs) An introduction to the chemistry of inorganic compounds. Topics covered are: atomic structure, molecular structure, molecular shape and geometry, the structures of solids, acids and bases, d-metal complexes and oxidation and reduction. Additional topics may be selected based on student interest. Three lectures. Prerequisite: CHEM 202 or CHEM 207.

CHEM 314. Environmental Chemistry (4 hrs) An introduction to the chemistry of the environment with special emphasis on the chemical mechanisms of reactions occurring in the atmosphere. Topics to be covered include: the ozone layer and its maintenance; ground-level air pollutants and their effects on the environment; the enhanced greenhouse effect and the molecules that support it; global warming and its relationship to the use of fossil fuels; and alternative sources of energy sources. Three lectures. Prerequisite: CHEM 201 or equivalent.

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

CLASSICAL STUDIES

Associate Vice President of Academic Affairs, Dean of Undergraduate Studies Vinson, coordinator; Associate Professor Lipsett

Greek Courses (GREK)

GREK 010. Elementary Greek I (3 hrs) An introduction to the literary written Greek of the fifth century BCE through the Roman imperial period. The focus is on reading proficiency, with instruction in grammar and vocabulary building.

GREK 020. Elementary Greek II (3 hrs) A continuation of GREK 010 at a more advanced level. By the end, students should be able to translate passages from Thucydides (or other examples of historical narrative). Prerequisite: GREK 010 or proficiency equivalent.

GREK 030. Intermediate Greek I (3 hrs) A reading course, designed to give the students practice with more complex grammar and literacy forms. Prerequisite: GREK 020 or proficiency equivalent.

GREK 100. Readings in Ancient Greek (1-4 hrs)

Students will read and translate selections from a variety of writers and genres, with the aim of learning to handle different styles and/or dialects. Prerequisite: GREK 030 or proficiency equivalent.

GREK 220. Special Topics in Ancient Greek (1-4 hrs) Focus on a particular topic or body of literature in ancient Greek. Prerequisite: GREK 030 or proficiency equivalent.

Latin Courses (LATN)

LATN 010. Elementary Latin I (3 hrs) An introduction to the literary written Latin of the first century BCE through the second century CE. The focus is on reading proficiency, with instruction in grammar and vocabulary building.

LATN 020. Elementary Latin II (3 hrs) A continuation of LATN 010 at a more advanced level. By the end, students should be able to translate passages of simple Latin prose. Prerequisite: LATN 010 or proficiency equivalent.

LATN 030. Intermediate Latin I (3 hrs) A reading course, designed to give the students practice with more complex grammar and literacy forms. Prerequisite: LATN 020 or proficiency equivalent.

LATN 100. Readings in Classical Latin (1-4 hrs) Students will read and translate selections from a variety of writers and genres, with the aim of learning to appreciate a variety of styles. Prerequisite: LATN 030 or proficiency equivalent.

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

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

COLLEGE HONORS

Associate Professor Dulan, director

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

College Honors Courses (HONR)

HONR 210. Interdisciplinary Honors Seminar (3 hrs) This interdisciplinary honors course offers advanced work in a topic that crosses disciplines. Two courses are offered each year. Content varies by instructor and is announced prior to the pre-registration period. Enrollment limited to members of the College Honors Program or students with a 3.5 cumulative G.P.A.

HONR 220. Disciplinary Honors Seminar (3 hrs) This disciplinary honors course offers advanced work in a single discipline. Two courses are offered each year. Content varies by instructor and is announced prior to the pre-registration period. Enrollment limited to members of the College Honors Program, students with a 3.5 cumulative G.P.A, or students with a 3.5 major G.P.A. in the seminar's discipline.

HONR 290. Honors Independent Study (3-4 hrs) This course is open only to students in the College Honors Program with a cumulative GPA of 3.50. To graduate with College Honors through successful completion of HONR 290 (among other requirements for College Honors) the student must complete successfully two HONR 290 courses (6 semester hours total), which may be taken only at the end of the junior year or during the senior year. A student must study under the guidance of a faculty member from her major. Approval of the faculty sponsor of the independent study project and the director of the College Honors Program required. The two HONR 290 courses must be linked in intention and output: the first semester of HONR290 should begin a year-long thesis project in the area of the student's major. Typically, the first semester shall involve the research for the thesis project. The second semester should be devoted to completing that project, which the student will present to the Salem community at the Celebration of Academic Excellence. Note that successful completion of two semesters of HONR 290 cannot be counted toward the satisfaction of departmental honors requirements; students wishing to be considered for both departmental honors and College Honors should register for the departmental honors independent study, if eligible.

COMMUNICATION AND MEDIA STUDIES

Assistant Professor Duvall, chair

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

In this century, digital media content creation and quickly emerging technologies continually alter human-communication practices. New communication paths have created social, ethical and legal issues. Our curriculum promotes listening well, then transmitting accurately, clearly, and fairly, a range of ideas, while avoiding stereotypes. When technologies increase speed and mass of communication, communicators who practice critical listening and accurate speech can ethically and effectively provide ideas and opinions for their communities, nation and world.

Communication and Media Studies Major (BA)

The major in communication and media studies requires nine courses: seven core courses are required of all majors. Majors also choose one of two tracks: Production and Practice or Theory and Analysis. Students must complete six of the nine requires courses (including COMM 107, *Digital Storytelling*, COMM 323, *Research Methods*, and COMM 390, *Senior Seminar*) at Salem.

Majors analyze and interpret communication activity, and practice social intervention to prepare for careers, post-baccalaureate learning and participation in a global community. To graduate, majors demonstrate competency in seven communication learning outcomes through the required COMM 107, *Digital Storytelling*, and the required 323 and 390 courses, in which majors create a senior project, portfolio and presentation.

The program develops hands-on learning and experiential courses, internship, professional and scholarly presentations, community involvement, and media creation –to build skills for future employment, graduate school and global life. Internships and independent studies link student knowledge of communication and liberal arts with practical experiences in institutions and organizations. Students are encouraged to pursue two departmental internships (COMM 250) during their junior and senior years to explore career and research option, develop a résumé, and gain mentoring. Students can use electives to build minors or double-majors in areas to complement their COMM major, such as art, business, creative writing, marketing, nonprofit management and community leadership, arts administration, environmental studies, entrepreneurship, political science, and sport management.

Overall, this program challenges students to appreciate the complexity of our human communication process, practice mutual respect and collaboration, and clearly transmit meaning and seek to understand others' meaning. The program contributes to Salem's liberal arts mission by developing students as reflective and responsible change agents aware of communication as the force underlying social change and continuity.

Communication Foundations courses—required of all majors

COMM 107. Digital Storytelling (3 hrs)

COMM 120. Oral Communication (3 hrs)

COMM 170. Intercultural Communication (3 hrs)

COMM 224. Media and Culture (3 hrs)

COMM 323. Research Methods in Communication (3 hrs)

COMM 390. Senior Seminar in Communication (3 hrs)

Choose one:

COMM 321. Community Journalism (3 hrs)

COMM 322. Strategic Communication and Marketing (3 hrs)

Production and Practice track

COMM 180. Visual Communication (3 hrs)

COMM 263. Guerilla Video Production (3 hrs)

Theory and Analysis track

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

COMM 225. Persuasion and Culture (3 hrs)

Communication Minor

The minor consists of five courses in communication:

COMM 120. Oral Communication (3 hrs)

COMM 170. Intercultural Communication

Choose three additional communication electives:

COMM 225. Persuasion and Culture

COMM 220: Special Topics in Communication

COMM 250: Internship in Communication

COMM 322: Strategic Communication and Marketing

COMM 323. Research Methods in Communication

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

Media Studies Minor

COMM 107. Digital Storytelling

COMM 223. Race, Gender, and Media

Choose three additional media studies electives:

COMM 180. Visual Communication

COMM 220. Special Topics in Communication

COMM 224. Media and Culture

COMM 250. Internship in Communication

COMM 262. Photojournalism

COMM 263. Guerrilla Video Production

COMM 321. Community Journalism

COMM 323. Research Methods in Communication

COMM 325. Popular and Celebrity Culture

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

Communication and Media Studies Courses (COMM)

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

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

COMM 170. Intercultural Communication (3 hrs) Introduction to the intercultural communication process, with emphasis on appreciating the diverse ways that different cultures communicate and critically analyzing intercultural interactions. Group final project and individual portfolio required. (SS)

COMM 180. Visual Communication (3 hrs) Introduction to principles and theories for evaluating and developing visual images and presentations. Visual and written projects required. (SS)

COMM 200. Independent Study in Communication (1-4 hrs) Independent study, under guidance of a faculty advisor, is available to students with a 2.5 cumulative average and permission of communication department chair. Independent study may be readings, research, conference, project and/or field experience. No more than one course per term. Prerequisites: COMM 223 or 224, or permission of instructor.

COMM 220. Special Topics in Communication (1-4 hrs) Investigation of a topic of importance in the field of communication. Topic will vary in accordance with developments in the field and needs/interests of students. Possible topics might include film criticism, mass media and society, documentary film and intercultural communication. Research paper or creative project and oral presentation generally required.

COMM 223. Gender, Race, and Class in Media (3 hrs) Critical exploration of the social construction of identity through mass communication. Provides a foundation in feminist theoretical approaches to understanding media stereotyping, politics of exclusion from media production, and potential of media to empower marginalized

peoples. Requires a critical essay and media analysis. Prerequisites: for majors COMM 120 or 170; or, for non-majors, NFPM 100 or MKTG 230; or permission of instructor. (GI)

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

COMM 225. Persuasion and Culture (3 hrs) Introduction to persuasive communication theory and practice, including how persuasion influences thoughts, behaviors, decisions, and relationships in cultural contexts such as race, gender, and class. Requires a research project and portfolio.

COMM 250. Internship in Communication (1-4 hrs) On-site communication experience in profit or nonprofit settings approved by internship coordinator. Requires weekly blogs, posting digital paper and digital portfolio. Students may count up to three internships in different positions/organizations as COMM major electives. Prerequisites: COMM 120 or 170; and COMM 223 or 224 or 225; Minimum 2.5 G.P.A. and permission of the internship coordinator.

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

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

COMM 290. Honors Independent Study in Communication (3-4 hrs) An advanced independent study under the guidance of a faculty advisor. Open to junior and seniors with a 3.5 G.P.A. in communication, subject to department chair approval. Honors work may be taken a maximum of twice. Requires research or creative project. Prerequisite: COMM 223, 224 or 323, or permission of instructor.

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

COMM 322. Strategic Communication and Marketing (3 hrs) Strategic communication includes theories and practices in public relations, advocacy/activism, health communication, marketing communication, investor relations, fundraising, media relations, lobbying, and content marketing. This course introduces students to values-driven approaches that nonprofit and for-profit organizations can use to more effectively reach their target audiences. Students also will learn how to leverage digital media and use analytics to maximize the impact of communication strategies. Class research project, individual portfolio and oral presentation required. Prerequisite: NFPM 100 or MKTG 230; COMM 223, 224, or 225, or permission of instructor.

COMM 323. Communication Research Methods (3 hrs) Introduction to communication research methodology. Research project, individual portfolio and oral presentation required. Prerequisites: COMM 223, 224 or 225; or MKTG 230; or NFPM 100; or permission of instructor.

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

COMM 390. Senior Seminar in Communication (3 hrs) Advanced study and discussion of contemporary problems and issues in communication. Senior portfolio, senior thesis or creative project and public presentation required. Prerequisite: Senior standing, declared COMM major, and COMM 323, or permission of instructor.

COMPUTER PROGRAMMING AND COMPUTER APPLICATIONS

Associate Professor Young, Assistant Professor Mattox

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

Computer and Data Applications Minor

The minor in computer and data applications requires the completion of the following:

Select six of the following:

- ARTD 209. Digital Design (3 hrs)
- ARTD 210. Web Design and Development (3 hrs)
- CPSC 100. Introduction to Programming with Java (3 hrs)
- CPSC 101. Intermediate Programming with Java (4 hrs)
- CPSC 125. Introduction to HTML and CSS (3 hrs)
- CPSC 110. Special Topics in Computer Science (3 hrs)
- CPSC 120. Special Topics in Computer Applications (1 – 4 hrs)
- CPSC 211. Introduction to SQL and Databases (3 hrs)
- SCIE 040. Spreadsheets for Science and Mathematics (2 hrs)
- SCIE 110. Scientific Writing with LaTeX (2 hrs)

Select one of the following:

- MATH 107. Statistics with R (4 hrs)
- PSYC 201. Statistics with SPSS (3 hrs)

Computer Science Courses (CPSC)

CPSC 100. Introduction to Programming with Java (3 hrs) Computer programming in the object-oriented language of Java for algorithmic problem solving. Programming concepts such as classes, objects, inheritance, variables and data types, methods, looping, strings, arrays, basic sorting, basic GUI applications, and scientific computations will be introduced. Prerequisite: C- or better in MATH 020 or placement into MATH 025 or higher.

CPSC 101. Intermediate Programming with Java (4 hrs) This course is a continuation of CPSC 100. It will cover topics in the Java programming language such as advanced class design, generics, exceptions, input and output, lambda expressions, regular expressions, concurrency, and debugging. Prerequisite: C- or better in CPSC 100.

CPSC 110. Special Topics in Computer Science (3 hrs) This course will cover a significant topic or problem in the discipline of computer science such as computer architecture or graphical user interface; will offer student to learn to program in another language besides Java; database programming; or will provide an opportunity for students to learn advanced Java programming skills. Prerequisite: CPSC 100 or permission of instructor.

CPSC 120. Special Topics in Computer Applications (1-4 hrs) This course will cover a computer application or computer information systems topic. It may include advanced usage of readily available software, web site designs, database usage, Internet security, or other topic of interest to faculty and students. Prerequisite will vary by topic.

CPSC 125. Introduction to HTML and CSS (3 hrs) This project-based course will focus on the hypertext mark-up language (HTML) and cascading style sheets (CSS). Students will be introduced to the foundational concept of semantics, usability, the most current W3C standards for accessibility, best practices for cross-platform distribution and responsiveness, commenting, syntax, testing, and maintenance of web pages that are built from scratch. Prerequisite: C- or better in MATH 020 or placement into MATH 025 or higher.

CPSC 211. Introduction to SQL and Databases (3 hrs) This course uses examples from multiple disciplines to introduce the key concepts of Structured Query Language (SQL). Topics include the basic structure of relational databases, clauses, expressions, predicates, queries and subqueries, and statements. Also included are the sorting, retrieval and filtering of existing databases, user-focused design, and standards of user interface for data-entry. Importing, manipulating, and reporting data stored in multiple formats (including external formats such as MS Excel, MS Access, CSV, tab-delimited) will be integrated throughout the course. Prerequisite: C- or better in CPSC 100.

CREATIVE WRITING

The creative writing major requires thirteen (13) courses; eight (8) of these are offered in Creative Writing and four (4) are offered in English. At the end of their studies, students will have earned at least thirty-eight (38) hours in Creative Writing and English.

Students will begin their studies with any of the 200-level Creative Writing courses. Students are required to take the following 200-level courses: CRWR 215 (Literary Artist as Citizen), CRWR 217 (Introductory Prose Writing Workshop) and CRWR 218 (Introductory Poetry Workshop). Students will take at least one 300-level workshop-based course (313: Intermediate Fiction or 321: Intermediate Poetry), as well as 315 (Art & Act of Revision), an intensive professionalism and editing course (390: Managing a Literary Award and Editing for Publications), 2 CRWR electives and the Senior Seminar in Creative Writing (395).

Required Creative Writing Courses (24 hrs)

CRWR 215. Literary Artist as Citizen (3 hrs)

CRWR 217. Introductory Prose Writing Workshop (3 hrs)

CRWR 218. Introductory Poetry Workshop (3 hrs)

CRWR 313. Intermed Fiction Workshop *or* CRWR 321. Intermed Poetry Workshop (3 hrs each)

CRWR 315. Art & Act of Revision (4 hrs)

CRWR 390. Managing a Literary Award and Editing for Publication (4 hrs)

CRWR 395. Senior Seminar in Creative Writing (4 hrs)

Select two additional CRWR electives (6-8 hrs)

NOTE: Internships, Independent Studies, Special Topics, or other variable credit courses must be taken for a minimum of 3 semester hours to be used toward these electives.

Six of the nine creative writing courses (including CRWR 395) must be taken at Salem.

In addition to the above-mentioned required creative writing courses, the creative writing major requires students to complete three (3) courses in English literature and/or literary theory, as well as one (1) English elective, as follows:

One course from Category I--Literature and language before 1700 (3-4 hrs):

- ENGL 208. Early Modern Female Dramatists: Sinners, Saints and Sapphos (3 hrs)
- ENGL 231. Writing of and by Women: Survey of English Literature, 1370-1789 (3 hrs)
- ENGL 249. Gender, Race and Ethnicity in Shakespeare (3 hrs)
- ENGL 348. The Rise of the Female Novelist, 1684-1900 (4 hrs)
- ENGL 352. Writing as Revolution! Milton and Seventeenth-Century Culture (4 hrs)

One course from Category II--Literature and language between 1700 and 1900 (3-4 hrs):

- ENGL 231. Writing of and by Women: Survey of English Literature, 1370-1789 (3 hrs)
- ENGL 232. Romantic to Post-Modern: Survey of English Lit, 1789-Present (3 hrs)
- ENGL 292. First Contact through Civil War: Survey of Amer. Lit before 1870 (3 hrs)
- ENGL 293. The Culture of African-American Literature (3 hrs)
- ENGL 341. Visions, Violence and Violets: The Romantic Era, 1786-1832 (3 hrs)
- ENGL 346. Conservatism and Crisis: The Victorian Era, 1832-1901 (3 hrs)
- ENGL 348. The Rise of the Female Novelist, 1684-1900 (4 hrs)

One course from Category III--Literature and language after 1900 (3-4 hrs):

- ENGL 223. Taboos, Experiments and the Other: Modern Drama (3 hrs)
- ENGL 232. Romantic to Post-Modern: Survey of English Lit, 1789-Present (3 hrs)
- ENGL 288. Rooms of Their Own: Women Writers, 1900-Present (3 hrs)
- ENGL 293. The Culture of African-American Literature (3 hrs)
- ENGL 294. Frontier, City, Soul: Survey of American Literature after 1870 (3 hrs)
- ENGL 295. Dream and Reality: Literature of the American South (3 hrs)
- ENGL 298. "Imaginary Gardens with Real Toads": Engaging Mod Amer. Poetry (3 hrs)
- ENGL 320. Pilgrims, Questers and Warriors: American Fiction after 1945 (3 hrs)
- ENGL 325. Mod. Writings from Women of the Non-Western World: Global Lit (4 hrs)
- ENGL 347. 'Odd' Literary Couples: American Novel, 1900-1945 (3 hrs)
- ENGL 349. Race, Culture and Identity in Multi-Ethnic Lit of the U.S. (3 hrs)
- ENGL 399. A Game of Interpretation: Intro to Contemp. Literary Theory (3 hrs)

One literature or literary studies elective

NOTE: Internships, Independent Studies, Special Topics, or other variable credit courses must be taken for a minimum of 3 semester hours to be used toward these electives.

Creative Writing Minor

A minor in creative writing consists of five courses, four (4) in creative writing and one (1) in English literature and/or literary theory, totaling a minimum of fifteen (15) semester hours. At least three (3) of these courses must be taken at Salem.

NOTE: Internships, Independent Studies, Special Topics, or other variable credit courses must be taken for a minimum of 3 semester hours to be counted toward the minor.

Creative Writing Courses (CRWR)

CRWR 200. Independent Study in Creative Writing (1-4 hrs) Independent study under the guidance of a faculty advisor. Open to students with a 2.0 cumulative average and permission of the chair of the department. Independent study may take the form of readings and/or research, and will include a substantial written project.

Independent study may be taken for a total of twelve semester hours but no more than six in any term.
Prerequisite: Previous study in creative writing and permission of the director.

CRWR 215. Literary Artist as Citizen (3 hrs) This course introduces students to the profession of creative writing and the ethical work of being a literary artist. Students will learn what it means to be a literary arts citizen, what it means to be an ethical literary artist in the world and how to become a professional literary artist, including the business of marketing and promoting the self as Creative Writer. This course will occasionally be a Service-Learning Course and is required for all Creative Writing majors. Students are advised to take 215 prior to taking Intermediate-level workshops. (HM)

CRWR 217. Introductory Prose Writing Workshop (3 hrs) In this workshop course in prose, emphasis is on the craft of writing prose and how that craft contributes to meaning. The original prose of the students will make up the workshops. Workshop sessions will assist students in acquiring the skills necessary to evaluate with care the writing of others as well as their own writing. Course also includes a survey of selected writings by prose writers.

CRWR 218. Introductory Poetry Workshop (3 hrs) In this workshop course on writing poetry, emphasis is on the craft of poetry and how that craft contributes to meaning. The original poetry of students will make up the workshops. Workshop sessions will assist students in acquiring the skills necessary to evaluate with care the writing of others as well as their own writing. The course also includes a survey of selected writings by traditional and contemporary poets.

CRWR 220. Special Topics in Creative Writing (1-4 hrs) Intensive investigation of a genre, topic or craft issue. The subject matter of the course will be announced prior to the beginning of the course.

CRWR 223. Current Trends in Creative Writing (3 hrs) This exploratory course will address current trends in creative writing, including but not limited to collaborations with other disciplines, genre literature, translations, and digital archive & research. The course will be reading and writing intensive. Students may take the course a maximum of two (2) times as part of their course of study at Salem College. Offered January Term.

CRWR 270. Internship in Creative Writing (1-4 hrs) The opportunity to use the knowledge and skills that the creative writing major/minor has learned through coursework in a professional setting. The apprenticeship aspect of the internship implies that the student will increase her knowledge and skills by direct contact with an experienced mentor. Open to sophomores, juniors and seniors with at least a 2.0 cumulative average; no more than one internship can count toward major; admission only by application.

CRWR 290. Honors Independent Study in Creative Writing (3-4 hrs) Advanced independent study under the guidance of a faculty advisor. Open to juniors and seniors with a 3.5 G.P.A. in creative writing, subject to the approval of the chair of the department. Honors Independent Study may be taken for a maximum of two courses.

CRWR 313. Intermediate Fiction Workshop (3 hrs) This workshop course in fiction writing builds upon the skills developed in CRWR 217 and addresses the essential strategies for writing and evaluating fiction. Students read, discuss and analyze contemporary fiction and original fiction written for the class. Writing will focus on short fiction. Substantial original writing and outside reading required. Prerequisite: CRWR 217.

CRWR 315. Art & Act of Revision (4 hrs) This course will focus on revising creative work that has undergone workshop in both the introductory and intermediate workshop in the student's chosen genre. Students will revise their work, with the understanding that creative revision emphasizes re-vision, re-seeing, re-thinking, re-making, re-envisioning the work. Students will study both the draft & revised works of published work in order to gain deeper understanding of the differences between editing and revising. At the end of the semester, the students will have a substantial portfolio of polished work that they can send out as part of their graduate school application

materials, to literary journals literary/contests, and/or grants/fellowship/retreat opportunities. This course is required for all Creative Writing majors. Prerequisites: Intermediate-level workshop in student's chosen genre.

CRWR 321. Intermediate Poetry Workshop (3 hrs) This workshop course in poetry builds upon the skills developed in CRWR 218 and addresses the essential strategies for writing and evaluating poetry. Students read, discuss and analyze contemporary poetry and original poetry written for the class. Writing will focus on various forms of poetry. Substantial original writing and outside reading required. Prerequisite: CRWR 218.

CRWR 370. Special Topics in Creative Writing (1-4 hrs) This advanced workshop course will put emphasis on a sustained creative writing project. Students will focus on manuscript preparation and should anticipate individual conferences with the professor. Topic will vary each semester and could include advanced poetry, fiction or creative non-fiction. Additional possible topics might include novel writing, screenwriting or writing for children. Students may take the course for credit more than once if the genre/topic differs or with approval from the professor. Prerequisite: One 300-level creative writing course taken at Salem in the genre of the special topic, or permission of instructor.

CRWR 390. Managing a Literary Award and Editing for Publication (4 hrs) This is a two-prong course: (1) Students will serve as preliminary screeners for the International Literary Awards, which is offered annually in fiction, poetry and creative non-fiction. Students will use editorial criteria to read, evaluate, and discuss entries, and students will be responsible for the preliminary selection process. They will help with the tasks of managing the entries, creating databases for the entries, communicating with entrants, promotion and marketing of the award, and will assist in the announcement of winners. (2) Students will submit creative work in their primary and secondary genre, to be read, evaluated, critiqued, and edited by members of the class. We will pay particular attention to the editorial side of these submissions instead of the drafting and revision side, so students will be expected to enter the course with polished work, ready for submission. We will identify, through research, several literary journals, contests, writing retreats/colonies, and grants that are open to emerging writers; students will select journals and contests to submit to and grants and retreats to potentially apply for. Each student will submit a proposal that includes a list of journals, contests, retreats, etc. that they will send their work, along with a timeline to do so. Students will, finally, learn to draft cover letters, grant proposals, and statements of purpose. Prerequisite: One creative writing course, excluding a Special Topics course (taken at Salem). May be repeated twice for credit toward the major/minor.

CRWR 395. Senior Seminar in Creative Writing (4 hrs) This capstone workshop course is open only to seniors or students who have completed all but one creative writing class and one literature course required for the creative writing major. The course involves intensive writing in the students' genre of emphasis and will culminate in a substantial portfolio of original work: poetry, fiction, creative non-fiction or an appropriate genre as determined by the professor. Students will complete the course with a portfolio of writing that might be used as preparation for graduate study or a career in a related field. The course will conclude with a teaching demonstration.

CRIMINAL STUDIES

Visiting Assistant Professor Zhang, chair

The Criminal Studies program at Salem College includes elements of criminology, criminal justice, law, and sociology. The program examines correlates, patterns, and social and financial costs of crime and deviance. Various components of criminology, criminal justice, law, and law enforcement are addressed including crime causation, crime control, court systems, and corrections. Through an understanding of theory, research, and practical application students learn information and skills needed for a range of educational and career paths. The program offers both a major and a minor.

Criminal Studies Major (BA)

The Criminal Studies major requires ten courses (30 semester hours, minimum): a seven-course core and three major electives. Five of the ten courses (15 of the 30 semester hours, minimum), including CRST 380 must be taken at Salem.

Required Core Courses

- CRST 100. Criminology/SOCI 270. Criminology (3 hrs)
- CRST 110. Introduction to Criminal Justice (3 hrs)
- CRST 150. Deviance (3 hrs)
- CRST 201. Criminological and Criminal Justice Theory (3 hrs)
- CRST 380. Senior Seminar in Criminal Studies (3 hrs)
- SOCI 210. Sociology Research Methods (3 hrs)
- SOCI 215. Social Statistics (3 hrs)

Major Electives—choose three (9 semester hours minimum):

- CRST 160. Juvenile Delinquency (3 hrs)
- CRST 170. Crime and Punishment (3 hrs)
- CRST 200. Independent Study in Criminal Studies (3 hrs min.)
- CRST 220. Special Topics in Criminal Studies (3 hrs min.)
- CRST 270. Internship in Criminal Studies (3 hrs min.)
- CRST 280. Criminal Law (3 hrs)
- CRST 285. Criminal Procedure (3 hrs)
- CRST 290. Honors Independent Study in Criminal Studies (3 hrs min.)
- SOCI 280. Urban Community (3 hrs)

Criminal Studies Minor

The Criminal Studies Minor requires 6 courses (18 semester hours, minimum): 4 core courses (12 semester hours minimum) listed below and 2 electives (6 semester hours, minimum) from among other Criminal Studies courses, appropriate Special Topics courses and other courses with the approval of the Department Chair. Three of these courses (9 semester hours, minimum) must be taken at Salem.

Required Core Courses (12 hrs, min.):

- CRST 100. Criminology/SOCI 270. Criminology (3 hrs)
- CRST 110. Introduction to Criminal Justice (3 hrs)
- CRST 201. Criminological and Criminal Justice Theory (3 hrs)
- SOCI 210. Sociology Research Methods (3 hrs)

Electives—choose two (6 hrs, min.):

- CRST 150. Deviance (3 hrs)
- CRST 160. Juvenile Delinquency (3 hrs)
- CRST 170. Crime and Punishment (3 hrs)
- CRST 200. Independent Study in Criminal Studies (3 hrs min.)
- CRST 220. Special Topics in Criminal Studies (3 hrs min.)
- CRST 270. Internship in Criminal Studies (3 hrs min.)
- CRST 280. Criminal Law (3 hrs)
- CRST 285. Criminal Procedure (3 hrs)
- CRST 290. Honors Independent Study in Criminal Studies (3 hrs min.)
- PHIL 122. Ethics (3 hrs)
- SOCI 280. Urban Community (3 hrs)

Criminal Studies Courses (CRST)

CRST 100. Criminology (3 hrs) This course examines crime and deviance from a sociological perspective. It looks critically at correlates of crime, the prevalence of crime, and crime control. This course provides a greater

understanding of theoretical and social explanations of crime, how crime is measured and studied, the social costs of crime, and solutions to the problems of crime. Cross-listed with SOCI 270. (SS)

CRST 110. Introduction to Criminal Justice (3 hrs) This course is an introduction to the practical application of theories and research of crime and punishment. Crime control will be examined as it relates to law enforcement and crime scene investigation; the court system; and the corrections system. This course will also take a critical approach to the “revolving door” of the criminal justice system and the process of exiting a life of crime. (SS)

CRST 150. Deviance (3 hrs) This course will examine theories and perspectives on deviance and criminal behaviors and how informal and formal social control mechanisms attempt to address such behaviors as suicide and self-mutilation, substance abuse, juvenile delinquency, and adult criminality. This course will also discuss the construction of norms and values and the constructed boundaries between behaviors that are considered normal or moral and behaviors that are considered deviant. Prerequisites: SOCI 100, CRST 100/SOCI 270, or CRST 110 or permission of department chair.

CRST 160. Juvenile Delinquency (3 hrs) This course will examine theories and research of juvenile delinquency in terms of status offenses and non-status offenses. The relationship between juvenile offending and adult offending will be assessed in relation to the juvenile and adult corrections systems. Policies of crime prevention for youth and young adults will be examined in terms of their effectiveness in keeping youth and young adults out of offending populations. Prerequisites: SOCI 100, CRST 100/SOCI 270, or CRST 110, or permission of department chair.

CRST 170. Crime and Punishment (3 hrs) This course examines schools of thought regarding punishment and the social and political context of laws and punishment. The complexities of crime and punishment will be examined with an emphasis on the foundations of criminal law, the criminal justice process, and contemporary issues in the criminal justice system. Prerequisites: CRST 100/SOCI 270, CRST 110, or permission of department chair.

CRST 200. Independent Study in Criminal Studies (1-4 hrs) Independent study under the guidance of a faculty advisor. Open to students with a 2.0 cumulative average and permission of the chair of the department. Independent study may take the form of readings, research, conference, project and/or field experience. Independent study may be taken for a total of eight semester hours over two semesters, the maximum in any one term being four semesters hours. Prerequisite: permission of department chair.

CRST 201. Criminological and Criminal Justice Theory (3 hrs) This course will examine the development of criminological and criminal justice theories and how contemporary theoretical perspectives shape the fields of criminology and criminal justice. Emphasis will also be placed on the practical applications of theory and research to such issues as crime causation, crime control, and punishment. Prerequisites: CRST 100/SOCI 270 or CRST 110, or permission of department chair.

CRST 220. Special Topics in Criminal Studies (1-4 hrs) Contemporary issues in criminal studies. This course consists of intensive study of current topics in the field of criminal studies.

CRST 270. Internship in Criminal Studies (1-4 hrs) An opportunity to use the knowledge and skills the student has learned in coursework to solve problems in a real work setting; the apprenticeship aspect of the internship implies that the student has some base of knowledge and will increase her knowledge and skills by direct contact with an experienced, knowledgeable mentor. Open to sophomores, juniors and seniors with a 2.0 cumulative average; admission by application only.

CRST 280. Criminal Law (3 hrs) This course will examine the substantive law of crimes and defenses including the basic concepts of criminal law. The course will examine crimes against persons as well as crimes against property and will use case law and current issues in America to understand complex legal topics. Prerequisite: CRST 110.

CRST 285. Criminal Procedure (3 hrs) This class will introduce students to the criminal process that is undertaken when a citizen is suspected of committing a specific crime. Topics addressed will include a brief introduction to criminal procedure, search and seizure (including stop and frisk law), arrests, interrogations/confessions, and the Exclusionary Rule. The bulk of the course will address the 4th Amendment to the Constitution, specifically Search and Seizure law. These areas will be examined in context to the changing United States Constitution and current and past members of the Supreme Court of the United States. Prerequisite: CRST 110.

CRST 290. Honors Independent Study in Criminal Studies (3-4 hrs) Advanced independent study under the guidance of a faculty advisor. Open to juniors and seniors with a 3.5 average in criminal studies, subject to approval of the chair of the department. Honors work may be taken for a total of eight semester hours over two semesters, the maximum in any one term being four semester hours. Prerequisite: permission of department chair.

CRST 380. Senior Seminar in Criminal Studies (3 hrs) The senior capstone course. Requires a major research paper. The course provides an integrative experience which reinforces prior coursework in the criminal studies major. Requires senior standing or permission of department chair.

DANCE STUDIES

Professor Echols, chair

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

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

Dance Studies Major (BA)

The Dance Studies major requires a minimum of fifteen courses.

Required Core Courses

- DANC 104. History of Dance (3 hrs)
- DANC 201. Choreography (3 hrs)
- DANC 202. Movement Research/Somatic Study (2-3 hrs)
- DANC 210. Dance in the Community (3 hrs)
- DANC 270 Internship in Dance Studies (1-4 hrs)
- DANC 350. Research Methods in Dance (3 hrs)

Dance Technique Courses—choose from the list below to total a minimum of 12 semester hours:

- DANC 034. Level I Ballet (2 hrs)
- DANC 035. Level II Ballet (2 hrs)
- DANC 036. Level I Jazz (2 hrs)
- DANC 037. Level II Jazz (2 hrs)

- DANC 038. Level I Modern (2 hrs)
- DANC 039. Level II Modern (2 hrs)
- DANC 220. Special Topics (1-4 hrs)

Dance Ensemble Courses—select at least two different courses from the following repeatable courses for a total of 4 semester hours :

- DANC 020. Dance Department Concert Performance (1 hr)
- DANC 021. Dance Department Concert Choreography (1 hr)
- DANC 022. Dance Department Concert Production (1 hr)

Dance Studies Electives—choose from the list below to minimum of 15 semester hours

- ARMN 120. The Artist as Entrepreneur (3 hrs)
- ARMN 215. Performing Arts Management (3 hrs)
- COMM 120. Oral Communication (3 hrs)
- COMM 180. Visual Communication (3 hrs)
- DANC 230. Independent Study in Dance (1-4 hrs)
- EXER 250. Prevention and Care of Athletic Injuries (3 hrs)
- MUSI 151. Acting (3 hrs)
- MUSI 223. Alexander Technique (1 hr)

Dance and Movement Science Major (BA)

Required Core Courses:

- DANC 104. History of Dance (3 hrs)
- DANC 202. Movement Research/Somatic Study (2-3 hrs)
- DANC 270. Internship in Dance Studies (1-4 hrs)
- DANC 350. Research Methods in Dance (3 hrs)

Dance Technique and Ensemble Courses—choose from the list below to total 12 semester hours

- DANC 020. Dance Department Concert Performance (1 hr)
- DANC 021. Dance Department Concert Choreography (1 hr)
- DANC 022. Dance Department Concert Production (1 hr)
- DANC 034. Level I Ballet (2 hrs)
- DANC 035. Level II Ballet (2 hrs)
- DANC 036. Level I Jazz (2 hrs)
- DANC 037. Level II Jazz (2 hrs)
- DANC 038. Level I Modern (2 hrs)
- DANC 039. Level II Modern (2 hrs)
- DANC 220. Special Topics (1-4 hrs)

Required Science Courses

- BIOL 100. Cell and Molecular Biology (4 hrs)
- BIOL 101. Biodiversity (4 hrs)
- BIOL 218. Anatomy and Physiology I (5 hrs)
- BIOL 219. Anatomy and Physiology II (5 hrs)
- EXER 230. Motor Development (3 hrs)
- EXER 250. Prevention and Care of Athletic Injuries (3 hrs)
- EXER 310. Exercise Physiology (4 hrs)

Exercise Science Elective—choose one of the following courses:

- EXER 210. Nutrition (3 hrs)
- EXER 240. Psychology of Sport and Exercise (3 hrs)
- EXER 320. Biomechanics of Sport and Exercise (3 hrs)

Dance and Movement Science Major (BS)

The BS in Dance and Movement Science major requires 18 courses.

Required Core Courses

DANC 104. History of Dance (3 hrs)
DANC 202. Movement Research/Somatic Study (2-3 hrs)
DANC 270 Internship in Dance Studies (1-4 hrs)
DANC 350. Research Methods in Dance (3 hrs)

Dance Technique and Ensemble Courses: choose from the list below to total 8 semester hours

DANC 020. Dance Department Concert Performance (1 hr)
DANC 021. Dance Department Concert Choreography (1 hr)
DANC 022. Dance Department Concert Production (1 hr)
DANC 034. Level I Ballet (2 hrs)
DANC 035. Level II Ballet (2 hrs)
DANC 036. Level I Jazz (2 hrs)
DANC 037. Level II Jazz (2 hrs)
DANC 038. Level I Modern (2 hrs)
DANC 039. Level II Modern (2 hrs)
DANC 220. Special Topics (1-4 hrs)

Required Science Courses

BIOL 100. Cell and Molecular Biology (4 hrs)
BIOL 101. Biodiversity (4 hrs)
BIOL 218. Anatomy and Physiology I (5 hrs)
BIOL 219. Anatomy and Physiology II (5 hrs)
CHEM 110. General Chemistry (5 hrs)
CHEM 120 General Chemistry with Qualitative and Quantitative Analysis (5 hrs)
EXER 250. Prevention and Care of Athletic Injuries (3 hrs)
EXER 310. Exercise Physiology (4 hrs)
EXER 320. Biomechanics of Sport and Exercise (3 hrs)
MATH 070. Essential Calculus (4 hrs) or MATH 100. Calculus I (5 hrs)
PHYS 210. General Physics I (5 hrs)

Exercise Science Elective: choose one of the following courses:

EXER 210. Nutrition (3 hrs)
EXER 230. Motor Development (3 hrs)
EXER 240. Psychology of Sport and Exercise (3 hrs)

Dance Minor

The dance minor at Salem College gives students the opportunity to develop artistically through skilled technique classes, creative exploration and varied performance opportunities. The program's mission is to create self-motivated students with high academic standards and artistic originality. The minor in dance consists of 5 courses.

Required courses:

DANC 104. History of Dance (3 hrs)
DANC 201. Choreography (3 hrs)
DANC 202. Movement Investigation/Somatic Study (2-3 hrs) or DANC 210. Dance in the Community (3 hrs)

Dance Technique and Ensemble Courses: choose from the list below for a minimum of 8 semester hours

DANC 020. Dance Department Concert Performance (1 hr)
DANC 021. Dance Department Concert Choreography (1 hr)
DANC 022. Dance Department Concert Production (1 hr)
DANC 034. Level I Ballet (2 hr)
DANC 035. Level II Ballet (2 hrs)
DANC 036. Level I Jazz (2 hrs)
DANC 037. Level II Jazz (2 hrs)
DANC 038. Level I Modern (2 hrs)

DANC 039. Level II Modern (2 hrs)
DANC 220. Special Topics (1-4 hrs)

Dance Courses (DANC)

The following dance technique courses may be used to satisfy one-half of the Salem Impact two-course physical education activity requirement: DANC 020, 034, 035, 036, 037, 038, 039, or 202.

DANC 020. Dance Department Concert Performance (1 hr) Performance of dance piece in a formal dance company concert. Dances may be choreographed by faculty, guest artists or students. Repeatable (P/NC)

DANC 021. Dance Department Concert Choreography (1 hr) Choreography of a dance piece that is performed in a formal dance concert. Repeatable (P/NC)

DANC 022. Dance Department Concert Production (1 hr) Assisting with production aspects of a formal dance company concert. Can include assistance behind stage, lights and sound, marketing and audience relations. Repeatable (P/NC)

DANC 034. Level I Ballet (2 hrs) This course is an introduction to the basic Ballet vocabulary. Cross-listed with PHED 334

DANC 035. Level II Ballet (2 hrs) This course is further development of Ballet vocabulary and personal technique. Cross-listed with PHED 335

DANC 036. Level I Jazz Dance (2 hrs) An introduction to basic Jazz vocabulary through various exercises and combinations. Cross-listed with PHED 336

DANC 037. Level II Jazz Dance (2 hrs) Further development of Jazz vocabulary and personal technique. Cross-listed with PHED 337

DANC 038. Level I Modern Dance (2 hrs) Introduction of basic Modern vocabulary through floor work, center exercises, locomotion. Cross-listed with PHED 338

DANC 039. Level II Modern Dance (2 hrs) Further development of Modern vocabulary with more complex movements and phrases. Cross-listed with PHED 339

DANC 104. History of Dance (3 hrs) A survey of dance from pre-historic times to the present with an investigation of the scope, style and function of dance in various cultures. (GI, AR)

DANC 201. Choreography (3 hrs) The art of making dances by studying the elements of structure, time, space and dynamics of movement invention. Approaches to choreography and techniques of handling choreographic material. (AR)

DANC 202. Movement Research/Somatic Study (2-3 hrs) This is a somatic movement class that will explore movement principles, individual body awareness, and creating movement for longevity. This class is for all levels of movement experience.

DANC 210. Dance in the Community (3 hrs) This service learning course engages students in classroom preparation through exploration of theories and ideas finding ways to facilitate creative expression using movement, text, experiences, activities and workshops. The service activity develops and informs the classroom context; structured reflection ties service experience to specific learning goals. Students will work in the community setting of their choice to facilitate creative expression through dance. (SL)

DANC 220. Special Topics in Dance (1-4 hrs) This course will cover diverse and current topics in dance. Cross-listed with PHED 320

DANC 230. Independent Study in Dance (1-4 hrs) Independent study under the guidance of a faculty advisor. This independent study may take the form of readings, research, project or field experience. Open to students with a 2.0 cumulative G.P.A. Permission of chair of the department required. May not be taken for more than a total of eight semester hours.

DANC 270. Internship in Dance (1-4 hrs) An opportunity to use the knowledge and skills learned in coursework to gain experience in a real work setting; the apprenticeship aspect of the internship implies that the student has some base of knowledge and will increase her knowledge and skills by direct contact with and experienced, knowledgeable mentor. Open to juniors and seniors with at least a 2.0 cumulative average, admission by application only.

DANC 290. Honors Independent Study (3-4 hrs) Advanced independent study under the guidance of a faculty advisor. Available to juniors and seniors with a 3.5 GPA in a dance studies major.

DANC 350. Research Methods in Dance (3 hrs) This senior capstone course examines the current trends, ideas, technology and theory associated with dance studies. Students will design, propose, conduct, write and present a substantive research endeavor. They will examine up-to-date disciplinary ideology and discuss these topics.

DESIGN

Associate Professor Otero, chair of the department of art, art history and design; Professors Hutton and Varnadoe; Associate Professor Griffin

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

Design Major (BA)

The major in design is comprised of 12 core courses, additional required courses within a particular concentration, and one additional course for a minimum of 3 semester hours.

Required Core Courses:

- ARTD 180. Visual Representation (4 hrs)
- ARTD 203. Business Practices in Design (3 hrs)
- ARTD 209. Digital Design (4 hrs)
- ARTD 248. History of Design (3 hrs)
- ARTD 270. Internship in Design (2 hrs min.)
- ARTD 380. Advanced Design Studio (4 hrs)
- ARTD 391. Senior Seminar in Design (2 hrs)
- ARTH 121. Survey of Western Art I (3 hrs)
- ARTH 122. Survey of Western Art II (3 hrs)
- ARTS 020. Introduction to Two-Dimensional Design (4 hrs)
- ARTS 025. Advanced Two-Dimensional Design (Color Theory) (4 hrs)
- ARTS 111. Drawing (4 hrs)

Complete one of the following three concentrations:

Interior Design

- ARTD 102. Design (4 hrs)
- ARTD 160. Global Textiles (3 hrs)
- ARTD 201. Residential Design (4 hrs)

ARTD 202. Contract Design (4 hrs) or ARTD 204. Architectural Details (4 hrs)
ARTD 205. Computer Assisted Drafting/Design (4 hrs)

Graphic Design

ARTD 040. Graphic Design and Communication (4 hrs)
ARTD 210. Web Design and Development (4 hrs)
ARTD 261. Digital Imaging and Graphic Design (4 hrs)
ARTS 110. Photography(4 hrs) or ARTS 135. Introduction to Printmaking (4 hrs)
MKTG 230. Principles of Marketing (3 hrs)

Architectural Studies

ARTD 102. Introduction to Design (4 hrs)
ARTD 204. Architectural Details (4 hrs)
ARTD 205. Computer Assisted Drafting/Design (4 hrs)
ARTD 206. Historic Preservation (3 hrs) or HIST 211/PRSV 250. Public History (3 hrs)
ARTD 211 Advanced CAD and BIM (4 hrs) or ARTS 030. Three-Dimensional Design (4 hrs)

Choose any other ARTD elective course(s) needed to reach the 70 semester hours minimum required for the major.

Design Minor

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

Required Core Courses

ARTS 020. Introduction to Two-Dimensional Design (4 hrs)
ARTS 111. Drawing (4 hrs)
ARTD 248. History of Design (3 hrs)

Electives: Choose three courses from the following:

ARTD 040. Graphic Design and Communication (4 hrs)
ARTD 102. Introduction to Design (4 hrs)
ARTD 201. Residential Design (4 hrs)
ARTD 205. Computer Assisted Drafting/Design (4 hrs)
ARTD 209. Digital Design (4 hrs)
ARTD 211 Advanced CAD and BIM (4 hrs)
ARTD 261. Digital Imaging and Graphic Design (4 hrs)

Design Courses (ARTD)

ARTD 040. Graphic Design and Communication (4 hrs) An introductory course in the history, concepts and techniques of graphic designs and communication. Lectures will address topics in typography, illustration, book and magazine layout, advertising, marketing and packaging. Students will address exercises relating to the working fields of graphic designs. Exercises will be used to educate the students' ability to analyze problems, offer creative solutions with craft and present projects in a professional manner. Prerequisite: ARTS 020.

ARTD 102. Design (4 hrs) This course develops the elements and principles of designs in designs as well as the visual and verbal communication skills of the designer. Prerequisites: ARTS 020.

ARTD 160. Global Textiles (3 hrs) Global Textiles will introduce the student to both material and cultural views of textiles by studying textile processes, including weaving, dyeing and patterning techniques used in various cultures around the world. Students will explore the use of textiles as both a functional and decorative element within the field of designs through study and hands-on experience. (AR, GA)

ARTD 180. Visual Representation (4 hrs) An introduction to visualization and graphics representation as it relates to designs. Students will become familiar with terminology and practices associated with graphic documentation, both mechanically and digitally generated.

ARTD 200. Independent Study in Design (1-4 hrs) Independent study under the guidance of a faculty advisor. Open to students with a 3.0 cumulative average and permission of the chair of the department. Independent study may take the form of readings, research, conference, project and/or field experience. Independent study may be taken for a total of eight semester hours, the maximum in any one term being four semester hours. Prerequisite: permission of program director.

ARTD 201. Residential Design (4 hrs) An introduction to space planning and furnishing residential interiors. Kitchen and bath designs is covered in detail. Prerequisite: ARTD102.

ARTD 202. Contract Design (4 hrs) Space planning of commercial, institutional and environmental spaces. The emphasis is on total designs concept for client presentation with plans, lighting designs, furnishings and material samples, specifications and presentation. Prerequisite: ARTD 102.

ARTD 203. Business Practices in Design (3 hrs) Students will become familiar with business principles and practices of the designer and the interactions that take place among the client, designer, trade sources and contractors. Students create their own business plan. Prerequisite: ARTD 102.

ARTD 204. Architectural Details (4 hrs) Study of construction methods and detailing in architecture as utilized by the designer. Creative problems in cabinet designs and architectural detailing will be used for the study of construction methods; materials used in construction are also covered. Prerequisite: ARTD 102.

ARTD 205. Computer Assisted Drafting/Design (4 hrs) An introductory course in Computer-Assisted Drafting/Design (CADD). Students will learn the basic commands and parameters of CADD, as well as how to draw floor plans, elevations and other designs drawings on-line. Prerequisite: ARTD 102.

ARTD 206. Historic Preservation (3 hrs) Students will gain a general understanding of the historic preservation movement's history as well as preservation theory, law, and practice at the local, state, federal, and international levels. Topics including cultural landscape preservation and the intersection of archaeology and historic preservation will be explored. The student will also become conversant with the significant types and styles of American architecture. Cross-listed with PRSV 230.

ARTD 209. Digital Design (4 hrs) This course explores the basics of Macintosh computer operations and fundamental techniques of raster and vector-based graphics. Additionally, it introduces Web designs, 3D modeling and animation. Software: Illustrator®, PhotoShop®, Sketch Up®.

ARTD 210. Web Design (4 hrs) An introduction to the fundamentals of Hypertext Markup Language (HTML) in order to develop, edit and manage well-designed Web pages. This course also introduces the basics of user interface and recommended standards. Software explored will include but not limited to PhotoShop®, Illustrator®. Prerequisite: ARTD 209.

ARTD 211. Advanced CAD and BIM (4 hrs) This course will introduce students to intermediate and advanced topics in CAD and its use in designs and construction. Students will be introduced to Building Information Modeling (BIM) to develop 3D models. Software will include AutoCad®, SketchUp®, and Revit®. Prerequisite: ARTD 205.

ARTD 220. Special Topics in Design (1-4 hrs) This course provides the student with the opportunity to explore aesthetic and technical issues presented by faculty or visiting instructors. Permission of program director.

ARTD 248. History of Design (3 hrs) Introduction to period styles and motifs in furniture, architecture and the decorative arts of the ancient world to the present, with application to contemporary interiors. (AR)

ARTD 261. Digital Imaging and Computer Design (4 hrs) An introduction to industry standard software and terminology as it relates to computer graphic applications. The Macintosh platform is incorporated in the design lab to introduce students to digital design-publishing software. Prerequisite: ARTD 040; recommended pre-requisite ARTD 209 or the permission of instructor.

ARTD 270. Internship in Design (1-4 hrs) An opportunity to use the knowledge and skills the student has learned. Prerequisite: Junior standing in the major.

ARTD 290. Honors Independent Study in Design (3-4 hrs) Advanced independent study under the guidance of a faculty advisor. Normally open to juniors and seniors with a 3.5 average in art. Subject to the approval of the department chair. Honors work may be taken for a maximum of eight semester hours.

ARTD 380. Advanced Design Studio (4 hrs) Limited to seniors in the Design Program and taken concurrently with ARTD 391. Course members will develop a project based on their individual interests, demonstrating their mastery of designs and technical skills acquired during their academic experience. Expands on subjects already introduced in previous coursework and introduces advanced topics. Projects will be exhibited at the end of the semester during the Senior Thesis Exhibition. Prerequisite: senior standing in the Design major.

ARTD 391. Senior Seminar in Design (2 hrs) Senior thesis work. Required of all designs majors. Prerequisite: senior standing in major.

ECONOMICS

Associate Professor Francisco, Mary Ardrey Stough Kimbrough Chair in Business and Economics, chair of department of business and economics; Assistant Professor Flowers

Knowledge of economics will provide the student with the tools to understand and analyze current events and trends, different market structures, governmental fiscal and monetary policy and consumer behavior in the marketplace. The development of decision-making, quantitative and analytical skills will prepare the student for active participation in business or government as well as for graduate study.

Student majoring in economics must choose at least of three tracks, in addition to required courses. No course may count toward both the chosen track and the four electives. That is, the four electives must not overlap with the three-course track. Students may pursue multiple tracks, but no course may be used to fulfill more than one track.

At least four of the core courses in economics (a minimum of twelve semester hours), and at least two elective courses (a minimum of six semester hours) in economics must be completed at Salem.

Economics Major (BA)

Required Core Courses for the Economics Major

ECON 100. Principles of Economics (4 hrs)

ECON 210. Intermediate Macroeconomics (3 hrs)

ECON 220. Intermediate Microeconomics (3 hrs)

ECON 320. Econometrics (4 hrs)

ECON 390. Senior Seminar (3 hrs)

Additional Required Courses

MATH 070. Essential Calculus (4 hrs) or MATH 100. Calculus I (5 hrs)

BUAD 240. Data Analysis for Decision Making (4 hrs) or PSYC 101. Statistics (4 hrs) or SOCI 215. Social Statistics (3 hrs)

Select four additional electives (12 hrs min.) chosen from:

- ECON 200. Independent Study In Economics (1-4 hrs)
- ECON 201. Money, Banking, Monetary Policy (3 hrs)
- ECON 205. Labor Economics (3 hrs)
- ECON 260. International Trade and Business (3 hrs)
- ECON 270. Internship in Economics (1-4 hrs)
- ECON 280. History of Economic Thought (3 hrs)
- ECON 310. Current Issues in Economics (3 hrs)
- ENVS 210. Geographic Information Systems (4 hrs)
- MATH 107. Statistical Methods with R (4 hrs)
- MATH 162. Mathematics of Finance (3 hrs)
- MATH 242. Nonparametric Statistical Methods (3 hrs)
- POLI 245. International Development (3 hrs)

Track 1: Mathematical Economics

Select three of the following courses:

- MATH 101 Calculus II (5 hrs)
- MATH 107 Statistical Methods with R (4 hrs)
- MATH 110 Linear Algebra (4 hrs)
- MATH 122 Probability (4 hrs)
- MATH 132 Mathematical Statistics (4 hrs)
- MATH 162 Mathematics of Finance (3 hrs)
- MATH 242 Nonparametric Statistical Methods (3 hrs)

Track 2: Business Economics

Select three of the following courses:

- ACCT 120 Principles of Financial Accounting (3 hrs)
- BUAD 124 Business Ethics (3 hrs)
- BUAD 201 Principles of Management (3 hrs)
- FINC 302 Corporate Finance (4 hrs)
- FINC 303 Investment Analysis (3 hrs)
- FINC 310 International Finance (3 hrs)
- MKTG 230 Principles of Marketing (3 hrs)
- MKTG 231 Marketing Research (4 hrs)

Track 3: Policy Analysis

Select three of the following courses:

- POLI 120 American Politics and Public Policy (3 hrs)
- POLI 140 Comparative Governments (3 hrs)
- POLI 160 Gender, Politics and Policy (3 hrs)
- POLI 225 International Security (3 hrs)
- POLI 245 International Development (3 hrs)
- POLI 260 Political Economy (3 hrs)

Economics Minor

Four of the six required courses (a minimum of twelve semester hours) must be taken at Salem.

Required: ECON 100. Principles of Economics (4 hrs)

One of the following:

- ECON 210. Intermediate Macroeconomics (3 hrs)
- ECON 220. Intermediate Microeconomics (3 hrs)

One of the following:

BUAD 240. Data Analysis for Decision Making (4 hrs)

PSYC 101. Statistics (4 hrs)

SOCI 215. Social Statistics (3 hrs)

Select three additional economics (ECON) elective courses, which may also include:

ENVS 210. Geographic Information Systems (4 hrs)

MATH 107. Statistical Methods with R (4 hrs)

MATH 162. Mathematics of Finance (3 hrs)

MATH 242. Nonparametric Statistical Methods (3 hrs)

POLI 245. International Development (3 hrs)

Economics Courses (ECON)

ECON 100. Principles of Economics (4 hrs) Introduction to the basic economic concepts of supply and demand, price determination, decision-making by consumers, firms and institutions and the public sector. Examination of national income determination and distribution, inflation, unemployment, fiscal and monetary policy and international trade. (SS)

ECON 200. Independent Study in Economics (1-4 hrs) Independent study under the guidance of a faculty advisor. Independent study may take the form of assigned readings, research, conferences and projects. Independent study may be taken for a total of usually not more than two per term. Prerequisites: a 2.0 cumulative average, sufficient background in economics and permission of the department.

ECON 201. Money, Banking, and Monetary Policy (3 hrs) The role of money and credit in the global society. The relationship of central banks/currency boards, the activities of commercial banks and other financial institutions and monetary theory and policy will be examined. Prerequisite: ECON 100.

ECON 205. Labor Economics (3 hrs) Analysis of labor markets to include: labor demand and supply, educational choices, determination of wages and productivity, theories of discrimination and technological issues facing the labor force. Prerequisite: ECON 100.

ECON 210. Intermediate Macroeconomics (3 hrs) The course in Intermediate Macroeconomics develops a theoretical framework for the analysis and international comparison of international capital flows, imbalances and exchange rates. The theoretical framework is used as the basis for policy discourse on topics including debt crises, analysis of business cycles and stabilization tools. Prerequisite: ECON 100.

ECON 220. Intermediate Microeconomics (3 hrs) A rigorous study of the principles of microeconomics, to include applications and in-depth study of consumer behavior, the price system and resource allocation under various market conditions. Prerequisite: ECON 100.

ECON 260. International Trade and Business (3 hrs) The basic principles of international economic relations. Subjects covered include the theories of international trade and investment, international monetary relations and financial markets, the effect of the national and international policies on trade and managing in the international economic environment. Prerequisite: ECON 100. (GA)

ECON 270. Internship in Economics (1-4 hrs) An opportunity to use the knowledge and skills the student has learned in coursework to solve problems in a real work setting; the apprenticeship aspect of the internship implies that the student has some base of knowledge and will increase her knowledge and skills by direct contact an experienced, knowledgeable mentor. Open to sophomores, juniors and seniors with a 2.0 minimum cumulative average; maximum of 4 semester hours per term; admission by application only.

ECON 280. History of Economic Thought (3 hrs) A study of major economists and schools of economic thought from the classical through the contemporary period with special emphasis on their contributions to economic theory. Cross-listed with HIST 280. Prerequisite: ECON 100.

ECON 290. Honors Independent Study in Economics (3-4 hrs) Advanced independent study under the guidance of a faculty advisor. Normally open to juniors and seniors with a 3.5 average in economics, subject to the approval of the department chair. Honors work may be taken for a maximum of six semester hours.

ECON 310. Current Issues in Economics (3 hrs) Economic analysis of various public issues and policies. Possible topics include the energy crisis, pollution and the environment, welfare, crime and punishment and health care as well as current economic issues. Prerequisite: ECON 100.

ECON 320. Econometrics (4 hrs) Statistical methods as the vehicle for examining the validity of the principles of economics. Topics covered include multiple regression techniques, problems associated with dummy and lagged variables, problems arising from multi-collinearity, heteroscedasticity, autocorrelation and the analysis of time series data. Prerequisites: MATH 070 or 100 and ECON 100.

ECON 370. Special Topics in Economics (1-4 hrs) A thorough examination of a special topic or issue in economics. The specific content and methods for study will be announced prior to the beginning of the course, as will any necessary prerequisite courses.

ECON 390. Senior Seminar (3 hrs) Intensive study of selected topics in economics with emphasis on current research. Students will be required to complete and present a major research paper. Required of all senior majors.

EDUCATION

Director Long; Associate Professor Lyons; Assistant Professor and Coordinator of School Counseling Matthews; Assistant Professor Beeson; Professional in Residence Kirby

The teacher education program at Salem College is rooted in our history and grounded in our foundational belief that equitable learning opportunities should be made available for all students. Prospective teachers, Salem faculty and school-based partners collaborate to promote lifelong learning for all students.

Preparing educators to serve diverse learners in diverse settings, Salem's teacher education programs foster candidates as they develop the foundational knowledge and dispositions indicative of excellent teachers. At the conclusion of their courses of study, candidates for licensure are expected to demonstrate evidence of two primary dispositions: the belief that all students can learn and the understanding that teachers are responsible for creating the conditions of learning for all students.

Carefully planned classes and associated field experiences help pre-service teachers gain the knowledge, dispositions and skills described by the Interstate New Teacher Assessment and Support Consortium (INTASC) standards; and the North Carolina Professional Teaching Standards established by the North Carolina Department of Public Instruction (NCDPI). Specific goals for each prospective teacher are:

1. to describe the nature of learning as constructivism
2. to demonstrate the belief that all students are learners
3. to accept responsibility for creating the conditions of learning for all students
4. to model best constructivist practices in teaching, classroom management, assessment and integration of technology
5. to apply metacognitive reflection processes to teaching
6. to develop appropriate professional relationships with all members of the learning community and to model ethical behaviors

The teacher education program at Salem College has been approved by the North Carolina Department of Public Instruction (NCDPI). These accreditations make it possible for graduates to be licensed in most states.

NOTE: Students who seek middle/secondary licensure (grades 6-12) typically major in the content area they wish to teach and complete professional studies and program courses in their area of specialty. Licensure programs incorporate professional studies course requirements and specific specialty-area course requirements.

Candidates seeking teaching licensure must apply for admission to Teacher Education and Graduate Studies, usually by the spring of their sophomore year. In order to be admitted to a teacher education program, licensure candidates must meet specific criteria:

1. have an overall G.P.A. at Salem College of 3.0 or better
2. have completed Professional Studies blocks 1 and 2 with a G.P.A. of 3.0 or better
3. provide proof of minimum state-mandated test scores (SAT combined scores 1100+ if taken before March 2016/1170 if taken after March 2016, ACT combined scores 24+ or Praxis Core Academic Skills for Educators (Reading, Writing, and Mathematics) with composite scores of 468+)
4. provide two recommendation forms from professors or employers
5. provide a completed DPI Candidate for Professional Licensure Form (CPL)
6. complete a dispositions self-evaluation

A student must apply for EDUC 394 (Teachers as Practitioners seminar) and EDUC 399 (Teachers as Practitioners) during the semester prior to that in which s/he expects to student teach. A minimum cumulative G.P.A. in all Salem courses of 3.0 is required for student teaching. Candidates must complete all education course requirements with a minimum G.P.A. of 3.0 prior to the student teaching semester. Candidates must have taken and passed all required licensure exams by the published deadline prior to student teaching.

During the student teaching semester, students create and submit the edTPA, and extensive electronic portfolio that demonstrates specific knowledge, competencies, and dispositions for teaching and documents candidates' readiness to be recommended for professional teaching licensure.

Students enrolled in the College through the Martha H. Fleer Center for Adult Studies will pursue the same courses of study as traditional undergraduate candidates. These students should also seek advising from the Director of Teacher Education early in their degree programs.

Teaching, Schools and Society Major (BA)

The Teaching, Schools, and Society major provides an interdisciplinary course of studies providing students with a strong cross-curricular foundation firmly grounded in the liberal arts. Students select a concentration within the major and can pursue a licensure curriculum of professional studies courses (listed below the major itself), maintained to ensure that teacher education candidates meet the competencies required by the North Carolina Standards for Professional Educators.

Core Courses for all TSS Concentrations

- EDUC 110. 21st Century Teaching & Learning (3 hrs)
- EDUC 112. Social and Historical Foundations of Education (3 hrs)
- EDUC 120. Text In Context (3 hrs)
- EDUC 122. Learners In Context (3 hrs)

Teaching, Schools and Advocacy Concentration

- POLI 105. Introduction to Public Policy (3 hrs)
- PSYC 010. Introduction to Psychology (4 hrs)
- SOCI 100. Introduction to Sociology (3 hrs)
- EDUC 390. Senior Seminar (3 hrs)

Choose three from:

- COMM 107. Digital Storytelling (3 hrs)
- COMM 120. Oral Communications (3 hrs)
- COMM 170. Intercultural Communication (3 hrs)
- COMM 321. Community Journalism (3 hrs)
- HIST 209. African American History (3 hrs)
- HIST 211. Public History (3 hrs)
- HIST 221. American Women's History (3 hrs)
- NFPM 100. Introduction to Nonprofit Management and Community Leadership (3 hrs)
- NFPM 130/SOCI 130. Making Change: Public Policy, Advocacy, and Grassroots Organizing (3 hrs each)
- NFPM 140/ENTR 120. Foundations of Entrepreneurship (3 hrs)
- POLI 100. Survey of Political Science (3 hrs)
- PSYC 100. Developmental Psychology (3 hrs)
- PSYC 130/SOCI 205. Social Psychology (3 hrs)
- PSYC 150. Psychology of Personality (3 hrs)
- SOCI 202. Race and Ethnic Relations (3 hrs)
- SOCI 220. Social Stratification (3 hrs)
- SOCI 232. Marriage and the Family (3 hrs)

Teaching, Schools and Social Sciences Concentration

- ECON 100. Principles of Economics (4 hrs)
- HIST 103. World History I (3 hrs)
- HIST 104. World History II (3 hrs)
- HIST 105. United States History to 1877 (3 hrs)
- HIST 106. United States History Since 1877 (3 hrs)
- POLI 100. Survey of Political Science *or* POLI 120. American Politics and Public Policy (3 hrs each)
- POLI 235. International Political Geography *or* SOCI 240. Globalization and Global Inequities (3 hrs)

Teaching, Schools and Literature Concentration

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

- ENGL 292. First Contact through the Civil War: Survey of Amer. Literature before 1870 (3 hrs)
- ENGL 293. The Culture of African American Literature (3 hrs)
- ENGL 294. Frontier, City, Soul: American Literature after 1870 (3 hrs)
- ENGL 295. Dream and Reality: Literature of the American South (3 hrs)
- ENGL 298. "Imaginary Gardens with Real Toads": Engaging Modern American Poetry (3 hrs)
- ENGL 320. Pilgrims, Questers and Warriors: American Fiction after 1945 (3 hrs)
- ENGL 347. 'Odd' Literary Couples: American Novel, 1900-1945 (3 hrs)
- ENGL 349. Race, Culture and Identity in Multi-Ethnic Literature of the United States (3 hrs)
- ENGL 399. A Game of Interpretation: Intro to Contemporary Literary Theory (3 hrs)

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

- ENGL 208. Early Modern Women Dramatists: Sinners, Saints and Sapphos (3 hrs)
- ENGL 231. Writing *of* and *by* Women: Survey of English Literature, 1370-1789 (3 hrs)
- ENGL 232. Romantic to Post-Modern: Survey of English Literature, 1789-Present (3 hrs)
- ENGL 249. Gender, Race and Ethnicity in Shakespeare (3 hrs)
- ENGL 341. Visions, Violence, and Violets: The Romantic Era, 1786-1832 (3 hrs)
- ENGL 346. Conservatism and Crisis: The Victorian Era, 1832-1901 (3 hrs)
- ENGL 348. The Rise of the Female Novelist, 1684-1900 (4 hrs)
- ENGL 352. Writing as Revolution! Milton and Seventeenth-Century Culture (4 hrs)
- ENGL 399. A Game of Interpretation: Introduction to Contemporary Literary Theory (3 hrs)

One of the following World/Global Literature courses:

- ENGL 293. The Culture of African American Literature (3 hrs)
- ENGL 325. Modern Writings from Women of the Non-Western World (4 hrs)

ENGL 349. Race, Culture and Identity in Multi-Ethnic Literature of the United States (3 hrs)
One of the following Women's Literature courses:

ENGL 208. Early Modern Women Dramatists (3 hrs)

ENGL 288. Rooms of Their Own: Women Writers, 1900-Present (3 hrs)

ENGL 310. Toni Morrison: Reconstructing American Identity (3 hrs)

ENGL 348. The Rise of the Female Novelist, 1684-1900 (4 hrs)

Select any additional English elective course (min. 3 hrs)

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

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

Candidates wishing to obtain licensure for elementary education (K-6) or general curriculum special education (K-12) may currently select any major offered by Salem College and pursue licensure coursework as well. Students wishing to obtain teacher licensure for elementary or special education are advised to complete the following professional studies curriculum, including the Teachers as Practitioners semester (student teaching) in addition to one of the interdisciplinary concentrations in the Teaching, Schools and Society major. To ensure satisfactory progress, elementary and special education licensure candidates should seek advising from the Director of Teacher Education or an advisor in the Teacher Education Department as early as possible in their academic programs.

The complete licensure curriculum for candidates seeking a professional teaching license for elementary education (K-6) or general curriculum special education (K-12) include:

Professional Studies Core Courses:

BLOCK I

EDUC 110. 21st Century Teaching and Learning (3 hrs)

EDUC 112. Historical and Social Foundations of Education (3 hrs)

BLOCK II

EDUC 120. Text in Context (3 hrs)

EDUC 122. Learners in Context (3 hrs)

BLOCK III

EDUC 330. Instructional Design (3 hrs)

EDUC 332. Development and Cognition (3 hrs)

BLOCK IV

EDUC 394. Teachers as Practitioners Seminar (2 hrs)

EDUC 399. Teachers as Practitioners (13 hrs)

Specialty Area Program Courses (choose one option:

ELEMENTARY EDUCATION (K-6)

EDUC 333. Comparative Educational Studies (3 hrs)

EDUC 334. Introduction to Exceptionalities (3 hrs)

EDUC 355. Primary Literacy (3 hrs)

EDUC 356. Intermediate Literacy (3 hrs)

EDUC 370. Integrated Mathematics (3 hrs)

EDUC 372. Integrated Content Areas (3 hrs)

GENERAL CURRICULUM SPECIAL EDUCATION

EDUC 333. Comparative Educational Studies (3 hrs)

EDUC 355. Primary Literacy (3 hrs)

EDUC 356. Intermediate Literacy (3 hrs)

EDUC 370. Integrated Mathematics (3 hrs)

EDUC 380. Exceptional Students – Exceptional Characteristics (3 hrs)

EDUC 381. Exceptional Students – Exceptional Strategies (3 hrs)

Teacher Licensure for Candidates in Middle School (grades 6-8) Secondary (grades 9-12) Content Areas, Art (K-12), and Second Language (grades K-12)

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

Candidates wishing to teach middle (6-8) or secondary (9-12) content, art (K-12), or second language (French or Spanish) currently major in the discipline they plan to teach: art (licensure concentration) for art; English for language arts; biology or chemistry for science; economics, history, psychology or sociology for social sciences; mathematics for math; or Spanish for second language. Candidates should seek advising from the Director of Teacher Education as early as possible in their degree programs.

Professional Studies Core Courses:

Block I

EDUC 110. 21st Century Teaching and Learning (3 hrs)

EDUC 112. Historical and Social Foundations of Education (3 hrs)

Block II

EDUC 120. Text in Context (3 hrs)

EDUC 122. Learners in Context (3 hrs)

Block III

EDUC 330. Instructional Design (3 hrs)

EDUC 332. Development and Cognition (3 hrs)

Block IV

EDUC 394. Teachers as Practitioners Seminar (2 hrs)

EDUC 399. Teachers as Practitioners (13 hrs)

Specialty Area Program Courses:

EDUC 333. Comparative Educational Studies (3 hrs)

EDUC 334. Introduction to Exceptionalities (3 hrs)

EDUC 368. Adolescent Pedagogy (3 hrs)

EDUC 385. Teaching Content in the MS/HS *OR one of the following Specialty Area Methods Courses:*

EDUC 375. English in the MS/HS (3 hrs)

EDUC 376. Foreign Language in the MS/HS (3 hrs)

EDUC 377. Mathematics in the MS/HS (3 hrs)

EDUC 378. Science in the MS/HS (3 hrs)

EDUC 379. Social Studies in the MS/HS (3 hrs)

EDUC 383. Art in the K-12 School (3 hrs)

Education Courses (EDUC)

EDUC 110. 21st Century Teaching and Learning (3 hrs) This course overviews the kinds of distinct characteristics that distinguish 21st century learning including: instructional technology applications and skills in authentic performance-based context (including the most updated NETS standards); the Framework for 21st Century Learning and the updated NC Professional Teaching Standards; professional organizations and professional development; state/national standards; academic reading and writing; and electronic portfolio creation and use. Field experience is a required component of this course.

EDUC 112. Historical and Social Foundations of Education (3 hrs) This course overviews the historical and philosophical bases for educational practice. Candidates will reflect upon, analyze and evaluate their ideas about teaching and learning in light of personal context, philosophical stances and theoretical ideals. Educational issues

of social justice and equity will be examined from a constructivist perspective. Reflective journals, case studies and significant field experience will be utilized. (SS)

EDUC 120. Text in Context (3 hrs) This course introduces students to genres of fiction and non-fiction, text selection for guided and independent reading and the integration of trade books in units/lessons of study across the content areas. Criteria for evaluating children's or adolescent literature and matching learners to text are stressed. Field experience is a required component of this course.

EDUC 122. Learners in Context (3 hrs) This course introduces diversity issues and potential implications for 21st century teaching and learning. After an exploration of their personal cultural context, students will explore diversity issues of race/ethnicity, language, gender, socio-economic status, age and development, exceptionalities, religions and family/community structures. Field experiences will connect culturally-responsive teaching practices with various aspects of diversity. Students will also be introduced to School Improvement Profiles (SIP) and the interdependency of context and SIP relevance. (GA)

EDUC 200. Independent Study in Education (1-4 hrs) Independent study. Candidates must select a topic and complete a self-directed inquiry form in consultation with the specialty program advisor. Proposal form required prior to registration.

EDUC 220. Special Topics in Education (1-4 hrs) This course will examine a topic of importance in the field of education. The specific topic may vary in response to developments in education and current needs of students. The topic will be announced prior to registration for the course.

EDUC 290. Honors Independent Study in Teaching, Schools, and Society (3-4 hrs) An advanced independent study under the guidance of a faculty advisor. This course is open to juniors and seniors with a 3.5 G.P.A. in the major (Teaching, Schools, and Society), and permission of the Director of Teacher Education. May be repeated once. Must be taken for 3 semester hours each time.

EDUC 330. Instructional Design (3 hrs) This course introduces students to instructional designs models, curriculum development and assessment (formative, summative and performance.) Candidates will master instructional planning that is aligned with state/national standards. Instructional planning and implementation will be explored from the constructivist perspective. A variety of teaching strategies will be presented and various differentiation strategies will be explored. Integration across disciplines will be modeled, with an emphasis on integration of the arts. Classroom management issues will be examined and analyzed. Candidates will plan and construct an instructional unit specific to their area of teaching specialty. Field experience is a required component of this course. *Admission to Teacher Education required.*

EDUC 332. Development and Cognition (3 hrs) This course explores social, emotional, physical, and cognitive development; theories of learning, motivation, and behavior; exceptionalities; and classroom management in order to prepare students to work with a wide range of individual student differences in skills, motivation, experience and affect. All topics will be addressed in terms of both understanding the relevant theories and of the application of skills and knowledge to the teaching/learning process following state/national standards. Field experience is a required component of this course. *Admission to Teacher Education required.*

EDUC 333. Comparative Educational Studies (3 hrs) This course encourages candidates to make basic comparisons of educational issues between education in the United States and internationally. By reflecting on their own educational experiences, students will think critically about core global issues in education and engage with current comparative research. significant field experiences in diverse social and educational settings will be required. Study abroad possible. (GA)

EDUC 334. Introduction to Exceptionalities (3 hrs) This course examines an historical and philosophical overview of education for exceptional learners, including ways in which a variety of disabilities are presented in schools affecting access to the general curriculum. Candidates will develop an understanding of current legislation, court cases, school based services, placements, methods and collaborative strategies for students with exceptionalities from a general education teacher perspective. The process from referral and implementation of interventions through eligibility including IEP development will be explored. Field experience required. *Admission to Teacher Education required.*

EDUC 355. Primary Literacy (3 hrs) This course provides a developmental introduction to literacy foundations for learners in the primary grades (K-2). Includes concepts regarding content, instruction and assessment of 21st century literacy strands including: reading, writing, speaking, listening, viewing and visually representing. Candidates will be introduced to various literacy standards including state/national standards, the International Reading Association (IRA) and the National Council of Teachers of English (NCTE) to enable them to develop print-rich primary classroom environments and to teach and support emerging and early readers' efficient use of cuing strategies, fluency and comprehension. EDUC 355 is a prerequisite for EDUC 356. Case studies, professional research and writing and field experience are required. Integrating the fine and practical arts across disciplines is emphasized. *Admission to Teacher Education required.*

EDUC 356. Intermediate Literacy (3 hrs) This course provides an introduction to literacy for learners in the intermediate grades (3-6). Includes concepts regarding content, instruction, and assessment of 21st century literacy strands including: reading, writing, speaking, listening, viewing and visually representing. Candidates will explore various literacy standards from the state/national standards, the International Reading Association (IRA), and the National Council of Teachers of English (NCTE) to develop instructional and management strategies to support increasingly sophisticated cuing systems, writing mechanics, word origins, vocabulary development, grammatical structures and reading and writing in the content-areas. Strategies for the North Carolina End of Grade Tests will be reviewed. Case studies, professional research and writing and field experience are required. Integrating the fine and practical arts across disciplines is emphasized. Prerequisite: EDUC 355. *Admission to Teacher Education required.*

EDUC 368. Adolescent Pedagogy (3 hrs) This course presents concepts, theories, research and best practices related to adolescent development and learning. Candidates will be introduced to curricular practices and instructional and collaborative strategies appropriate for adolescent students following state/national standards. Current psycho/social issues will be explored and examined. Case studies, professional research, technology based projects, writing and field experience are required. *Admission to Teacher Education required.*

EDUC 370. Integrated Math (3 hrs) This course presents constructivist instructional strategies, use of developmentally appropriate materials for facilitating learners' understanding of mathematical concepts and strategies for integrating math across the elementary curriculum. Math standards from state/national standards and National Council of Teachers of Mathematics (NCTM) will be introduced. Candidates will examine and practice methods to impact diverse students and to use calculators and computers to enhance their understandings. The course includes ongoing assessment methods and strategies for the North Carolina End of Grade Tests. Case studies, professional research and writing and field experience are required. Integrating the fine and practical arts across disciplines is emphasized. *Admission to Teacher Education required. (SL)*

EDUC 372. Integrated Content Areas (3 hrs) This course will utilize cooperative learning, brain-compatible instructional theories and technology to introduce candidates to applications and strategies for teaching science, social studies and health that are integrated across the curriculum. Instructional units will be correlated with state/national standards, the National Science Teachers Association (NSTA) and the National Council for the Social Studies (NCSS). Strategies to assist learners with standardized tests in the content areas will be presented. Case studies, professional research and writing and field experience are required. Integrating the fine and practical arts across disciplines is emphasized. *Admission to Teacher Education required.*

EDUC 375. English in the MS/HS (3 hrs) Curriculum, methods and assessment for teaching English in the middle and secondary grades. *Admission to Teacher Education required.*

EDUC 376. Foreign Language in the MS/HS (3 hrs) Instructional techniques, materials and resources for teaching foreign languages in grades K through 12. *Admission to Teacher Education required.*

EDUC 377. Math in the MS/HS (3 hrs) Curriculum, methods and assessment for teaching mathematics in the middle and secondary grades. *Admission to Teacher Education required.*

EDUC 378. Science in the MS/HS (3 hrs) Curriculum, methods and assessment for teaching science in the middle and secondary grades. *Admission to Teacher Education required.*

EDUC 379. Social Studies in the MS/HS (3 hrs) Curriculum, methods and assessment for teaching social studies in the middle and secondary grades. *Admission to Teacher Education required.*

EDUC 380. Exceptional Students – Exceptional Qualities (3 hrs) This course examines an historical and philosophical overview of education for exceptional learners, including ways in which a variety of disabilities are presented in schools affecting access to the general curriculum. Candidates will develop an understanding of current legislation, court cases, school based services, placements, methods and collaborative strategies for students with exceptionalities from a special education teacher perspective. The EC paperwork process from referral through eligibility will be explored. Field experience required. *Admission to Teacher Education required.*

EDUC 381. Exceptional Students – Exceptional Strategies (3 hrs) This course examines current trends, instructional strategies, and development of individual education plans (IEPs) for implementation in the EC classroom. Candidates will identify strategies for accommodations and modifications for EC students in general education as well as goal development and implementation in the EC classroom. The EC paperwork process including the development of individual education plans (IEPs), reevaluations, behavior intervention plans, functional behavioral assessments and transition plans will be explored. Field experience required. Prerequisite: EDUC 380 and *Admission to Teacher Education required.*

EDUC 383. Teaching Art in the K-12 School (3 hrs) Curriculum, methods, and assessment for teaching art in kindergarten through grade 12. *Admission to Teacher Education required.*

EDUC 385. Teaching Content in the MS/HS (3 hrs) This course deepens teacher candidates' knowledge, skills, and dispositions in instructional planning, teaching strategies, assessment, classroom management, and differentiation. Integrating the fine and practical arts across disciplines is emphasized. Instructional planning correlated with state/national standards is required. Candidates will create an instructional unit plan. Field experience in middle and high school classrooms is a required component of this course. *Admission to Teacher Education required.*

EDUC 390. Senior Seminar (3 hrs) This capstone course will include a semester of extensive research and writing designed to prepare students to discuss and debate critical issues in education. Students will be given specific topics to be explored. Interviews and observations will be part of the required field experience for this course. Students will explore topics individually and work collaboratively to prepare a research paper and an oral presentation. This course is required of Teaching, Schools, and Society (Advocacy concentration) majors. Enrollment is limited to seniors.

EDUC 394. Teachers as Practitioners – Seminar (2 hrs) This seminar accompanies the supervised internship (student teaching). Reflective practice, collaboration, professional readings and speakers and collegial discussion

will be used to address contemporary issues in education and with regards to candidates' practices. Corequisite: EDUC 399. *Admission to Teacher Education required. (P/NC).*

EDUC 399. Teachers as Practitioners (13 hrs) Supervised internship (student teaching). Required for all initial licensure candidates. Fulfills the internship requirement for graduation. Corequisite: EDUC 394. (P/NC) *Admission to Teacher Education required.*

ENGLISH

Associate Professors Dulan and Oczkowicz; Assistant Professor Manthey

The English department focuses on English and American literary history, including literature by women and by writers from diverse cultures; on skills for reading various kinds of literature with comprehension and delight; on historical, social, intellectual and aesthetic contexts for literature; on skills for writing powerfully, clearly and correctly; and on knowledge of the world and the self that comes through literature and writing. The department also strives to provide a solid foundation for those who wish to teach English at the secondary level and for those who wish to pursue a higher degree.

We also recognize new modes of writing that emerge with new technologies and offer a minor in professional writing to prepare effective writers and communicators for the twenty-first century. For a more detailed description, please refer to the description of the professional writing minor below.

Salem's department of English offers both a major and minor in creative writing and a minor in professional writing. See the separate entry for creative writing earlier in this catalog.

English Major (BA)

The major in English requires eleven courses (minimum of 33 semester hours). To be used toward the major or minor, each course must be taken for 3 or 4 semester hours. Students select one course each from categories I and II; two courses from category III; either ENGL 352 or 399 (offered only in the fall); ENGL 380 (offered only in the spring); and five electives. Although some courses are listed in two categories, each course may be used to fulfill requirements in only one category. Appropriate special topics, major authors, or honors courses may be substituted for courses in each category with the permission of the department. Either two creative writing (CRWR) courses or two professional writing courses (ENGL 250, 291, 305, 335, 345) or one of each can be used as electives toward the English major. A maximum of one internship (ENGL 270) can be used as an elective towards the major; typically, a maximum of two independent or two honors independent studies can be used as electives. Any exceptions must be approved by the department.

Required courses:

Category I: Literature and language before 1700 (select one):

- ENGL 208. Early Modern Female Dramatists: Sinners, Saints and Sapphos (3 hrs)
- ENGL 231. Writing of and by Women: Survey of English Literature, 1370-1789 (3 hrs)
- ENGL 249. Gender, Race and Ethnicity in Shakespeare (3 hrs)
- ENGL 299. Shakespeare Meets Manga (3 hrs)
- ENGL 348. The Rise of the Female Novelist, 1684-1900 (4 hrs)
- ENGL 352. Writing as Revolution! Milton and Seventeenth-Century Culture (4 hrs)

Category II: Literature and language between 1700 and 1900 (select one):

- ENGL 231. Writing of and by Women: Survey of English Literature, 1370-1789 (3 hrs)
- ENGL 232. Romantic to Post-Mod: Survey of English Lit, 1789-Present (3 hrs)
- ENGL 292. First Contact through Civil War: Survey of American Lit before 1780 (3 hrs)
- ENGL 293. The Culture of African American Literature (3 hrs)
- ENGL 341. Vision, Violence, and Violets: The Romantic Era, 1786-1832 (3 hrs)
- ENGL 346. Conservatism and Crisis: The Victorian Era, 1832-1901 (3 hrs)

ENGL 348. The Rise of the Female Novelist, 1684-1900 (4 hrs)

Category III: Literature and language after 1900 (select two):

ENGL 223. Taboos, Experiments and the Other: Modern Drama (3 hrs)

ENGL 232. Romantic to Post-Mod: Survey of English Lit, 1789-Present (3 hrs)

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

ENGL 288. Rooms of Their Own: Women Writers, 1900-Present (3 hrs)

ENGL 293. The Culture of African American Literature (3 hrs)

ENGL 294. Frontier, City, Soul: Survey of American Literature after 1870 (3 hrs)

ENGL 295. Dream and Reality: Literature of the American South (3 hrs)

ENGL 298. "Imaginary Gardens with Real Toads": Engaging Modern American Poetry (3 hrs)

ENGL 299. Shakespeare Meets Manga (3 hrs)

ENGL 310. Toni Morrison: Reconstructing American Identity (3 hrs)

ENGL 320. Pilgrims, Questers and Warriors: American Fictions after 1945 (3 hrs)

ENGL 325. Modern Writings from Women of Non-Western World: Global Lit (4 hrs)

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

ENGL 349. Race, Culture and Identity in Multi-Ethnic Literature of the US (3 hrs)

ENGL 399. A Game of Interpretation: Intro to Contemporary Literary Theory (3 hrs)

Depending on the topic, ENGL 221 (Special Topics in English) and ENGL 315 (Major British and American Writers) may fulfill one of the three categories.

Additional Required Courses:

ENGL 380. Senior Seminar (3 hrs)

Select one of the following:

ENGL 352. Writing as Revolution! Milton, and Seventeenth Cent Culture (4 hrs)

ENGL 399. A Game of Interpretation: Intro to Contemp Literary Theory (3 hrs)

Electives: select five additional courses (min. 3 hrs), for a minimum total of 15 semester hours.

Two elective courses may be from Creative Writing (CRWR)

A maximum of one internship (ENGL 270) can be used as an elective towards the major

Typically, a maximum of two independent or two honors independent studies can be used

as electives, as long as they are taken for a minimum of 3 semester hours.

Any exceptions must be approved by the department.

Students must take one literature or literary theory course numbered 350 or above at Salem. At least six of the eleven required courses, including ENGL 380, must be completed at Salem.

Optional Concentrations within the English Major

Although choosing a concentration is not mandatory, students may choose one of the following concentrations.

Students must take seven courses (for a minimum total of 21 semester hours) from a concentration in order to graduate with that concentration. Appropriate special topics, major authors, or honors courses may be substituted for courses in each concentration with the permission of the department.

American Literature Concentration

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

ENGL 293. The Culture of African American Literature (3 hrs)

ENGL 294. Frontier, City, Soul: American Literature after 1870 (3 hrs)

ENGL 295. Dream and Reality: Literature of the American South (3 hrs)

ENGL 298. "Imaginary Gardens with Real Toads": Engaging Modern American Poetry (3 hrs)

ENGL 310. Toni Morrison: Reconstructing American Identity (3 hrs)

ENGL 320. Pilgrims, Questers and Warriors: American Fiction after 1945 (3 hrs)

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

ENGL 349. Race, Culture and Identity in Multi-Ethnic Literature of the United States (3 hrs)

ENGL 399. A Game of Interpretation: Introduction to Contemporary Literary Theory (3 hrs)

British Literature Concentration

- ENGL 208. Early Modern Women Dramatists: Sinners, Saints and Sapphos (3 hrs)
- ENGL 231. Writing of and by Women: Survey of English Literature, 1370-1789 (3 hrs)
- ENGL 232. The Romantic to the Post-Modern: Survey of English Lit, 1789-Present (3 hrs)
- ENGL 249. Gender, Race and Ethnicity in Shakespeare (3 hrs)
- ENGL 299. Shakespeare Meets Manga (3 hrs)
- ENGL 341. Visions, Violence, and Violets: The Romantic Era, 1786-1832 (3 hrs)
- ENGL 346. Conservatism and Crisis: The Victorian Era, 1832-1901 (3 hrs)
- ENGL 348. The Rise of the Female Novelist, 1684-1900 (4 hrs)
- ENGL 352. Writing as Revolution! Milton and Seventeenth-Century Culture (4 hrs)
- ENGL 399. A Game of Interpretation: Introduction to Contemporary Literary Theory (3 hrs)

Women's Literature Concentration

- ENGL 208. Early Modern Women Dramatists: Sinners, Saints and Sapphos (3 hrs)
- ENGL 288. Rooms of Their Own: Women Writers, 1900-Present (3 hrs)
- ENGL 293. The Culture of African American Literature (3 hrs)
- ENGL 298. "Imaginary Gardens with Real Toads": Engaging Modern American Poetry (3 hrs)
- ENGL 310. Toni Morrison: Reconstructing American Identity (3 hrs)
- ENGL 320. Pilgrims, Questers and Warriors: American Fiction after 1945 (3 hrs)
- ENGL 325. Modern Writings from Women of the Non-Western World: Global Lit (4 hrs)
- ENGL 347. 'Odd' Literary Couples: American Novel, 1900-1945 (3 hrs)
- ENGL 348. The Rise of the Female Novelist, 1684-1900 (4 hrs)
- ENGL 349. Race, Culture and Identity in Multi-Ethnic Literature of the United States (3 hrs)
- ENGL 399. A Game of Interpretation: Introduction to Contemporary Literary Theory (3 hrs)

Ethnic/Multi-Cultural Literature Concentration

- ENGL 292. First Contact through the Civil War: Survey of American Lit before 1870 (3 hrs)
- ENGL 293. The Culture of African American Literature (3 hrs)
- ENGL 294. Frontier, City, Soul: American Literature after 1870 (3 hrs)
- ENGL 295. Dream and Reality: Literature of the American South (3 hrs)
- ENGL 298. "Imaginary Gardens with Real Toads": Engaging Modern American Poetry (3 hrs)
- ENGL 299. Shakespeare Meets Manga (3 hrs)
- ENGL 310. Toni Morrison: Reconstructing American Identity (3 hrs)
- ENGL 320. Pilgrims, Questers and Warriors: American Fiction after 1945 (3 hrs)
- ENGL 325. Modern Writings from Women of the Non-Western World: Global Lit (4 hrs)
- ENGL 347. 'Odd' Literary Couples: American Novel, 1900-1945 (3 hrs)
- ENGL 349. Race, Culture and Identity in Multi-Ethnic Literature of the United States (3 hrs)
- ENGL 399. A Game of Interpretation: Introduction to Contemporary Literature Theory (3 hrs)

English Minor

The minor in English requires the completion of five English courses (minimum of 15 semester hours). Each course for the minor must be taken for 3-4 semester hours. At least four courses must be literature or theory courses. At least three of the five courses must be completed at Salem. No more than three courses can be counted toward both a student's minor and major.

Professional Writing Minor

The minor in professional writing emphasizes the whole person within systems of power and prepares students in the genres, styles, and communication practices essential for the contemporary, digital workplace. With its focus on collaborative writing, problem-solving, real-world audiences, and document designs, the minor in professional writing complements any major and helps students develop vital professional practices. The minor culminates with a professional portfolio website students can use in the job market and/or in applications to graduate school.

The minor in professional writing requires completion of five courses (15 semester hours) listed below:

Required courses:

- ENGL 250: Introduction to Professional Writing (3 hrs)
- ENGL 291: Visual Rhetoric and Document Design for Professional Writing (3 hrs)
- ENGL 305: Professional Writing in Community Contexts (3 hrs)
- ENGL 335: Freelance Professional Writing, Editing, and Publishing(3 hrs)
- ENGL 345: Digital Writing in Professional Contexts (3 hrs)

All courses must be taken at Salem.

English Courses (ENGL)

Courses numbered 200-349 are intended for first-year students, sophomores and juniors. The department strongly encourages students to take at least one 200-level course before taking 300-level courses, however. Courses numbered 350-399 are appropriate for juniors and seniors.

ENGL 200. Independent Study in English (1-4 hrs) Independent study under the guidance of a faculty advisor. Open to students with a 3.0 G.P.A. in the major and permission of the chair of the department. Independent study may take the form of readings, research, and will include a substantial written project. Independent study may be taken twice, but not more than once in any term. To count toward the major or minor, the course must be taken for 3 or 4 semester hours.

ENGL 208. Sinners, Saints, and Sapphos: Early-Modern Female Dramatists (3 hrs) This course will examine the theatrical conventions used by female dramatist of England's Restoration period and the eighteenth century. By manipulating and subverting the tenets of the traditionally male dominated genre of drama, female playwrights contribute discursively to the emerging categories of social rank/class, gender/sexuality, and nation/race. How do the writings of Early Modern Englishwomen resist as they uphold patriarchal dictates that had identified women as subordinate and inferior beings? What role does race play in the construction of white female authority? How do these plays enable white women to ally with and elevate themselves above lower ranking Anglo women and women of color? Dramatists may include Aphra Behn, Mary Pix, Elizabeth Inchbald, and Frances Burney. (HM) (GI)

ENGL 211. Constructing "The Workshop": Practices in Teaching Writing (3 hrs) This course serves as both an advanced composition course and an introductory course to the teaching of writing through theory and practice. Readings in writing theory will pair with readings addressing practical strategies for engaging with different academic writers. Students will spend a few hours during the semester observing sessions in the writing center to view ways in which some strategies are used. Along with assigned readings, collaborative work, mock teaching activities, and independent writing, students will enhance their own writing skills and gain insight into the teaching of composition.

ENGL 221. Special Topics in English (1-4 hrs) Intensive investigation of a topic or author not studied in depth in traditional courses. The topic will be announced prior to the beginning of the course. As the topic changes, the course may be repeated. To count toward the major or minor, the course must be taken for 3 or 4 semester hours. (HM)

ENGL 223. Taboos, Experiments and the Other: Modern Drama (3 hrs) A comparative study of influential playwrights between 1870s and 1990s in Europe and the United States; how their experiments with dramatic form, style, and taboo topics reveal social and cultural consciousness at the center of modern theater. The course will explore how gender, class, sexuality and race, along with European existentialism, played out on the modern stage. Special attention will be given to the portrayal of women and their issues. The authors will include Ibsen, Chekhov, Pirandello, Brecht, Wilder, American women playwrights Glaspell, Hellman, and Hansberry, representatives of the Theater of Absurd and the African American theater of August Wilson. (HM) (GI)

ENGL 231. Writing of and by Women: Survey of English Literature, 1370-1789 (3 hrs) While this course will address works by major writers in the English language over a period of nearly one thousand years, it will pay particular attention to the literary depictions of women and the emerging work by women. Chaucer, Spenser, Shakespeare, and Milton will be represented in a course that begins with Anglo-Saxon poetry, continues through the Middle Ages and the Renaissance, and concludes with the Restoration. How do female writers such as Rachel Speght, Jane Anger, and Amelia Lanyer use their writing to access and express a social and political voice during these male-dominated periods? How do women influence literature by men? What might that literature reveal about social and political orders that construct women as inferior creatures? (HM) (GI)

ENGL 232. The Romantic to the Post-Modern: Survey of English Literature, 1789-Present (3 hrs) Selected works of English Literature, focusing on works representing literary, historical, and cultural trends and tensions in the Romantic, Victorian, Modern, and Post-Modern periods. Writers will include canonical male writers such as Blake, Tennyson, Yeats, and Beckett along with formerly famous but now neglected women writers like Charlotte Smith and Elizabeth Gaskell. A standard foundational course, English 232 is recommended for those who would like a framework upon which to build new literary knowledge. (HM)

ENGL 245. Hayao Miyazaki: Anime Master Storyteller and His Influences (3 hrs) Best known in the West for his Oscar-winning animated feature *Spirited Away* (2002), Hayao Miyazaki has created a distinctive anime image and story aesthetic. Drawing on inspiration ranging from Greek myths and European fairy tales to Japanese folk tales, Homer, Jonathan Swift and Lewis Carroll to Ursula Le Guin and Diana Wynne Jones, Jean Giraud Moebius and Osamu Tezuka among others, Miyazaki spins stories that transcend time and culture as he explores the future. Modern history of Europe and Japan, Shinto religion, folklore and the supernatural, along with passionate environmentalism are some of the subjects Miyazaki probes. Early Disney, Russian and Canadian animators and Japanese manga have deeply influenced how he combines image with story. The course will analyze Miyazaki's major animated feature films and explore his literary, filmic and cultural influences to understand the stories he tells, and how and why he tells them. We will look at Miyazaki's key themes, plots, characters, and examine how he integrates these story elements with visual, auditory and social conventions of anime.

ENGL 249. Gender, Race and Ethnicity in Shakespeare (3 hrs) Through close reading and discussion of the selection from Shakespeare's famous tragedies, histories and comedies, the world of the Elizabethan period will be explored as reflected through his characters, plots, and language. Shakespeare's portrayal of gender, race, and ethnicity will serve as lenses through which his relevance to contemporary readers and audiences will be examined. (HM) (GI)

ENGL 250. Introduction to Professional Writing (3 hrs) This course familiarizes students with genres and practices of professional writing in traditional and digital contexts. Students will gain introductory experience writing in a variety of professional genres, including memos, proposals, executive summaries, emails, and letters of intent. Students will also interrogate notions of professionalism and investigate the role of the body in multimodal professional contexts. Prerequisite: any 100 level Impact class (or equivalent for transfer student, with permission of instructor). (HM)

ENGL 270. Internship in English (1-4 hrs) The opportunity to use the knowledge and skills that the English major/minor has learned through coursework in a real setting. The apprenticeship aspect of the internship implies that the students will increase her knowledge and skills by direct contact with an experienced mentor. Open to sophomores, juniors, and seniors with at least a 3.0 average in the major; no more than one internship can count towards English electives; admission only by application. No more than one internship can count towards English electives and must be taken for 3 or 4 semester hours.

ENGL 288. Rooms of Their Own: Women Writers, 1900-Present (3 hrs) As Virginia Woolf predicted in *A Room of One's Own*, the twentieth and twenty-first centuries have witnessed the growth and flowering of women's literature. The writers of this literature grapple with values that would hinder them as artists, examine

traditional gender roles, experiment with breaking out of conventional literary forms, and attempt, in Woolf's words, to "[tell] the truth about [their] experiences as . . . bod[ies.]" Specific topics may include the tension between women's role as art object and her role as artist, women writers' use of myth, various types of feminism, and the difficulties presented by domestic life for the woman writer. Authors may include Woolf, Rich, Glaspell, Hurston, Dinesen, Sarton, and many others. (HM)

ENGL 290. Honors Independent Study in English (3-4 hrs) Advanced independent study under the guidance of a faculty advisor. Open to juniors and seniors with a 3.5 G.P.A. in English, subject to the approval of the chair of the department. Honors Independent Study may be taken for a maximum of two courses and must be taken for 3 or 4 semester hours.

ENGL 291. Visual Rhetoric and Document Design for Professional Writing (3 hrs) This course introduces students to visual rhetoric, focusing on the theories and practices for producing and refining document designs for professional purposes. This course will make use of design programs including Photoshop, iMovie, Publisher, and more through the lens of business/professional writing. Prerequisite: ENGL 250.

ENGL 292. First Contact through the Civil War: Survey of American Literature before 1870 (3 hrs) Selected works of American literature, beginning with accounts of the devastating encounter between Columbus and native American peoples and ending with Emily Dickinson's poetry. The course will usually cover writings from the Plymouth colony, poems and novels by early women authors, some of the earliest literary short stories, and works by the American Transcendentalists. Writers will include Bradstreet, Wheatley, Poe, Hawthorne, Douglass, Emerson, and Thoreau. A standard foundational course, English 292 is recommended for those who would like a framework upon which to build new literary knowledge. (HM) (GI)

ENGL 293. The Culture of African American Literature (3 hrs) Through an examination of African American writings from the antebellum moment to the Reconstruction era, through the Harlem Renaissance, the depression era, the Civil Rights/Black Arts moment and concluding with the contemporary period, this course will examine the ways in which "white" and "black" cultures and literatures are dependent upon each other for definition and existence. Locating the tropes of the black oral tradition in the slave narrative, the course will trace them through contemporary literature. We will examine the African American struggle for political, personal, and literary self-representation. What does it mean, culturally and socially, when the label for a group of people changes? Does it matter who does the labeling? How do race, gender, and class define American individualism and influence an understanding of "great" or canonical literature? How do African American writers turn on its head the traditional understanding of American literature? (HM)

ENGL 294. Frontier, City, Soul: Survey of American Literature after 1870 (3 hrs) An exploration of American writers' responses to changing realities of frontier and city and their impact on American "soul" from the late 19th century through the 1990s. Considered in historical and social contexts, a selection of representative fiction, poetry and drama will be drawn from American realism, naturalism, local color, modernism, and ethnic writing. We will examine evolving notions of gender, race, ethnicity, and class in selected works by Anglo American, Native American, Asian American, African American and Hispanic American writers. (HM)

ENGL 295. Dream and Reality: Literature of the American South (3 hrs) From idyllic visions of the antebellum South to horrific scenes of racial violence, Southern literature presents readers with complex and paradoxical characters and plots, distinctive settings and language, all intertwined with, in Flannery O'Connor's words, the South's "history of defeat and violation." Although the specific focus and list of authors may change from semester to semester, authors may include Chopin, Faulkner, O'Connor, and Warren as well as new voices from the American South. Critical analysis of race and ethnicity will be a component of this course. (HM)

ENGL 298. "Imaginary Gardens with Real Toads": Engaging Modern American Poetry (3 hrs) An examination of influential voices in American poetry from 1900 to the present. When attending to poetic form,

figurative language and meaning, the questions of how a poem means, how different poets mean, and how we as readers mean a poem will be explored. The selected poets will include representatives of the Harlem Renaissance, modernism, imagism, symbolism, beat generation, confessional, feminist and ethnic poetry. (HM)

ENGL 299. Shakespeare Meets Manga (3 hrs) A famous adapter himself, Shakespeare has been adapted and interpreted more often than any other author. Manga adaptations of Shakespeare's plays are the most recent example of how his use of English language inspires inter-art and inter-textual reconfigurations. The most popular of Shakespeare's plays, their language, dense visual metaphors, ekphrasis, and character descriptions will be examined as they are transformed into manga images. In turn, manga's visual, auditory and social conventions will be evaluated as contemporary expression of Elizabethan literary and cultural content. For example, Shakespeare's use of cross-dressing will be related to Japanese kabuki and Noh traditions of theatrical gender-bending that are 'reused' in manga. How manga adaptations differ from and change the original Shakespearean plays in ways that reveal differences between the two cultures will be some of the questions guiding our inquiry into this newest form of Shakespeare adaptations. Foundational knowledge of Shakespeare's plays will be expected. Permission of instructor required.

ENGL 305. Professional Writing in Community Contexts (3 hrs) This service learning course offers experience working with community partners in order to practice professional writing. Students will refine their skills in genres including grants proposals, grant letters, project pitches, memo writing, and social media for professional purposes. Students will be exposed to writing center theory and practice with an emphasis on social justice applications. Prerequisite: ENGL 250. (SL)

ENGL 310. Toni Morrison: Reconstructing American Identity (3 hrs) "Quiet as it's kept" are the first words spoken by Toni Morrison's narrator of *The Bluest Eye*. And, indeed, Morrison's novels force us to identify, examine, and displace what is "quiet" and why it is "kept" so. At the same time, her writings compel us to reexamine notions of race, gender, and class, as well as our place in a global community. The real work of the course will involve the "why" and the "how" of racial, gender, and class-based subordination that Morrison's writings explore. We will read all of Morrison's novels with the intention of putting aside any preconceived ideas or ideological assumptions about oppression versus privilege, linear versus non-linear time, eurocentrism versus afrocentrism, blackness versus whiteness, and freedom versus slavery. (HM) (GI)

ENGL 315. Major British and American Writers (3 hrs) An intensive study of the works of one or two important American or British writers. Emphasis on themes, style and artistic development of each writer. The topic will be announced prior to the beginning of the course. As topics change, the course may be repeated. (HM)

ENGL 316. History of the English Language (3 hrs) Study of the historical development of English. Offered as needed.

ENGL 320. Pilgrims, Questers and Warriors: American Fiction after 1945 (3 hrs) Meet a diverse group of American men and women writers who gave voice to the impact of WWII on the American psyche, participated in the culture wars of the 1950s and 60s, and articulated contested ideas of identity, gender, race and ethnicity in the second half of the 20th century. Varied in their writing styles, from realistic to experimental to postmodern, their stories tell of pilgrimages, quests and battles that shaped contemporary America. The writers studied will include Vonnegut, Pynchon, Wideman, Walker, Cisneros, Kingston, and Hogan among others. (GI)

ENGL 325. Modern Writings from Women of the Non-Western World: Global Literature (4 hrs) This course will analyze literature by women from the non-Western world through a critical lens of race and gender in order to interrogate indigenous constructions of identity. Drawing on contemporary women's literature from different parts of the globe, the course will examine the complex connections between gender and culture. The course is designed to provide a foundational understanding of the historical, political, social, and cultural

conditions that influenced the development and production of the literature under examination. The novels in the course will depict the impact of colonial history on literature, resistance, and post-colonialism. (HM) (GI)

ENGL 335: Freelance Professional Writing, Editing, and Publishing (3 hrs) This course provides students with theoretical and practical knowledge of how to create, promote, and sustain freelance writing work. Focusing on multiple outlets of professional writing including copy editing, ghost writing, freelance writing, tutoring writing, and self publishing, this course will cover freelance experiences from conception through practice. Students will create a variety of professional materials including the basics of a personal website, professional social media accounts, business cards, and more. Prerequisite: ENGL 250.

ENGL 341. Visions, Violence, and Violets: The Romantic Era, 1786-1832 (3 hrs) The Romantic Era in England was marked by a shift away from the values of the Age of Reason as writers embraced the imagination, emotion, nature, and radical political change. This change in values was accompanied by a change in writing styles, as writers eschewed the elaborate poetic diction of their predecessors. Course topics may include nature, artistic values, common people as poetic subjects, and the Gothic. Although the specific focus and list of authors may change from semester to semester, the writers will often include Austen, Blake, Smith, Radcliffe, William and Dorothy Wordsworth, Coleridge, Keats, Shelley, and Byron.

ENGL 345: Digital Writing in Professional Contexts (3 hrs) This course, envisioned as a capstone of the minor, focuses on digital production of texts, including professional uses of social media, blogging, and web designs. Students will be encouraged to take this course after completing the others, as the course will focus around developing professional writing portfolios. Prerequisite: ENGL 250.

ENGL 346. Conservatism and Crisis: The Victorian Era, 1832-1901 (3 hrs) Although the Victorian Era in England began with a conservative backlash against Romantic values and Regency profligacy, the Victorians also experienced unsettling changes in religion, in science, in the class system, and in women's roles. These issues are explored by Victorian poets, essayists, and fiction writers, this last group developing the novel to new heights of artistry. Course topics may include women's roles as people and artists, the Darwinian crisis, artistic values, poverty, and industrialization. Although the specific focus and list of authors may change from semester to semester, the writers will often include Elizabeth Barrett and Robert Browning, Tennyson, Dickens, Eliot, the Brontës, the Rossettis, and Hardy.

ENGL 347. 'Odd' Literary Couples: American Novel, 1900-1945 (3 hrs) Modernist experimentation and social protest will be examined through comparative analysis of American novels written in the first four decades of the 20th century. The emphasis will be on how diverse American novelists contested the existing notions of gender, race and class to usher in a new aesthetic and cultural awareness. Some 'odd' literary couples will include Anderson/Stein, Faulkner/Hurston, Hemingway/Barnes, Steinbeck/Olsen, Wilder/Cather, Wright/Larsen. (GI)

ENGL 348. The Rise of the Female Novelist, 1684-1900 (4 hrs) Reading women novelists who, until recently, have remained relatively ignored—despite being wildly popular and greatly respected during their day—this course will examine how British female novelists established literary techniques that later female and male novelists imitated, modified, and contested. How did Anglo women writers generate a new version of “True Womanhood” that was dependent upon racialized and socialized “others”? What techniques did they use to produce ideal and idealized depictions of femininity and masculinity, family and sexuality, and nation and race? How did an Aphra Behn manage to become the first Englishwoman to make her living as a writer during a historical moment when women writers were considered prostitutes? How did these writers participate in a historical moment whereby white women of the middling or upper social ranks became “true women” at the expense of white women from the lower social ranks and women of color? (GI)

ENGL 349. Race, Culture and Identity in Multi-Ethnic Literature of the United States (3 hrs) What is literary multiculturalism? How do race and culture connect to define Native American, African American, Asian

American and Hispanic American literatures? How different writers negotiate between individual and group identities, their race, ethnicity, gender and class intersecting with dominant American culture. Looking closely at individual texts in their specific social, historical, cultural and aesthetic contexts, the themes of survival, ‘usable past’, ‘bloodlines’, ‘borderlands’, assimilation and acculturation along with different ‘signifying’ practices will be explored.

ENGL 352. Writing as Revolution! Milton and Seventeenth-Century Culture (4 hrs) This course will examine the works of Milton within context of the 17th century, a period of great crisis and tremendous change, of revolution and a redefinition of individual ability, of women as writers and agents of change, and of imperial power and the growth of the slave trade. Through analysis of Milton’s writings, the course will identify each of these moments of crisis and change and examine what his work reveals about gender, education, divorce, race, religion, and government. Readings will include *Paradise Lost* in the context of Milton’s earlier writings on church and government, on freedom of the press, on education, and on marriage and divorce, in an attempt to understand the great epic as his personal response to the eventual failure of the revolution that he had sought to bring about.

ENGL 380. Senior Seminar (3 hrs) This seminar will involve a sustained exploration of a literary topic, which could include a literary period, genre or the oeuvre of a specific author. Students will undertake extensive primary and secondary reading on the specified topic. The outcome of this reading will be an independent research project that the student will develop into a major paper (or thesis). In conjunction with the department members, the professor teaching the course will determine the course topic. This course is required of English majors. Enrollment limited to seniors.

ENGL 399. A Game of Interpretation: Introduction to Contemporary Literary Theory (3 hrs) How is literature related to the world around us? What do literary critics do? How do literary texts mean? Is there a difference between feminine and masculine imagination? How do gender, race, ethnicity and class play out in textual interpretation? An exploration of seminal texts by critics representing different literary theories ranging from structuralism, deconstruction, semiotics, cultural materialism to feminism, gender and postcolonial criticism. Major concepts shaping the study of literature since early 20th-century, examined when applied to interpretation of texts by Poe, Hawthorne, Hemingway, Faulkner, Dickinson, O’Connor, Morrison and Kingston. Conducted in a seminar discussion format, the class will engage in-depth critical reading, thinking and writing.

ENVIRONMENTAL STUDIES

Associate Professor Kuppinger, director

The environmental studies program focuses on the study of natural systems and our relationship with them as a basis for taking action to support sustainability, at levels ranging from the local to the global. The mission of this program is to deepen students’ understanding of past and present environmental issues, develop students’ understanding of principles of conservation ecology, prepare students to develop and manage environmentally sustainable process, and prepare students to shape public opinion and public policy to produce social change in support of sustainable environmental systems.

Environmental Studies Major (BA)

The interdisciplinary major in environmental studies consists of a required core of ten courses (34 to 36 hours) and a concentration of six courses (18 to 27 hours). The total number of semester hours that a student must take to complete the Environmental Studies major depends upon their concentration and the electives they choose. The major offers four concentration options: 1) environmental management; 2) computational environmental analysis; 3) environmental policy and advocacy; and 4) conservation ecology. Students unfamiliar with spreadsheet applications are encouraged to take SCIE 040 (Spreadsheets for Science and Mathematics) as an elective in their first year. All students are strongly encouraged to complete an environmental studies internship.

Required Core Courses for the Environmental Studies Major (32-34 hrs):

- ENVS 100. Introductory Environmental Studies (3 hrs)
- ENVS 120. Earth Sciences (4 hrs)
- ENVS 390. Senior Seminar in Environmental Studies (3 hrs)
- BIOL 100. Cell and Molecular Biology (4 hrs) or BIOL 010. Principles of Biology (4 hrs) (*BIOL 100 is especially recommended for students concentrating in conservation ecology.*)
- BIOL 101. Biodiversity (4 hrs)
- BIOL 210. Ecology (4 hrs)
- ECON 100. Principles of Economics (4 hrs)
- NFPM 100. Introduction to Nonprofit Management and Community Leadership (3 hrs)
- POLI 100. Survey of Political Science (3 hrs)
- Plus one course from the following (3 or 4 hrs):*
 - BIOL 205. Biometry (4 hrs)
 - BUAD 240. Data Analysis for Decision Making (4 hrs)
 - ECON 320. Econometrics (4 hrs)
 - MATH 107. Statistical Methods with R (4 hrs)
 - SOCI 215. Social Statistics (3 hrs)

Environmental Management Concentration (20-22 hrs):

- COMM 322. Strategic Communication and Marketing (3 hrs)
- NFPM 250. Fundraising and Resource Development (3 hrs)
- NFPM 301. Strategic Thinking and Planning (3 hrs)
- NFPM 310. Nonprofit Leadership and Governance (4 hrs)
- Plus two electives from the following list (3 or 4 hrs each):*
 - ENVS 200. Independent Study in Environmental Studies or ENVS 290. Honors Independent Study in Environmental Studies (3 or 4 hrs)
 - ENVS 220. Special Topics in Environmental Studies (3-4 hrs)
 - ENVS 230. The Role of Coal in Society (4 hrs)
 - ENVS 270. Internship in Environmental Studies (3-4 hrs min.)
 - NFPM 180. Volunteer Management and Engagement (3 hrs)
 - NFPM 280. Topics in Nonprofit Management and Community Leadership or other special topics courses, subject to the approval of the program coordinator (3-4 hrs min.).

Computational Environmental Analysis Concentration (23 hrs):

Students opting to concentrate in Computational Analysis must complete either BIOL 205 or MATH 107 to satisfy their statistics requirement in the core courses above. In addition, the following six courses (23 hours) are required:

- CPSC 100. Introduction to Programming with Java (3 hrs)
- ENVS 210. Introduction to Geographic Information Systems (GIS) (4 hrs)
- MATH 101. Calculus II (5 hrs)
- MATH 110. Introductory Linear Algebra (4 hrs)
- MATH 210. Differential Equations (4 hrs)
- MATH 242. Nonparametric Statistical Methods (3 hrs)

Environmental Policy and Advocacy Concentration (23 hours):

Students opting to concentrate in Environmental Policy and Advocacy will complete a core of three courses in the concentration, plus one concentration elective and two courses in a concentration option of either the domestic grouping or the international grouping.

Concentration Required Core (6 hrs):

- NFPM 130/SOCI 130. Making Change: Public Policy, Advocacy, and Grassroots Organizing (3 hrs)

- POLI 105. Introduction to Public Policy (3 hrs)
- Concentration Elective—choose one (3-4 hrs min.):*
- BIOL 260. Conservation Biology (3 hrs)
- CHEM 314. Environmental Chemistry (4 hrs)
- ENVS 200. Independent Study in Environmental Studies or ENVS 290. Honors Independent Study in Environmental Studies (3-4 hrs min.)
- ENVS 216. The Nuclear Age (3 hrs)
- ENVS 220. Special Topics in Environmental Studies (3-4 hrs min.)
- ENVS 230. The Role of Coal in Society (4 hrs)
- ENVS 270. Internship in Environmental Studies (3-4 hrs min.)
- Other special topics courses, subject to approval of program coordinator (3-4 hrs min.)
- Concentration Option (choose either the international or domestic grouping):*
- International Grouping—choose three courses (9 hrs):
- ECON 260. International Trade and Business (3 hrs)
- NFPM 140/ENTR 120. Foundations of Entrepreneurship (3 hrs)
- NFPM 160. International Nongovernmental Organizations (3 hrs)
- BUAD 124. Business Ethics (3 hrs)
- POLI 110. Introduction to International Relations (3 hrs)
- POLI 140. Comparing Governments (3 hrs)
- POLI 235. International Political Geography (3 hrs)
- POLI 245. International Development (3 hrs)
- POLI 260. The Political Economy of the State (3 hrs)
- SOCI 240. Globalization and Global Inequities (3 hrs)
- Domestic Grouping—choose three courses (9 hrs)
- ENVS 216. The Nuclear Age (3 hrs)
- NFPM 140/ENTR 120. Foundations of Entrepreneurship (3 hrs)
- BUAD 124. Business Ethics (3 hrs)
- POLI 120. American Politics and Public Policy (3 hrs)
- POLI 230. State and Local Government Policy (3 hrs)
- SOCI 220. Social Stratification (3 hrs)
- WGSS 240. Women's Activism and Advocacy (3 hrs)

Conservation Ecology Concentration (23-27 hrs):

Concentration Core (17 hours)

- BIOL 260. Conservation Biology (3 hrs)
- CHEM 110. General Chemistry I (5 hrs)
- CHEM 120. General Chemistry II (5 hrs)
- ENVS 210. Introduction to Geographic Information Systems (GIS) (4 hrs)
- Plus two electives from the following list (6-10 hrs min.):*
- CHEM 201. Organic Chemistry (5 hrs)
- CHEM 314. Environmental Chemistry (4 hrs)
- ENVS 200. Independent Study in Environmental Studies or ENVS 290. Honors Independent Study in Environmental Studies (3-4 hrs min.)
- ENVS 220. Special Topics in Environmental Studies (3-4 hrs)
- ENVS 230. The Role of Coal in Society (4 hrs)
- ENVS 270. Internship in Environmental Studies (3-4 hrs min.)
- HIST 213. The Vietnam War (3 hrs)
- HIST 269. America in our Time, 1945-Present (3 hrs)
- HIST 286. Modern Japan (3 hrs)
- MATH 100. Calculus I (5 hrs)
- PHYS 210. Physics I (5 hrs)

Other special topics courses, subject to approval of program coordinator (3-4 hrs min.)

Environmental Studies Minor

The environmental studies minor requires the completion of six courses (a minimum of 19 hours), of which no more than two may come from a single discipline with the exception of Environmental Studies. This requirement is designed to prevent students from graduating with an environmental studies minor without having any significant exposure to multiple disciplines that are important contributors to environmental studies. At least four of the six courses must be taken at Salem. No more than three courses can count toward both the student's major and the environmental studies minor.

Required Core Courses for the Environmental Studies Minor (13 hrs):

ENVS 100. Introductory Environmental Studies (3 hrs)

ENVS 120. Earth Sciences (4 hrs)

NFPM 100. Introduction to Nonprofit Management and Community Leadership (3 hrs)

POLI 100. Survey of Political Science (3 hrs)

Plus two additional courses from the following list (6-10 hrs):

BIOL 210. Ecology (4 hrs)

BIOL 260. Conservation Biology (3 hrs)

CHEM 201. Organic Chemistry (5 hrs)

CHEM 314. Environmental Chemistry (4 hrs)

ENVS 210. Geographic Information Systems (4 hrs)

ENVS 216. The Nuclear Age (3 hrs)

ENVS 220. Special Topics in Environmental Studies (3-4 hrs)

ENVS 230. The Role of Coal in Society (4 hrs)

NFPM/SOCI 130. Making Change: Public Policy, Advocacy, and Grassroots Organizing (3 hrs)

NFPM 301. Strategic Thinking and Planning (3 hrs)

NFPM 310. Nonprofit Leadership and Governance (3 hrs)

POLI 145. Politics and Society (3 hrs)

POLI 245. International Development (3 hrs)

SOCI 240. Globalization and Global Inequities (3 hrs)

Other courses approved by the director of environmental studies (3-5 hrs)

Given the diversity of the classes within the minor, it is highly suggested that students give serious thought to what they hope to gain by adding an environmental studies minor to their course of study. With these goals in mind, students can select courses which will provide them the appropriate tools.

The following course groups have been put together to assist with this process, but they are not intended to be an exhaustive list of potential course combinations. Students should consult with their advisor and the director of the environmental studies program to select courses that reflect their post-college goals.

Environmental management grouping

The following courses will provide a background in how to effectively structure, manage, and fund environmental organizations

ENVS 220. Special Topics in Environmental Studies (3-4 hrs, min.)

NFPM 301. Strategic Thinking and Planning (3 hrs)

NFPM 310. Nonprofit Leadership and Governance (3 hrs)

Conservation ecology grouping

This course grouping is intended for those students interested in applied conservation science. These courses will provide students with conservation tools that are useful for various post-college goals including research, on the ground species conservation, and environmental restoration, among others.

This grouping of courses is most easily pursued by a student already majoring in the sciences as many of these courses have prerequisites that one would not inevitably take when majoring in a non-scientific discipline.

- BIOL 210. Ecology (4 hrs)
- BIOL 260. Conservation Biology (3 hrs)
- CHEM 201. Organic Chemistry (5 hrs)
- CHEM 314. Environmental Chemistry (4 hrs)
- ENVS 210. Geographic Information Systems (4 hrs)
- ENVS 220. Special Topics in Environmental Studies (3-4 hrs, min.)

Environmental policy and advocacy grouping

Students interested in environmental laws and policies will find the following courses to be of great use. These courses teach students about the organizational structures that determine legal jurisdictions, how this information can be used to influence policy, and the consequences of environmental policy at scales ranging from the local to the global. Student interests well served by this grouping include (but are not limited to): working as an environmental lawyer, lobbying for environmental issues on behalf of public or private institutions, and working on global environmental issues (like climate change) within the international arena.

- ENVS 216. The Nuclear Age (3 hrs)
- ENVS 220. Special Topics in Environmental Studies (1-4 hrs)
- NFPM/SOCI 130. Making Change: Public Policy, Advocacy, and Grassroots Organizing (3 hrs)
- POLI 245. International Development (3 hrs)
- SOCI 240. Globalization and Global Inequities (3 hrs)

Environmental Studies Courses (ENVS)

ENVS 100. Introductory Environmental Studies (3 hrs) This course is an interdisciplinary exploration of environmental issues and challenges faced by human societies. As an interdisciplinary course, it draws extensively from the natural sciences (ecology, physics, chemistry and geology), the social sciences (economics, history, government, psychology and sociology) and the humanities (religion, philosophy, English, and the arts). The course reviews the scientific basis of these challenges and critically examines the social, cultural, political, and ethical issues related to the environment. The concept of environmental sustainability serves as a key organizing concept for this course. (SL)

ENVS 120. Earth Sciences (4 hrs) A study of the geological features and processes that shape the earth's surface and subsurface and their underlying origins in plate tectonics. In addition to addressing processes such as mineral, magma, and mountain formation, discussions will focus particularly on the effects of geological and climactic factors on our global environment, including earthquakes, landslides, volcanic activity, groundwater contamination, coastal and stream erosion, oceanic and atmospheric control of climate patterns, and evolutionary changes in forms and distributions of organisms. (LS)

ENVS 200. Independent Study in Environmental Studies (1-4 hrs) Independent study under the guidance of a faculty advisor. Open to students with a 2.0 cumulative G.P.A. and permission of the coordinator of the Environmental Studies program. Independent study may take the form of readings, research, conference, project, and/or field experience. Prerequisite: ENVS 100.

ENVS 210. Geographic Information Systems (4 hrs) This course will introduce students to the basic concepts, tools, and applications of geographic information systems (GIS). Topics include geographic data acquisition, data management, cartography, and methods of geospatial analysis. Through hands-on exercises students will learn how to use GIS software and how these tools can be used to address questions in many fields. Two lectures, one two-hour lab. Prerequisites: ENVS 100; and SCIE040 or permission of instructor.

ENVS 216 The Nuclear Age (3 hrs) This course will provide students with a scholarly venue within which to study the history, politics, culture, environmental consequences, and gendered nature of atomic research during the past century. Specific topics to be examined include: the science of radioactivity; race and the global impact of radium and uranium mining; the development of atomic weapons and the subsequent nuclear arms race; cultural responses to the use of nuclear weapons; women's involvement in atomic science and labor; and ongoing debates concerning nuclear energy, with case studies such as Shinkolobwe, Three Mile Island, Chernobyl, and Fukushima. Cross-listed with HIST 216 and POLI 216. (GA) (GI)

ENVS 220. Special Topics in Environmental Studies (1-4 hrs) An investigation of a topic of importance in Environmental Studies. The specific course content and methods of study will vary in response to recent developments in the field and current needs of students. The topic will be announced prior to registration for the course. Prerequisites: ENVS 100 or permission of instructor.

ENVS 230. The Role of Coal in Society (4 hrs) Almost 50% of the electricity we use in the United States is derived from coal. Coal's proponents tout increased safety, decreased environmental impacts, jobs, and domestic energy production. Opponents point to accidents, and continued environmental and health impacts. This course examines the energetic and economic drivers behind coal use, investigates its social and ecological consequences, and explores the viability of renewable energy sources. One or more overnight trips are a required component of this course. Through these trips, students will directly experience the life cycle of coal from extraction to combustion, interact with individuals holding widely divergent views on the issue, and learn how all of our lives are connected to coal through our collective and individual energy choices. (SL)

ENVS 270. Internship in Environmental Studies (1-4 hrs) An opportunity to use the knowledge and skills the student has learned in coursework to solve problems in a real work setting; the apprenticeship aspect of the internship implies that the student has some base of knowledge and will increase her knowledge and skills by direct contact with an experienced, knowledgeable mentor. Open to sophomores, juniors and seniors with at least a 2.0 cumulative G.P.A.; maximum credit per term is four semester hours; admission by application only. Prerequisite: ENVS 100 or permission of instructor.

ENVS 290. Honors Independent Study in Environmental Studies (3-4 hrs) Advanced independent study under the guidance of a faculty advisor. Open to junior and senior environmental studies majors with a 3.5 or greater average in the major, subject to the approval of the coordinator of the environmental studies program. Prerequisite: ENVS 100.

ENVS 390. Senior Seminar in Environmental Studies (3 hrs) Completion of an advanced level investigation of a topic related to environmental studies. Students must focus their project within their major concentration (Computational Analysis, Conservation Biology, Management or Policy and Advocacy). Open to seniors only. Prerequisites: ENVS 120, POLI 105, NFPM 100, BIOL 210 and a statistics course.

EXERCISE SCIENCE

Patricia Hughes, director of athletics; Visiting Assistant Professor Bonadillo, chair

The exercise science major curriculum is derived from the national standards as set forth by the largest and most respected sports medicine and strength and conditioning organizations in the world – the American College of Sports Medicine (ACSM) and the National Strength and Conditioning Association (NSCA). The exercise science major is attractive to students who have an interest in sports, exercise, health fields, personal training and corporate fitness and wellness positions. It also prepares students for graduate studies in physical therapy, athletic training, occupational therapy, physician assistants or sports medicine. It is important to prepare students to meet the requirements to sit for board-certified exams and the curriculum is designed with this goal in mind. This allows students the opportunity to develop their potential through the occupational areas they may be interested in

pursuing. Class assignments allow for individual flexibility to relate to their particular field of interest. The major prepares our students to be leaders in the field of sport and exercise, thereby promoting the prominence of women in a field dominated by a male hierarchy. Salem offers both a bachelor of arts (BA) and a bachelor of science (BS) in exercise science.

Exercise Science Major (BA)

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

Required Core Courses

BIOL 100. Cell and Molecular Biology (4 hrs)

BIOL 101. Biodiversity (4 hrs)

BIOL 218. Anatomy and Physiology I (5 hrs)

BIOL 219. Anatomy and Physiology II (5 hrs)

EXER 100. Introduction to Exercise Science (3 hrs)

EXER 180/280. First Aid/CPR/AED (1 hr)

NOTE: The EXER 180/280 requirement in the major may be waived if students can demonstrate current certification in first aid/CPR. Such a waiver does not alter the physical education activity course requirement toward the Salem Impact.

EXER 210. Nutrition (3 hrs)

EXER 250. Care and Prevention of Athletic Injuries (3 hrs)

EXER 255. Organization and Administration in Exercise Science (3 hrs)

EXER 270. Internship in Sport and Exercise Science (4 hrs min.)

EXER 310. Exercise Physiology (4 hrs)

EXER 320. Biomechanics of Sport and Exercise (3 hrs)

EXER 330. Measurement, Assessment, and Evaluation of Exercise and Sport (3 hrs)

PHED 146/246. Women on Weights (1 hr)

Required senior capstone courses:

EXER 340. Science of Strength and Conditioning (3 hrs)

EXER 350. ACSM Exercise Physiologist Preparatory Course (3 hrs)

Major Elective (choose one)

EXER 150. Philosophy and Fundamentals of Coaching Competitive Sports (3 hrs)

EXER 200. Independent Study in Exercise Science (3 hrs min.)

EXER 240. Psychology of Sport and Exercise (3 hrs)

EXER 245. Women in Sport (3 hrs)

EXER 260. Sport in Society (3 hrs)

EXER 290. Honors Independent Study in Exercise Science (3 hrs min.)

EXER 360. Exercise Science Research (3 hrs)

Exercise Science Major (BS)

Students interested in attending graduate school in exercise science, athletic training, sports medicine, cardiac rehabilitation, physical therapy, occupational therapy, physician assistant, clinical exercise physiology, or other science related health fields are encouraged to complete the work for a bachelor of science degree in exercise science.

Required courses:

BIOL 100. Cell and Molecular Biology (4 hrs)

BIOL 101. Biodiversity (4 hrs)

BIOL 218. Anatomy and Physiology I (5 hrs)

BIOL 219. Anatomy and Physiology II (5 hrs)

CHEM 110. General Chemistry (5 hrs)

CHEM 120. General Chemistry with Qualitative and Quantitative Analysis (5 hrs)

EXER 100. Introduction to Sport and Exercise Science (3 hrs)

EXER 180/280. First Aid and CPR: Emergency Response (1 hr)
NOTE: The EXER 180/280 requirement in the major may be waived if students can demonstrate current certification in first aid/CPR. Such a waiver does not alter the physical education activity course requirement toward the Salem Impact.

EXER 210. Nutrition (3 hrs)
EXER 240. Psychology of Sport and Exercise (3 hrs)
EXER 250. Prevention and Care of Athletic Injuries (3 hrs)
EXER 255. Organization and Administration in Exercise Science (3 hrs)
EXER 270. Internship in Sport and Exercise Science (3 hrs min.)
EXER 310. Exercise Physiology (4 hrs)
EXER 320. Biomechanics of Sport and Exercise (3 hrs)
EXER 330. Measurement, Assessment and Evaluation of Exercise and Sport (3 hrs)
EXER 340. Science of Strength and Conditioning (3 hrs)
EXER 350. ACSM Exercise Physiologist Certification Preparatory Course (3 hrs)
MATH 100. Calculus I (5 hrs) or MATH 070. Essential Calculus (4 hrs)
PHED 146/246. Women on Weights (1 hr)
PHYS 210. General Physics I (5 hrs)

Coaching Minor

The coaching minor curriculum is derived from the National Standards for Sport Coaches. The completion of the program meets all 37 standards as set by SHAPE America.

Required courses:

EXER 100. Introduction to Exercise Science
EXER 150. Philosophy and Fundamentals of Coaching Competitive Sports (3 hrs)
EXER 180/280. First Aid/CPR/AED (1 hr)
NOTE: The EXER 180/280 requirement in the major may be waived if students can demonstrate current certification in first aid/CPR. Such a waiver does not alter the physical education activity course requirement toward the Salem Impact.

EXER 240. Psychology of Sport and Exercise (3 hrs)
EXER 245. Women in Sport (3 hrs)
EXER 250. Prevention and Care of Athletic Injuries (3 hrs)
EXER 275. Internship in Coaching (2 hrs min.)

Exercise Science Courses (EXER)

EXER 100. Introduction to Exercise Science (3 hrs) This course is an overview of the many areas of study and possible professions in the field of exercise science, whether in an academic setting, clinical setting, or at a fitness or sport venue. Careers in exercise physiology, athletic training, physical therapy, occupational therapy, nutrition, strength and conditioning, or exercise/sport psychology will be discussed. The course offers an excellent balance of theory, research, and application and places an emphasis on exploring exercise science through the female lens.

EXER 150. Philosophy and Fundamentals of Coaching Competitive Sports (3 hrs) Examination of the methods of teaching sport skills in a competitive environment. The purpose will be to promote athletes' growth, development, and learning, while developing the skills necessary to lead a sport program. Emphasis is placed on developing leadership skills necessary to lead a sport program. Theoretical research on healthy teams, teamwork, competitiveness, and gender will be explored.

EXER 180/280. First Aid/CPR/AED (1 hr) This ½ semester course covers American Red Cross First Aid/CPR/AED for the adult and pediatrics. Successfully passing written and practical exams will result in Red Cross certification. This course does not fulfill the activity requirement and is for EXER majors only.

EXER 200. Independent Study in Exercise Science (1-4 hrs) Independent study under the guidance of a faculty advisor. Open to students with a 2.0 cumulative grade point average and permission of the chair of the department. Independent study may take the form of readings, research, conference, project, and/or field experience. Independent study may be taken for a total of twice, the maximum in any one term being four semester hours. Search techniques and preparation of materials utilized for acquisition of employment and/or internships in exercise science and health fields. Internship process, policies, and procedures will be covered. Prerequisite: permission of instructor.

EXER 210. Nutrition (3 hrs) This course helps students understand the real life implications of nutrition. Students learn about the roles of macro- and micronutrients in the body. The class examines the impact of food choices on metabolism, body composition, and weight control. Discussion centers on nutrition misinformation, consumer issues, and major diseases that may be affected by eating behaviors. Recommended prerequisite: 1 from either CHEM 050, CHEM 110, BIOL 010 or BIOL 100.

EXER 240. Psychology of Sport and Exercise (3 hrs) This course is designed as an introductory course to the field of sport and exercise psychology. The course will examine the theories and research related to sport and exercise behavior, and includes an overview of the major topics of sport and exercise psychology. These could include but are not be limited to personality, motivation, self-efficacy, goal setting, stress, and rehabilitation. A focus will be on enhancing participation and performance through practical applications of theory.

EXER 245. Women in Sport (3 hrs) This course offers a critical survey of the origins and historical evolution of modern women's sports in the United States. The course will consider the social and cultural variables which influenced and shaped athletics for females, famous historical figures and moments in women's sport, and the Significance of the contemporary women's sports revolution. Particular emphasis will be placed on the obstacles faced by female athletes. (GI)

EXER 250. Prevention and Care of Athletic Injuries (3 hrs) An introduction to the theoretical and practical approach to caring for injured and ill athletes. Topics include emergency procedures and safety skills; preventive procedures in athletic training; the duties and qualifications of athletic training personnel; and an understanding of the importance of physical conditioning for prevention of injuries. The course includes demonstrations and practical experience in taping and bandaging techniques. Course fee will apply.

EXER 255 Organization and Administration in Exercise Science (3 hrs) This course presents an overview of organizational and administrative practices relative to health and fitness settings. Students will gain knowledge necessary to manage personnel, facilities, and finances. Legal issues and marketing techniques will also be discussed. Prerequisite: EXER 100.

EXER 260. Sport in Society (3hrs) This course is a study of the social and cultural contexts in which sport and exercise occur. Analyses of the social forces affecting individuals' involvement in formal and informal sport and structural variables influencing choices about physical activity engagements will be considered. Several critical theories will be used to analyze sport and its relationship to power, social stratification (gender, race, class, and physicality), human agency, nationalism, social problems, and other social institutions such as the family, politics, mass media, and education. The goal of this course is to uncover strategies necessary to increase opportunities for all to benefit from sport and physical activity.

EXER 270. Internship in Sport and Exercise Science (1-4 hrs) An opportunity to use the knowledge and skills learned in coursework to gain experience in a real work setting. The apprenticeship aspect of the internship implies that the student has some base of knowledge and will increase her knowledge and skills by direct contact with an experienced, knowledgeable mentor working in an exercise science or allied health field. Open to juniors and seniors with at least a 2.0 cumulative average who have completed EXER 310 or EXER 320; admission by application only.

EXER 275. Internship in Coaching (1-4 hrs) An opportunity to use the knowledge and skills learned in coursework for an approved coaching experience of 80-160 hours at the youth, community partnership, junior high, high school or college level. The student will work with an experienced, knowledgeable mentor in an approved setting. Open to coaching minors who have completed all other coursework; admission by application only. Exercise Science majors may, with permission of the program director, satisfy the internship requirement through EXER 270.

EXER 290. Honors Independent Study in Exercise Science (3-4 hrs) Advanced independent study in Exercise Science under the guidance of a faculty advisor. Normally open to juniors and seniors with a 3.5 average in exercise science. Subject to the approval of the chair of the department. Honors work may be taken a total of twice for a maximum of 8 semester hours.

EXER 310. Exercise Physiology (4 hrs) This course studies the physiological response of the human body to physical activity. The acute and chronic responses to the muscular, cardiovascular, respiratory and other systems of the body are examined. Laboratory experiences will involve the application of concepts regarding the human body's response to the stress of exercise, sport and long-term physical training. Two lectures and one, two-hour laboratory per week. Prerequisites: BIOL 218 and 219; MATH 060 or higher.

EXER 320. Biomechanics of Sport and Exercise (3 hrs) This course is a study of the anatomical and mechanical bases of physical activity with emphasis on the analysis of sport and exercise skills. Content also includes understanding muscular imbalances, physiological support systems, body types, movement behavior, and movement efficiency. This course is the physics applied to human movement and students are strongly recommended to have taken PHYS 210 prior to enrollment. Lectures, additional focused colloquium required. Prerequisites: BIOL 218 and 219; MATH 060 or higher; PHYS 210 recommended.

EXER 330. Measurement, Assessment and Evaluation of Exercise and Sport (3 hrs) This course provides a survey of current assessment instruments in exercise science and sport with an emphasis on test selection, administration and interpretation of results. Principles of test construction and use relative to skills, knowledge, and behavior will be included. Prerequisites: EXER 100; MATH 060 or higher.

EXER 340. Scientific Principles of Strength and Conditioning (3 hrs) This course will aid students in gaining knowledge to design and implement strength training and conditioning programs for individuals as well as athletes in a team setting. It will also cover administrative concerns for leadership of such training programs. This course will prepare the student to sit for the Certified Strength & Conditioning Specialist (CSCS) certification from the National Strength & Conditioning Association (NSCA). A passing grade in this course is not, however, a guarantee that the student will pass the CSCS certification examination. Prerequisites: EXER 310 and EXER 320.

EXER 350. ACSM Exercise Physiologist Certification Preparatory Course (3 hrs) This course studies appropriate exercise instruction and exercise programming. The course provides for resistive training, anaerobic and aerobic exercise across different populations. A major part of the course will be reviewing competencies for the American College of Sports Medicine (ACSM) Health Fitness Specialist (HFS) certification exam. A passing grade in this course is not, however, a guarantee that the student will pass the ACSM HFS certification examination. Prerequisites: EXER 310 and EXER 320.

EXER 360. Exercise Science Research Course (3 hrs) This course includes examination of basic quantitative and qualitative research methods, theories, and data collection practices. Students will also review and evaluate current research from the sub-disciplines in exercise science including exercise physiology, biomechanics, coaching, strength and conditioning, psychology of sport and exercise, and sociology of sport and exercise. Open to EXER majors with junior or senior standing.

FRENCH (SEE COURSE LISTINGS UNDER THE DEPARTMENT OF MODERN LANGUAGES)

GERMAN (SEE COURSE LISTINGS UNDER THE DEPARTMENT OF MODERN LANGUAGES)

HISTORY

Assistant Professor Doyle, chair of the department of history and political science; Associate Professors Prosterman and Thomas

The department of history and political science offers a major and a minor in history. Among the department's objectives are the understanding of historiography; an appreciation of the roles of race, class and gender in transforming politics and culture; and the development of personal skills in research, writing, analysis and criticism.

History Major (BA)

The major in history requires the completion of eleven courses (at least five must be taken at Salem):

HIST 103. World History I (3 hrs)

HIST 104. World History II (3 hrs)

HIST 105. United States History to 1877 (3 hrs)

HIST 106. United States History since 1877 (3 hrs)

Two HIST courses at the 200-level or above in U.S. history (3 hrs min.)

Two HIST courses at the 200-level or above in European history (3 hrs min.)

Two HIST courses at the 200-level or above in non-Western history (3 hrs min.)

HIST 310. The Clio Colloquium (3 hrs)

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

History Minor

The minor in history requires the completion of five history courses for a minimum of 15 semester hours and must include Survey of World History (HIST 103 and 104) or United States History (HIST 105 and 106), plus three history electives at the 200-level or above, excluding the internship in history (HIST 275).

All courses at the 200-level or above must be taken at Salem College or Wake Forest University. Students may transfer the equivalent of HIST 103 and 104 or HIST 105 and 106 for credit toward the minor.

History Courses (HIST)

HIST 103. World History I (3 hrs) A survey of the ancient, medieval and early modern societies of African, Europe, Asia, America and the Middle East with a focus on economic, political and cultural developments and cross-cultural contacts and exchanges. (HM) (GA)

HIST 104. World History II (3 hrs) An examination of the economic, political and cultural forces that shaped world realities from early modern times to the present day, with a focus on the cause and ramifications of the increasing interconnectivity of Africa, Europe, Asia, America and the Middle East. (HM, GA)

HIST 105. United States History to 1877 (3 hrs) This course introduces the history of the United States from the fifteenth century through Reconstruction. It emphasizes contact and collision between diverse racial and ethnic cultures; the changing experiences and status of diverse men and women; political, economic and social transformations; and the struggle over freedom and independence. (HM)

HIST 106. United States History Since 1877 (3 hrs) Surveying the history of the United States from Reconstruction to the present, this course integrates an array of perspectives concerning the evolution of modern America. In particular, it investigates historical struggles over issues that continue to shape our world, including gender roles, conceptions of race, civil rights, war, economic inequality, citizenship and the power of government in American society. (HM)

HIST 200. Independent Study in History (1-4 hrs) Independent study under the guidance of a faculty advisor. Open to students with a 2.0 cumulative average and permission of the chair of the department. Independent study may take the form of readings, research, conference, project and/or field experience. Students are expected to develop their independent study proposal with their faculty advisor prior to the term in which the independent study would take place. Independent study may be taken a total of three times, regardless of semester hour value. Prerequisite: Previous study in history or permission of instructor.

HIST 205. History of the American South (3 hrs) This course examines the history of the American South from the colonial through the twentieth century. Course topics include slavery, the Civil War, lynching, segregation, the growth of industry and the civil rights movement. Additional topics include American Indians' racial status; African American women and men in late 19th and early 20th -century politics.

HIST 207. Native American History (3 hrs) This course examines the history of Native American peoples of North America from the pre-colonial period through the present. This course highlights the cultural and historical diversity among native peoples; cultural, religious and economic exchange between Native Americans and African and European newcomers to North America; and patterns of Native American cultural conquest, adaptation and survival.

HIST 208. American Frontier History (3 hrs) This course explores frontiers from treks West to Star Trek, in relation to key events and trends in American history from 16th-century Spanish explorations to 19th-century westward migrations, and from early 20th-century U.S. global expansion to contemporary sci-fi images. It examines how diverse European-descended, Native American and African American men and women have shaped and been influenced by frontier experiences.

HIST 209. African-American History (3 hrs) This course offers a topic-based chronological survey of African American history from the 1600s through the late 20th century. Woven into the course are the experiences and perspectives of women and men occupying different places in the spectrum between slavery and freedom. Key themes include African Americans' work, political leadership, migration, role in shaping communities and experience of and resistance against slavery, violence, segregation and other forms of injustice.

HIST 210. The Atlantic World (3 hrs) This course explores the history of African, European and Native American peoples who inhabited lands that bordered the Atlantic Ocean between the 15th and 19th centuries. The Atlantic World was a frontier zone for encounter, connection and conquest between peoples of diverse races, classes and genders. (HM)

HIST 211. Public History (3 hrs) This course provides students with knowledge of best practices in the field of public history. Students will learn basic archival theory and methodology including how documents and artifacts are preserved. The course teaches students to analyze, interpret, and evaluate historical evidence; apply historical perspective to contemporary issues; and include diverse cultural values. Students will explore issues of ethics, politics, interpretation, and access. The course also provides students with an introduction to fields of inquiry which support preservation and historic interpretation including: museum studies, special collections, historic preservation, and historical archaeology. Students of public history will gain historical and specialized knowledge and skills through internships and interactive activities with the goal of conveying historical

understanding to the general public. Prerequisite: Either HIST 103 and 104 or HIST 105 and 106. Cross-listed with PRSV 250. (SL)

HIST 212. The Great Depression in History and Memory (3 hrs) The Great Depression of the late 1920s and 1930s brought profound change to American society. This course examines the Depression through sources that reflect its diversity of experiences, including film, oral histories, photography, drama, literature, music, political oratory and historical studies. Particular attention is paid to the importance of gender and race in the history of the Depression era.

HIST 213. Vietnam War (3 hrs) This course begins with an overview of Vietnamese history and then situates the war within the broader context of global anti-imperialist movements of the past century. Students will examine a comprehensive variety of historical sources that reflect the global nature of the conflict, with authors from Vietnam, the United States and other areas of the world. (GA)

HIST 214. The Global Cold War (3 hrs) Rather than viewing the Cold War solely as a struggle between the United States and the Soviet Union, this course seeks to reconceptualize the Cold War as a truly global conflict, shaped also by the peoples of Latin America, Africa, Asia and the Middle East. Cross-listed with POLI 214. (GA) (REST major elective)

HIST 215. Critical Issues in the History of Race and Ethnicity (3 hrs) This course introduces students to the critical analysis of race and ethnicity, with a focus on comprehending theoretical approaches to the study of race and ethnicity prevalent in the United States and throughout the world. Cross-listed with REST 210. (GA, HM)

HIST 216 The Nuclear Age (3 hrs) This course will provide students with a scholarly venue within which to study the history, politics, culture, environmental consequences, and gendered nature of atomic research during the past century. Specific topics to be examined include: the science of radioactivity; race and the global impact of radium and uranium mining; the development of atomic weapons and the subsequent nuclear arms race; cultural responses to the use of nuclear weapons; women's involvement in atomic science and labor; and ongoing debates concerning nuclear energy, with case studies such as Shinkolobwe, Three Mile Island, Chernobyl, and Fukushima. Cross-listed with POLI 216 and ENV 216. (GA) (GI)

HIST218 The History of American Sexualities (3 hrs) This course is a survey of the history of sexualities in American society from early colonial encounters to modern identities and debates. This course will explore sex and sexuality as public rather than exclusively private aspects of life and in doing so highlight the connection between sex and power in American society. Students will read a variety of primary and secondary sources to explore the place of sexuality in the lives of ordinary Americans, in popular culture, in the legal system, in the definition of social roles, and in social movements. (HM) (GI)

HIST 219. The United States and the World (3 hrs) This course explores how competing conceptions of power—based upon changing narratives of race, gender, fear, economic interest and national purpose—have shaped the history of the U.S. foreign policy. Spanning from the era of colonial conquest to current conflicts throughout the world, it also examines broad patterns of continuity and change in arguments concerning the use of military force.

HIST 221. American Women's History (3 hrs) This course offers a topics-based chronological survey of U.S. women's history from the 1790s through the 1990s. Woven into this course are the experiences and perspectives of women of diverse races, ethnicities, religions, classes and sexual orientations. Key themes include women's paid employment, place in politics, role within families and communities, relationship to popular culture, and experience of slavery and social and economic upheaval. (HM) (GI)

HIST 222. The Greco-Roman World (3 hrs) An upper-division survey course of the Greco-Roman world (1150 BCE-400 CE). Offers students an opportunity to become culturally literate in the ideas, institutions and individuals of classical antiquity and their contribution to both western and Islamic civilizations. (HM)

HIST 223. Medieval Europe (3 hrs) An upper-division survey course of Medieval Europe (350-1450 CE). It offers students an opportunity to become culturally literate in the ideas, institutions, and individuals of medieval Europe. It also addresses the interactions between the Christian West and the Islamic East.

HIST 229. History of the British Isles (3 hrs) A political, social and cultural study of the British Isles from the Middle Ages to the present, including the impact of the British Empire on world history.

HIST 231. Renaissance and Reformation Europe, 1350-1650 (3 hrs) A study of the political, social and cultural history of Europe from 1350-1650. Prominent themes will be the Italian Renaissance, Northern Renaissance, Protestant and Catholic Reformations and the Age of Exploration.

HIST 235. Europe in the Age of Enlightenment and Revolution, 1650-1815 (3 hrs) This course will examine the political, social and cultural history of Europe from the Scientific Revolution to the French Revolution and Napoleonic wars. All of these themes will be examined in the broader context of the Enlightenment and its relationship to other revolutions, including the Revolution of 1688 in England and the American and Haitian revolutions.

HIST 237. Europe's Radical Century, 1815-1914 (3 hrs) This course explores the Industrial Revolution, nationalism, socialism, communism, liberalism, feminism, imperialism, Social Darwinism and many other "isms" as well as their impact on Europe and the world.

HIST 245. History of Germany (3 hrs) A political, social and cultural study of Germany from the Middle Ages to the present.

HIST 247. History of Russia (3 hrs) A political, social and cultural study of Russia from the Middle Ages to the present. (HM)

HIST 250. Special Topics in History (1-4 hrs) A special period, issue or theme in history will be studied intensively. The specific content and methods of study will be announced prior to the beginning of the course.

HIST 257. Modern Europe, 1914 to the Present (3 hrs) An examination of European history from the origins of World War I to the present. Themes will include World Wars I and II, the Russian Revolution, the Holocaust, decolonization, the Cold War, the Revolutions of 1989, Balkan crises and contemporary issues from environmentalism to globalization.

HIST 258 Colonial Latin America (3 hrs) This course will explore the political, economic, social and cultural history of colonial Latin America from 1492 to 1820. Among the topics to be addressed will be the Aztec and Incan Empires, late medieval and early modern Iberia and Africa, the Spanish Conquistadores, the Columbian Exchange, the slave trade, piracy in the Caribbean, and early modern transatlantic revolutions. This course is also designed to help students develop skills in critical thinking and writing. (GA, HM)

HIST 265. U.S. Constitutional and Legal History (3 hrs) Studying the U.S. Constitution, Supreme Court decisions, and other legal documents from throughout the nation's history, students consider how the law has functioned to change, resist, and promote certain interests within society over time. Particular attention is devoted to legal constructions of race, gender roles and sexuality, the changing status of women within the legal system, and women's activism concerning specific cases, policies, and legislation. Cross-listed with POLI 265. (SS) (GI)

HIST 269. America in Our Time: 1945 to Present (3 hrs) American domestic politics, social change and foreign policy since World War II. Emphasis on topics such as the Cold War, McCarthyism, the civil rights movement, the women's movement, the Vietnam War and the post-New Deal welfare state.

HIST 275. Internship in History (1-4 hrs) An opportunity to use the knowledge and skills the student has learned in coursework to solve problems in a real work setting; the apprenticeship aspect of the internship implies that the student has some base of knowledge and will increase her knowledge and skills by direct contact with an experienced, knowledgeable mentor. Application to and permission of the department is required. Open to sophomores, juniors and seniors with a 2.0 cumulative average. PRSV 270 may substitute for HIST 275.

HIST 280. History of Economic Thought (3 hrs) A study of the major economists and schools of economic thought from the classical through the contemporary period, with special emphasis on their contributions to economic theory. Cross-listed with ECON 280. Prerequisite: ECON 100.

HIST 281. Ottoman Empire (3 hrs) An upper-division course examining the political, social and cultural history of the Ottoman Empire (1300-1921). The Ottoman Empire was an Islamic empire with significant Christian and Jewish minorities. The Ottoman legacy has had a profound impact on the Middle East and Europe.

HIST 285. Modern East Asia (3 hrs) This course provides an overview of East Asia since 1800, focusing on the interconnected histories of China, Korea, Japan and Vietnam. Students examine how diverse peoples from this region shaped ideas, processes, and events of global significance, including anti-colonialism, nationalism, feminism, modernity, communism, capitalism, militarism, the World Wars and the Cold War. Emphasis is also placed on the relationship between East Asia, Europe and the United States throughout this period.

HIST 286. Modern Japan (3 hrs) This course examines the revolutionary changes that have characterized Japanese society since the mid-nineteenth century. Analyzing literature, film and other original works, we will study social and cultural critiques of Japanese identity that challenge popular conceptions of national mission, gender roles, economic development and militarism. (GA) (GI)

HIST 290. Honors Independent Study in History (3-4 hrs) Advanced independent study under the guidance of a faculty advisor. Normally open to juniors and seniors with a 3.5 major average in history, subject to approval of the chair of the department. Honors work may be taken for a maximum of eight semester hours.

HIST 310. The Clio Colloquium (3 hrs) Advanced study of problems in modern historical scholarship involving new interpretations and conceptual models. Required of majors in their senior year. Juniors may take the seminar with permission of instructor.

INTEGRATIVE STUDIES

Associate Vice President of Academic Affairs, Dean of Undergraduate Studies Vinson, coordinator

Integrative Studies Major (BA)

The Integrative Studies major provides students the opportunity to pursue an interdisciplinary program of study that is not typically offered as part of the College curriculum. In this major, a student designs a coherent program that combines existing resources in the curriculum to create an interdisciplinary study of a specific area of interest. The major is designed in collaboration with an academic advisor and the director of the Integrative Studies Program. After establishing learning outcomes, the advisor, the director and the student select appropriate courses, internships and learning experiences designed to help the student develop and demonstrate a body of knowledge in a specific area.

The major requires a minimum of ten courses and 30 semester hours, including advanced courses in *at least two* disciplines, a senior capstone course/independent study and no more than two additional independent studies (regardless of the number of semester hours). A student in good academic standing may design and submit her proposal in collaboration with a faculty member and the director of the program in her sophomore year or in the first term of her junior year.

Integrative Studies Courses (INTG)

INTG 200. Independent Study in Integrative Studies (1-4 hrs) Independent study under the supervision of a faculty advisor. Open to students with a 2.0 cumulative average and permission of the coordinator of the major. Independent study may take the form of readings, research or project. May be counted twice for credit toward the major, regardless of the number of semester hours taken each time; may be taken for a maximum of eight semester hours.

INTG 220. Special Topics in Integrative Studies (1-4 hrs) Investigation of an interdisciplinary topic, issue or problem. Content will vary by instructor(s) and is announced prior to the pre-registration period.

INTG 270. Internship in Integrative Studies (1-4 hrs) An opportunity to use the knowledge and skills a student has learned in course work to solve problems in a real work setting; the apprenticeship aspect of the internship implies that the student has some basic knowledge and will increase her knowledge and skills by direct contact with an experienced, knowledgeable mentor. Open to sophomores, juniors, and seniors with a 2.0 cumulative average; maximum credit per term is 4 semester hours; admission by application only.

INTG 290. Honors Independent Study in Integrative Studies (3-4 hrs) Advanced independent study under the guidance of a faculty advisor. Open to juniors and seniors with a 3.5 G.P.A. in the courses constituting the major and permission of the program coordinator. May be counted twice for credit toward the major, regardless of the number of semester hours taken each time; may be taken for a maximum of eight semester hours.

JANUARY TERM COURSES

Associate Vice President of Academic Affairs, Dean of Undergraduate Studies Vinson, coordinator

The January Term provides students with an exciting alternative to the pace of the regular term and the opportunity to concentrate on one subject area of particular interest. January Term is a time when traditional modes of learning give way to a variety of creative and flexible approaches. Students may experiment in learning through independent studies, internships and travel programs. Students also have the opportunity to enroll in one of the many on-campus experimental courses that are offered on a pass/no-credit basis.

January Term Courses (JANX)

JANX 200. Experimental Independent Study: Faculty-Directed (1-4 hrs) Experimental Independent Studies are academic exploration opportunities for students seeking in-depth investigation in an area of special interest not regularly offered at Salem. These studies require approval of the January Program Committee. In faculty-directed study, the faculty member discusses the project with the student at least weekly and the student is assessed based on the criteria outlined on the proposal form. (P/NC)

JANX 201. Experimental Independent Study: Self-Directed (1-4 hrs) Experimental Independent Studies are academic exploration opportunities for students seeking in-depth investigation in an area of special interest not regularly offered at Salem. These studies require approval of the January Program Committee. A self-directed study has no regular faculty supervision during January; students are assessed by their faculty sponsor based on the criteria outlined on the proposal form. Self-directed independent studies are available to junior and senior students only. (P/NC)

JANX 220. Experimental January Term Course (3 hrs) Particular courses and topics for a given term are announced in advance of pre-registration for January Term. Courses offer focused study of a topic outside of traditional disciplinary confines, and may incorporate global, international or multicultural perspectives. Coursework may include group projects, field trips, films, speakers, etc.; oral and/or written coursework is generally required. Some sections may include a Basic Set Fee to cover costs of additional materials necessary for the course. Any Basic Set Fee will be indicated in the course description; such fees must be paid before a student may register for the session. (P/NC)

JANX 270. Experimental Internship (1-4 hrs) Internships provide opportunities for students to gain practical experience in a variety of professions. These may include internships in education, government, non-profit organizations, business and industry, hospitals and medical research facilities. The student examines her interests and abilities in the work setting while gaining valuable work experience. Experimental Internships may be particularly suitable for students who have not yet decided on a specific career. Students must have a G.P.A. of 2.0 or higher and must receive approval of the January Program Committee to participate in an experimental internship. Students must go through an internship workshop at Salem College prior to their first internship in order to receive approval. Both the student and the on-site supervisor complete evaluations outlined in the proposal form. At a minimum, the student is required to complete a daily reflection journal that addresses the learning outcomes agreed upon by the student and the faculty sponsor. The student also is assessed based on criteria outlined in the proposal form. (P/NC)

JANX 300. January Term Travel Experience (1-4 hrs) Each year, travel courses are sponsored by Salem faculty, incorporating classroom work, written assignments and experiential learning in an environment outside the Salem College campus. Destinations and topics vary from year to year, but emphasize global, international or multicultural perspectives. Travel courses maintain the academic rigor of the regular-term course. Faculty may require attendance at pre-travel lectures, as well as written and other work assigned before, during or after the travel period. NOTE: travel deposits may involve significant extra expense; specific costs are detailed prior to pre-registration. Deposits made for January Term travel courses are NOT refundable. Also note that students will not qualify for participation in a JANX 300 travel experience if they have an overdue balance from prior term, if their current balance is overdue or if they are on a monthly payment plan and their payments are not current. (P/NC)

MATHEMATICS

Professor Young; Assistant Professor Mattox; Instructor Guzman

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

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

See the section on Core curriculum Requirements for information about the required mathematics placement process.

Secondary licensure for teaching mathematics requires courses beyond those required for the major. Refer to the section on Education.

All math majors must take at least twelve semester hours above the level of MATH 102 at Salem.

Mathematics Major (BA)

The student who seeks the bachelor of arts degree with a major in mathematics must complete the following:

Required core courses:

- MATH 100. Calculus I (5 hrs)*
- MATH 101. Calculus II (5 hrs)*
- MATH 102. Calculus III (3 hrs)
- MATH 110. Introductory Linear Algebra (4 hrs)
- MATH 210. Differential Equations (4 hrs)
- MATH 221. Modern Algebra (4 hrs)
- MATH 321. Analysis of Real Numbers *or* MATH 330. Complex Variables (4 hrs)
- CPSC 100. Introduction to Programming with Java (3 hrs)

One additional MATH elective (3-5 hrs)

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

Mathematics Major (BS)

The student who seeks the bachelor of science degree with a major in mathematics must complete the following:

Required core courses:

- MATH 100. Calculus I (5 hrs)*
- MATH 101. Calculus II (5 hrs)*
- MATH 102. Calculus III (3 hrs)
- MATH 110. Introductory Linear Algebra (4 hrs)
- MATH 210. Differential Equations (4 hrs)
- MATH 221. Modern Algebra (4 hrs)
- MATH 321. Analysis of Real Numbers *or* MATH 330. Complex Variables (4 hrs)
- CPSC 100. Introduction to Programming with Java(4 hrs)
- PHYS 210. General Physics I (5 hrs)

Electives:

- Select three (3) MATH electives numbered 107 and above (3-5 hrs min. each)
- Select one additional course (3-5 hrs)** in an allied discipline at the 100 level or above (ACCT, BIOL, CHEM, ECON, ENVS, FINC or PHYS). Students may petition the chair of the department if she wishes to satisfy this requirement with a course from another discipline not listed here.

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

** The course in an allied discipline must be at the 100-level or above; a student may petition the chair of the department of mathematics for permission to include two courses from another allied discipline not listed here.

Mathematics Minor

The minor in mathematics requires the completion of the following:

Required courses:

MATH 100. Calculus I (5 hrs)

MATH 101. Calculus II (5 hrs)

MATH 102. Calculus III *or*

Two MATH electives above MATH 102(3-4 hrs min.), CPSC 100 may count as one

Two of the five classes must be taken at Salem.

Students who wish to pursue minors in both mathematics and statistics may not submit MATH 107, 122, 132, 140, 162 or 242 for completion of the minor in mathematics.

Actuarial Science Minor

The minor in actuarial science requires the completion of the following:

Required courses:

ACCT 120. Principles of Financial Accounting (3 hrs)

ECON 100. Introduction to Economics (4 hrs)

FINC 302. Corporate Finance (4 hrs)

MATH 122. Probability (4 hrs)

MATH 132. Mathematical Statistics (4 hrs)

MATH 162. Mathematics of Finance (3 hrs)

Statistics Minor

The minor in statistics requires the completion of five courses:

Required courses:

MATH 107. Statistical Methods with R (4 hrs)

MATH 122. Probability (4 hrs)

MATH 132. Mathematical Statistics (4 hrs)

MATH 242. Nonparametric Statistical Methods (4 hrs)

Select one of the following:

MATH 110. Linear Algebra (4 hrs)

MATH 140. Numerical Analysis (4 hrs)

MATH 162. Mathematics of Finance (3 hrs)

Two of the five classes must be taken at Salem.

Students who wish to pursue minors in both mathematics and statistics may not submit MATH 107, 122, 132, 140, 162, or 242 for completion of the minor in mathematics.

Mathematics Courses (MATH)

MATH 020. College Algebra (4 hrs) Structure of algebraic properties of real numbers, polynomials and their roots, rational expressions, exponents and radical expressions, solution of equations and inequalities, properties of functions and graphing. The course is designed to prepare first-year students for MATH 025 and MATH 070. Some familiarity with basic algebra is expected. Not included in the major; does not satisfy any Salem Impact requirements. Prerequisite: placement.

MATH 025. Elementary Functions and Graphs (4 hrs) Functions, including the trigonometric functions, exponential functions and logarithmic functions, will be studied in detail. Additional topics will be included at the discretion of the instructor, including systems of equations, conic sections, and limits of functions. This course is

designed to prepare the student for calculus MATH 100. Not included in the major; does not satisfy any Salem Impact requirements. Prerequisite: A grade of C- or better in MATH 020 or placement.

MATH 060. Introduction to Finite Mathematics (3 hrs) A course in mathematics that introduces students to useful quantitative topics and techniques that are beneficial to many areas of study. Topics include sets, Venn diagrams, probability, statistics, linear functions, linear regression, systems of linear equations and matrix algebra. Applications are used throughout the course. Other topics such as graphic linear programming, the Simplex method, the mathematics of finance, game theory, logic and Markov processes may be included at the discretion of the instructor. Prerequisite: Placement.

MATH 070. Essential Calculus (4 hrs) An algebra-intensive introduction to calculus with emphasis on applications to business, accounting, life sciences, and social sciences. Derivatives and integrals of polynomial, rational and exponential and logarithmic functions will be discussed. Applications include optimization, price elasticity of demand, point of diminishing returns and producer's and consumer's surplus. Other applications to physical sciences may be included at the discretion of the instructor. Not included in the mathematics major. Students may not receive credit for both MATH 070 and MATH 100. Prerequisite: A grade of C- or better in MATH 020 or placement.

MATH 100. Calculus I (5 hrs) Functions, limits, continuity, the derivative and its applications and The Fundamental Theorem of Calculus. Prerequisite: Placement or a grade of C- or better in MATH 025.

MATH 101. Calculus II (5 hrs) Applications of the integral, integration techniques, inverse trigonometric functions, exponential and logarithmic functions, L'Hopital's Rule, improper integrals, parametric and polar equations. Prerequisite: Placement or grade of C- or better in MATH 100.

MATH 102. Calculus III (3 hrs) Vectors and vector algebra, lines and planes in space, surfaces in space, partial differentiation, properties of the gradient, optimization of multivariate functions, the method of Lagrange multipliers, multiple integrals, vector fields, line and surface integrals, Green's Theorem, the Divergence Theorem and Stokes' Theorem. Prerequisite: MATH 101.

MATH 107. Statistical Methods with R (4 hrs) This course presents statistical inference with a focus on statistical computing in the R environment. Topics include: graphical representations of data; measures of central tendency and dispersion; binomial, normal, Student's t, chi²- and F-distributions as they apply to inferential statistics; sampling methods; linear and multi-linear regression, correlation; hypothesis testing; analysis of variance. Three lectures and a two-hour laboratory per week. Prerequisite: Successful completion of Core curriculum Requirement in Mathematics.

MATH 110. Introductory Linear Algebra (4 hrs) Vector methods in geometry, real vector spaces, systems of linear equations, linear transformations and matrices, equivalence of matrices and determinants. Prerequisite: MATH 101.

MATH 121. Introduction to Proofs (3 hrs) Practice in writing and understanding mathematical proofs. Topics to include symbolic logic, number theory, algebra of sets, relations, function, countability, and mathematical induction. Prerequisite: MATH 101.

MATH 122. Probability (4 hrs) Probability theory, including discrete and continuous random variables, moments and moment-generating functions, bivariate distributions, the Central Limit Theorem, Chebychev's Inequality and the Law of Large Numbers Prerequisite: MATH 101.

MATH 132. Mathematical Statistics (4 hrs) A calculus-based treatment of both descriptive and inferential statistics. Topics will include organizing data, sampling distributions, hypothesis testing, estimation theory,

regression, correlation and analysis of variance. Emphasis will be placed on both theory and applications. Prerequisite: MATH 122.

MATH 140. Introduction to Numerical Analysis (4 hrs) Solutions of equations in one variable, interpolation and polynomial approximation, numerical differentiation and integration, solutions of linear systems and initial value problems for ordinary differential equations. Examples may be taken from the physical, life, financial, social or statistical sciences. Students will develop and utilize computer programming techniques throughout the course, using a programming language or mathematical computing software of the instructor's choice. Prerequisite: MATH 102.

MATH 162. Mathematics of Finance (3 hrs) This course covers the basic mathematical concepts in consumer-related instruments and derivative asset pricing. The mathematical formulas associated with consumer instruments, including effective rates of interest, annuities, sinking funds, and amortized loans, will be derived and explained in detail. A discussion of the principal assets traded in financial markets, such as Arbitrage Pricing Theory, will be followed by detailed explanations and derivations of the formulas associated with bond valuation, and the pricing of options and derivative securities in the contexts of binomial probability trees and the Black-Scholes option-pricing model. Both American- and European-style options are included in the course. Pre- or co-requisite: MATH 101.

MATH 200. Independent Study in Mathematics (1-4 hrs) Independent study under the guidance of a faculty advisor. Open to students with a 2.0 cumulative average and permission of the chair of department. Independent study may take the form of readings, research, conference, project and/or field experience. Independent study may be taken for a maximum total of twelve semester hours, no more than seven semester hours in any term.

MATH 202. College Geometry (3 hrs) An axiomatic approach to the foundations of finite geometries, Euclidean, Hyperbolic and Elliptic geometries, transformational geometry in the plane, convexity and an introduction to topology. Additional topics, including graph theory, knot theory, fractal theory, projective geometry and Euclidean constructions, may also be included at the discretion of the instructor. Prerequisite: MATH 101.

MATH 210. Differential Equations (4 hrs) Basic Theory of ordinary differential equations with applications; linear differential equations and linear systems; numerical methods, solutions in series, Laplace transforms, existence and uniqueness theorems. Prerequisite: MATH 101.

MATH 221. Modern Algebra (4 hrs) Elementary theory of groups, rings, integral domains and fields; properties of number systems; polynomials; and the algebraic theory of fields. Prerequisite: MATH 110.

MATH 242. Nonparametric Statistical Methods (3 hrs) This course is an introduction to the methods of statistical analysis appropriate to categorical and other data when no assumptions are or can be made about the parent distribution of the data. The Wilcoxon Rank-Sum test and other rank tests, goodness of fit tests and Signed tests will be discussed. Data sets will be included from marketing, sociology, biology, psychology and education. Computer usage required, though students may use whatever statistical computing environment with which they are familiar. Prerequisite: One of the following: BIOL 205, BUAD 240, ECON 320, MATH 107, MATH 132, PSYC 101 or SOCI 215.

MATH 250. History of Mathematics (3 hrs) A general survey of the history and development of mathematical ideas and thought. Topics include Egyptian, Babylonian, Hindu-Indian, ancient Greek and Arabic mathematics, as well as mathematics from outside Western tradition. The birth of Calculus and selected topics from the 19th and 20th centuries will be included. Biographical and historical content will be supplemented by the study and application of techniques and procedures used in earlier eras. Thus, this will be a "working" course in which

students will focus on doing sample problems in ways that illustrate important developments in mathematics.
Prerequisite: MATH 101.

MATH 270. Internship in Mathematics (1-4 hrs) An opportunity to use the knowledge and skills the student has learned in coursework to solve problems in a real work setting; the apprenticeship aspect of the internship implies that the student has some base of knowledge and will increase her knowledge and skills by direct contact with an experienced, knowledgeable mentor. Open to sophomores, juniors and seniors with a 2.0 cumulative average; maximum of four semester hours per term; admission by application only.

MATH 280. Special Topics in Mathematics (1-4 hrs) Investigation of a topic, issue application or problem in mathematics. Topics might include: mathematical modeling, dynamical systems, graph theory, combinatorics, biomathematics, or another topic chosen by the instructor.

MATH 290. Honors Independent Study in Mathematics (3-4 hrs) Advanced independent study under the guidance of a faculty advisor. Normally open to juniors and seniors with a 3.5 average in mathematics. Subject to the approval of the chair of the department. Honors work may be taken for a maximum of eight semester hours.

MATH 321. Analysis of Real Numbers (4 hrs) A rigorous treatment of the real number system, limits, continuity, sequences, series, differentiation and Riemann integration. Pre- or co-requisite: MATH 102.

MATH 330. Complex Variables (4 hrs) The complex number system; complex-valued functions; limits and continuity; complex differentiation and analytic functions; complex integration and Cauchy Theory; infinite series. Prerequisites: MATH 102 and 110.

MODERN LANGUAGES

Associate Professor Yoon, chair of the department of modern languages; Assistant Professor Léon-Tavora

The Department of Modern Languages offers a major or minor in Spanish and courses in French and German.

Spanish Major (BA)

A goal of any person seeking a liberal education is an understanding of the workings – phonemic, semantic, syntactic, stylistic – of language. Study of a modern language, for sake of contrast and comparison with one's mother tongue, is highly desirable in producing such an understanding. In addition, study of a modern language is needed more than ever today for transcending cultural barriers. Study of modern languages and cultures promotes rapprochement among nations and peoples.

All Spanish courses offered above SPAN 030 may count toward the major and are conducted primarily in Spanish unless otherwise indicated. A minimum of 27 semester hours are required for the major. All majors will be expected to demonstrate an appropriate level of oral and written proficiency in Spanish.

Students are strongly urged to study abroad in a Spanish-speaking country. Salem offers January term course in Mexico and Spain, a total immersion program in which students live with local host families and attend three daily hours of classes. (See course description for SPAN 300 below.)

Required courses:

SPAN 105. Intermediate Spanish II (4 hrs)

SPAN 206. Spanish Grammar and Conversation (3 hrs)

SPAN 390. Senior Seminar (3 hrs)

Additional SPAN elective courses above SPAN 030 to reach a minimum of 27 semester hours.

No more than 6 semester hours total of Independent Study may be use toward the major or minor.

At least three of the required Spanish courses, including at least one 200- or 300-level course, must be completed at Salem.

Spanish Minor

The minor in Spanish requires a minimum of 15 semester hours above SPAN 030. These must include SPAN 105, SPAN 206 and one civilization course (SPAN 222 or 228).

Required courses:

SPAN 105. Intermediate Spanish II (4 hrs)

SPAN 206. Spanish Grammar and Conversation (3 hrs)

Select one:

SPAN 222. Spain (3 hrs)

SPAN 228. Latin America (3 hrs)

Additional SPAN elective courses above SPAN 030 to reach a minimum of 15 semester hours.

(No more than 6 semester hours total of Independent Study may be use toward the major or minor.

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

French Courses (FREN)

FREN 010. Elementary French I (4 hrs) Basic spoken and written French within the limits of a few simple situations. Elements of pronunciation and basic grammar, with progressive emphasis on reading.

FREN 020. Elementary French II (4 hrs) Continuation of FREN 010 at a more advanced level. Prerequisite: FREN 010 or proficiency equivalent.

FREN 025. Intensive Elementary French (4 hrs) A comprehensive and intensive study of the basics of French pronunciation, grammar, vocabulary and structure. Practice in speaking, understanding, writing and reading French of increasing difficulty. This class covers the same material as FREN 010 and 020 combined. Designed for entering students with two or more years of French who do not meet the proficiency requirement to enter FREN 030.

FREN 030. Intermediate French I (4 hrs) Speaking, understanding, reading, writing French. Review of basic elements of French grammar. Prerequisite: FREN 020 or proficiency equivalent.

FREN 200. Independent Study in French (1-4 hrs) Independent study under the guidance of a faculty advisor. Open to students with a 2.0 cumulative average, permission of the chair of the department. Independent study may take the form of readings, research, conference, projects and/or field experience. Independent study may be taken for a total of eight semester hours, no more than three hours in any term. Prerequisite: previous study in French or permission of instructor.

FREN 250. Special Topics in French (1-4 hrs) A special period, issue or theme in French literature or culture is to be studied in depth. Topic and course content will be announced prior to registration. Course may be taught in English or French. French majors will be required to do their reading and writing in French whenever possible. Prerequisite for French majors: FREN 105. No prerequisites for others.

FREN 270. Internship in French (1-4 hrs) An opportunity to apply the knowledge and skills the student has learned in courses to real work settings; the apprenticeship aspect of the internship implies that the student has some base of knowledge and will increase her knowledge and skills by direct contact with an experienced, knowledgeable mentor. Open to juniors and seniors with a 2.0 cumulative average; may be taken only once for credit toward the major or minor; admission by application only.

FREN 290. Honors Independent Study in French (3-4 hrs) Independent study under the guidance of a faculty advisor. Normally open to juniors and seniors with a 3.5 major average in French. Subject to the approval of the chair of the department. Honors work may be taken for a maximum of twice, and cannot be taken concurrently.

German Courses (GERM)

GERM 010. German, First Level (4 hrs) In this beginner's class, oral communication is emphasized, although listening skills, reading and writing are also taught. Culture is an integrated part of all activities. The course teaches grammar through exercises and role-play that are as close to real life situations as possible. Authentic German-language materials are used. Active class participation required.

GERM 020. German, Second Level (4 hrs) Continuation of GERM 010 at a more advanced level. After taking GERM 010 and GERM 020 students will have attained a vocabulary of around 800 words and will have survival skills in German-speaking countries. Active class participation required. Prerequisite: GERM 010 or proficiency equivalent.

GERM 030. German, Intermediate Level (4 hrs) An in-depth review of German grammar is combined with increased reading and writing assignments. Short, modern literary texts give an introduction to different genres. Students will practice their language skills through class discussions, oral presentations, and essay writing. Active class participation required. Prerequisite: GERM 020 or proficiency equivalent.

GERM 250. Special German Topics (1-4 hrs) A special period, issue or theme in German Literature is to be studied in depth. Topic and course content will be announced prior to registration. Course may be taught in English or German.

Spanish Courses (SPAN)

SPAN 010. Elementary Spanish I (4 hrs) Introduction to the basic elements of understanding, speaking, reading and writing Spanish with emphasis on cultural awareness of the Hispanic world.

SPAN 020. Elementary Spanish II (4 hrs) Continuation of Spanish 10. Further development of the basic elements of understanding, speaking, reading and writing Spanish with emphasis on cultural awareness of the Hispanic world. Credit cannot be received for both SPAN 020 and SPAN 025. Prerequisite: Spanish 010 or proficiency equivalent.

SPAN 025. Intensive Elementary Spanish (4 hrs) A comprehensive and intensive study of the basics of Spanish pronunciation, grammar, vocabulary, and structure. Practice in speaking, understanding, writing and reading Spanish of increasing difficulty. This class covers the same material as Spanish 010 and 020 combined. Designed for entering students with two or more years of Spanish who do not meet the proficiency requirement to enter Spanish 030. Credit cannot be received for both SPAN 020 and SPAN 025.

SPAN 030. Intermediate Spanish I (4 hrs) Intermediate development of skills in understanding, speaking, reading and writing Spanish through grammar review and cultural readings. Prerequisite: SPAN 020 or SPAN 025 or proficiency equivalent.

SPAN 105. Intermediate Spanish II (4 hrs) Continuation of Spanish 030. Emphasizes speaking and listening ability, while deepening knowledge of Spanish grammar and understanding of Hispanic cultures. Prerequisite: SPAN 030 or placement by language test.

SPAN 110. Introductory Spanish Readings (3 hrs) An introduction to cultural, literary and journalistic readings. This course emphasizes reading comprehension and vocabulary-building in order to prepare students for more advanced readings. Prerequisite: SPAN 105 or permission of instructor.

SPAN 111. Conversational Practice in Spanish (4 hrs) An opportunity for students to speak Spanish in an informal setting. Topics may include current events, work, cultural issues and one's personal life. Prerequisite: SPAN 105 or permission of instructor.

SPAN 200. Independent Study in Spanish (1-4 hrs) Independent study under the guidance of a faculty advisor. Open to students with a 2.0 cumulative average or higher and permission of the chair of the department. Independent study may take the form of readings, research, conference, project and/or field experience. Independent study may be taken for a total of eight semester hours, no more than three hours in any term. Prerequisite: previous study in Spanish or permission of the department.

SPAN 206. Spanish Grammar and Conversation (3 hrs) Advanced study and practice of some of the finer points of grammar, stylistics, idiomatic expressions, pronunciation and translation. Further development of writing skills involving grammar review, writing, reading and conversation. Prerequisite: SPAN 105 or permission of instructor.

SPAN 209. Advanced Composition and Introduction to Literary Analysis (3 hrs) Focus on complex grammar structures and introduction to literary analysis. This is a bridge course required for advanced work in all areas. Prerequisite: SPAN 206.

SPAN 210. Business Spanish (3 hrs) Practice in both oral and written forms of communication, with emphasis on their application to practical problems encountered in social or business situations. Attention to social and economic practices which differ from those of the U.S. Prerequisite: SPAN 206 or permission of instructor.

SPAN 211. Medical Spanish (3 hrs) Introduction to the study of the Spanish language used in health services. Practice in both oral and written forms of communication, with emphasis on their applications to common situations encountered in hospitals. Special attention will also be given to social practices which differ from those of the United States in order to develop cultural competency. Prerequisite: SPAN206. (SL)

SPAN 212. Spanish Translation (3 hrs) Concepts, guidelines and practice of translation from English to Spanish. Prerequisite: SPAN 206.

SPAN 222. Spain (3 hrs) An overview of the geography, history, culture and government of Spain. Prerequisite: SPAN 206.

SPAN 228. Latin America (3 hrs) An overview of the geography, history, culture and governments of Latin America. Prerequisite: SPAN 206.

SPAN 250. Special Topics in Spanish (1-4 hrs) A special period, issue or theme in Spanish or Hispanic American literature or culture is to be studied in depth. Topic and course content will be announced prior to registration. Course may be taught in English or Spanish. Spanish majors will be required to do their reading and writing in Spanish whenever possible. Prerequisite: SPAN 206. Offered as needed.

SPAN 261. Spanish Literature (3 hrs) Reading and analysis of significant literary texts representative of important Spanish authors and literary movements from the Middle Ages to the present. Use of MLA style research methods. Prerequisite: SPAN 209.

SPAN 263. Hispanic American Literature (3 hrs) Reading and analysis of literary works written in Spanish in Latin America, from the colonial period to the present, with emphasis on recent fiction. Use of MLA style and research methods. Prerequisite: SPAN 209.(GA)

SPAN 270. Internship in Spanish (1-4 hrs) An opportunity to apply the knowledge and skills the student has learned in courses to real work settings; the apprenticeship aspect of the internship implies that the student has some base of knowledge and will increase her knowledge and skills by direct contact with an experienced, knowledgeable mentor. Open to juniors and seniors with a 2.0 cumulative average; a maximum of three semester may be taken toward the major or minor; admission by application only.

SPAN 290. Honors Independent Study in Spanish (3-4 hrs) Advanced independent study under the guidance of a faculty advisor. Normally open to juniors and seniors with a 3.5 major average in Spanish. Subject to the approval of the chair of the department. Honors work may be taken for a maximum of six semester hours.

SPAN 300. Mexico Immersion Program (3 hrs) Language and cultural immersion in Mexico during Salem College's January term program. This course may substitute for SPAN 010, 020, 030 or 250, depending on the level of coursework completed.

SPAN 390. Senior Seminar (3 hrs) Required of all Spanish majors. Completion of a research project related to Hispanic culture, language and/or literature topic of interest to the student. Final paper and formal oral presentation required as part of senior assessment of departmental student learning outcomes.

MUSIC

Associate Professor Otero, chair; Professor Lister-Sink; Associate Professor Sepulveda; Associate Professor Olsen; Assistant Professor Zigler

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

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

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

Opportunities to study in the School of Music include pursuing the Bachelor of Music (BM) degree in performance (with a concentration in flute, guitar, organ, piano or voice) and the Bachelor of Arts degree in music (BA). Students may also earn the Bachelor of Arts with a minor in music or a minor in musical theater. All music majors, in any degree program, and music minors, must pass an entrance performance assessment.

Students can work toward a BM in Performance in flute, guitar, organ, piano or voice. Music lessons in these and other instruments are available to both BA music majors and non-majors by audition (in the case of music majors and minors) or permission of instructor (in case of elective lessons). A student wishing to take Applied Lessons (MUSI 037, 041, 044, or 047) who is neither a major nor minor must pay an Applied Lessons Fee, and must supply her own instrument. Students interested in studying instruments other than flute, guitar, organ, piano or voice should contact the School of Music for further information. Membership in Salem ensembles is open to all qualified students, regardless of major. Salem's cross-registration agreement with nearby Wake Forest University

provides both music majors and non-music majors with additional ensemble opportunities such as the Marching Band, Symphonic Wind Ensemble, and Symphony Orchestra. Interested students should contact the Wake Forest University department of music at (336) 758-5364 for audition, schedule, and other information on these ensembles.

Music students are highly encouraged to study Arts Administration, offered through a separate program at Salem College. The arts administration program and courses are described separately in the catalog.

Music majors should consult the *School of Music Handbook* for more detailed statements of mission, goals and objectives and for information on procedures. For a description of the Certificate Program in Injury-Preventive Keyboard Technique, see the section on certificate programs located separately in this catalog.

Music Major (BA)

Required Courses for the Bachelor of Arts in Music:

- MUSI 161. Music Theory I (3 hrs)
- MUSI 162. Music Theory II (3 hrs)
- MUSI 213. Music Theory III (3 hrs)
- MUSI 214. Music Theory IV (3 hrs)
- MUSI 171. Aural Skills I (1 hr)
- MUSI 172. Aural Skills II (1hr)
- MUSI 173. Aural Skills III (1 hr)
- MUSI 174. Aural Skills IV (1 hr)
- MUSI 118. Music History I (3 hrs)
- MUSI 217. Music History II (3 hrs)
- MUSI 218. Music History III (3 hrs)
- MUSI 223. Alexander Technique (1 hr)
- MUSI 390. Senior Seminar in Music (2 hrs)

Additional required courses:

- ARMN 100. Intro to Arts Administration (3 hrs) or ARMN 110. The Arts in the Community (3 hrs)
- ARMN 120. The Artist as Entrepreneur (3 hrs) or ARMN 215. Performing Arts Management (3 hrs)

A minimum of eight semesters (1 hr each) of Applied Music for Majors:

- MUSI 022. Applied Piano for Majors (1 hr)
- MUSI 025. Applied Organ for Majors (1 hr)
- MUSI 028. Applied Voice for Majors (1 hr)
- MUSI 038. Applied Flute for Majors (1 hr)
- MUSI 043. Applied Strings for Majors (1 hr)
- MUSI 046. Applied Winds for Majors (1 hr)
- MUSI 048. Applied Guitar for Majors (1 hr)

A minimum of eight semesters (1 hr each) of ensembles selected from:

- MUSI 050. Salem College Chorale (1 hr)
- MUSI 051. Salem College Chamber Choir(1 hr)
- MUSI 052. Symphony Chorale(1 hr)
- MUSI 053. Piano Ensemble (1 hr)
- MUSI 054. Orchestra (1 hr)
- MUSI 055. Chamber Music Ensemble (1 hr)
- MUSI 056. Supertonix (1 hr)
- MUSI 057. Guitar Ensemble (1 hr)
- MUSI 058. Salem Band (1 hr)
- MUSI 059. Salem Community Orchestra (1 hr)

One of the following sequences:

MUSI 011. Keyboard Musicianship I (1 hr)

MUSI 012. Keyboard Musicianship I (1 hr)

MUSI 013. Keyboard Musicianship I (1 hr)

MUSI 014. Keyboard Musicianship (1 hr)

or

MUSI 116. Injury-Preventive, Well Coordinated Keyboard Technique (2 hrs)

MUSI 247. Intermediate Keyboard Harmony and Improvisation (1 hr)

MUSI 248. Advanced Keyboard Harmony and Improvisation (1 hr)

MUSI elective (3 hrs min.)

Music Major (BM)

The bachelor of music degree in performance is available with a concentration in flute, guitar, organ, piano or voice. The following courses must be completed at Salem: two years of applied music, one year of ensemble, one advanced course in music theory, one course in music history, one course in music pedagogy, one music literature course and Senior Seminar (MUSI 390).

Bachelor of music students must be assessed in order to be admitted to the degree by taking an extended jury in the first year. Students enroll in one semester hour of lessons (applied music) in the fall of the first year and enroll in three semester hours of lessons for each subsequent semester, for a total of 22 semester hours of lessons. Specific requirements will vary depending on the instrument of the major; see below.

In order to continue in the BM degree, the student must pass a qualifying jury in the major instrument during the spring semester, sophomore year.

Required core courses:

MUSI 161. Music Theory I (3 hrs)

MUSI 162. Music Theory II (3 hrs)

MUSI 213. Music Theory III (3 hrs)

MUSI 214. Music Theory IV (3 hrs)

MUSI 171. Aural Skills I (1 hr)

MUSI 172. Aural Skills II (1 hr)

MUSI 173. Aural Skills III (1 hr)

MUSI 174. Aural Skills IV (1 hr)

MUSI 118. Music History I (3 hrs)

MUSI 217. Music History II (3 hrs)

MUSI 218. Music History III (3 hrs)

MUSI 223. Alexander Technique (1 hr)

MUSI 285. Intermediate Recital (*no credit*)

MUSI 305. Women in Music (3 hrs)

MUSI 316. Music Technology (3 hrs)

MUSI 330. Conducting and Rehearsal Techniques (2 hrs)

MUSI 385. Advanced Recital (*no credit*)

MUSI 390. Senior Seminar (2 hrs)

ARMN 120. The Artist as Entrepreneur (3 hrs)

Select one of the following electives:

Any MUSI course open to music majors (3 hrs min.)

ARMN 100. Introduction to Arts Administration (3 hrs)

ARMN 110. The Arts in the Community (3 hrs)

ARMN 215. Performing Arts Management (3 hrs)

Additional Requirements for Performance Major in Piano:

MUSI 022. Applied Piano for Majors (1 hr)
MUSI 023. Applied Piano for Majors (Intensive) (7 semesters, 3 hours each, 21 total hours)
MUSI 116. Injury-Preventive, Well Coordinated Keyboard Technique (2 hrs)
MUSI 231. Piano Literature (3 hrs)
MUSI 243. Piano Sight Reading (1 hr)
MUSI 244. The Art of Accompanying (1 hr)
MUSI 247. Intermediate Keyboard Harmony and Improvisation (1 hr)
MUSI 248. Advanced Keyboard Harmony and Improvisation (1 hr)
MUSI 255. Piano Pedagogy (2-4 hrs)

A minimum of eight semesters (1 hr each) of ensembles selected from:

MUSI 050. Salem College Chorale (1 hr)
MUSI 051. Salem College Chamber Choir(1 hr)
MUSI 052. Symphony Chorale(1 hr)
MUSI 053. Piano Ensemble (1 hr)
MUSI 054. Orchestra (1 hr)
MUSI 055. Chamber Music Ensemble (1 hr)
MUSI 056. Supertonix (1 hr)
MUSI 057. Guitar Ensemble (1 hr)
MUSI 058. Salem Band (1 hr)
MUSI 059. Salem Community Orchestra (1 hr)

Additional Requirements for Performance Major in Voice:

MUSI 011. Keyboard Musicianship I (1 hr)
MUSI 012. Keyboard Musicianship II (1 hr)
MUSI 013. Keyboard Musicianship III (1 hr)
MUSI 014. Keyboard Musicianship IV (1 hr)

(Voice students with advanced keyboard skill may, with permission of the keyboard faculty, complete the MUSI 116/247/248 sequence in lieu of Keyboard Musicianship I through IV.)

MUSI 028. Applied Voice for Majors(1 hr)
MUSI 029. Applied Voice for Majors (Intensive) (7 semesters, 3 hours each, 21 hours total)
MUSI 232. Vocal Literature (4 hrs)
MUSI 242. Diction (2 semesters, 1-2 hours each, 4 hours total)
MUSI 256. Vocal Pedagogy (2 hrs)

A minimum of eight semesters (1 hr each) of ensembles selected from:

MUSI 050. Salem College Chorale (1 hr)
MUSI 051. Salem College Chamber Choir(1 hr)
MUSI 052. Symphony Chorale(1 hr)
MUSI 053. Piano Ensemble (1 hr)
MUSI 054. Orchestra (1 hr)
MUSI 055. Chamber Music Ensemble (1 hr)
MUSI 056. Supertonix (1 hr)
MUSI 057. Guitar Ensemble (1 hr)
MUSI 058. Salem Band (1 hr)
MUSI 059. Salem Community Orchestra (1 hr)

Additional Requirements for Performance Major in Organ:

MUSI 025. Applied Organ for Majors.(1 hr)
MUSI 026. Applied Organ for Majors (Intensive) (7 semesters, 3 hours each, 21 hours total)
MUSI 116. Injury-Preventive, Well Coordinated Keyboard Technique (2 hrs)
MUSI 235. Organ Literature (4 hrs)

MUSI 245. Sacred Music Skills (1-2 hrs)
MUSI 247. Intermediate Keyboard Harmony and Improvisation (1 hr)
MUSI 248. Advanced Keyboard Harmony and Improvisation.(1 hr)
MUSI 257. Organ Pedagogy (2 hrs)

A minimum of eight semesters (1 hr each) of ensembles selected from:

MUSI 050. Salem College Chorale (1 hr)
MUSI 051. Salem College Chamber Choir(1 hr)
MUSI 052. Symphony Chorale(1 hr)
MUSI 053. Piano Ensemble (1 hr)
MUSI 054. Orchestra (1 hr)
MUSI 055. Chamber Music Ensemble (1 hr)
MUSI 056. Supertonix (1 hr)
MUSI 057. Guitar Ensemble (1 hr)
MUSI 058. Salem Band (1 hr)
MUSI 059. Salem Community Orchestra (1 hr)

Additional Requirements for Performance Major in Flute:

MUSI 011. Keyboard Musicianship I (1 hr)
MUSI 012. Keyboard Musicianship II (1 hr)
MUSI 013. Keyboard Musicianship III (1 hr)
MUSI 014. Keyboard Musicianship IV (1hr)

(Flute students with advanced keyboard skill may, with permission of the keyboard faculty, complete the MUSI 116/247/248 sequence in lieu of Keyboard Musicianship I through IV.)

MUSI 038. Applied Flute for Majors (1 hr)
MUSI 039. Applied Flute for Majors (Intensive) (7 semesters, 3 hours each, 21 hours total)
MUSI 237. Flute Literature (4 hrs)
MUSI 238. Orchestral Excerpts for Flute (1 hr)
MUSI 258. Flute Pedagogy (2 hrs)

A minimum of eight semesters (1 hr each) of ensembles selected from:

MUSI 050. Salem College Chorale (1 hr)
MUSI 051. Salem College Chamber Choir(1 hr)
MUSI 052. Symphony Chorale(1 hr)
MUSI 053. Piano Ensemble (1 hr)
MUSI 054. Orchestra (1 hr)
MUSI 055. Chamber Music Ensemble (1 hr)
MUSI 056. Supertonix (1 hr)
MUSI 057. Guitar Ensemble (1 hr)
MUSI 058. Salem Band (1 hr)
MUSI 059. Salem Community Orchestra (1 hr)

Additional Requirements for Performance Major in Guitar:

MUSI 011. Keyboard Musicianship I (1 hr)
MUSI 012. Keyboard Musicianship II (1 hr)
MUSI 013. Keyboard Musicianship III (1 hr)
MUSI 014. Keyboard Musicianship IV (1 hr)

(Guitar students with advanced keyboard skill may, with permission of the keyboard faculty, complete the MUSI 116/247/248 sequence in lieu of Keyboard Musicianship I through IV.)

MUSI 048. Applied Guitar for Majors (1hr)
MUSI 049. Applied Guitar for Majors (intensive) (7 semesters, 3 hours each, 21 hours total)

MUSI 239. Guitar Literature (2-4 hrs)

MUSI 259. Guitar Pedagogy (2 hrs)

A minimum of eight semesters (1 hr each) of ensembles selected from:

MUSI 050. Salem College Chorale (1 hr)

MUSI 051. Salem College Chamber Choir(1 hr)

MUSI 052. Symphony Chorale(1 hr)

MUSI 053. Piano Ensemble (1 hr)

MUSI 054. Orchestra (1 hr)

MUSI 055. Chamber Music Ensemble (1 hr)

MUSI 056. Supertonix (1 hr)

MUSI 057. Guitar Ensemble (1 hr)

MUSI 058. Salem Band (1 hr)

MUSI 059. Salem Community Orchestra (1 hr)

Music Minor

The minor in music is available to any student majoring in an area other than music.

Required courses:

MUSI 011. Keyboard Musicianship I (1 hr)

MUSI 012. Keyboard Musicianship II (1 hr)

MUSI 161. Music Theory I (3 hrs)

MUSI 162. Music Theory II (3 hrs)

MUSI 171. Aural Skills I (2 hr)e

MUSI 172. Aural Skills II (1 hr)

MUSI 118. Music History I (3 hrs)

Four semesters (1 hr each) of one of the following:

MUSI 021. Applied Piano for Non-Majors

MUSI 024. Applied Organ for Non-Majors

MUSI 027. Applied Voice for Non-Majors

MUSI 037. Applied Flute for Non-Majors

MUSI 041. Applied Strings for Non-Majors

MUSI 044. Applied Winds for Non-Majors

MUSI 047. Applied Guitar for Non-Majors

Two semesters (1 hr each) of ensembles selected from:

MUSI 050. Salem College Chorale (1 hr)

MUSI 051. Salem College Chamber Choir(1 hr)

MUSI 052. Symphony Chorale(1 hr)

MUSI 053. Piano Ensemble (1 hr)

MUSI 054. Orchestra (1 hr)

MUSI 055. Chamber Music Ensemble (1 hr)

MUSI 056. Supertonix (1 hr)

MUSI 057. Guitar Ensemble (1 hr)

MUSI 058. Salem Band (1 hr)

MUSI 059. Salem Community Orchestra (1 hr)

MUSI elective (3 hrs)

Contemporary Commercial Performance Minor

MUSI 103. The Musical in America (3 hrs)

MUSI 151. Acting (3 hrs)

MUSI 161. Music Theory I (3 hrs)

MUSI 171. Aural Skills I (1 hr)

MUSI 027. Applied Voice for Non-Majors (4 semesters, 4 hours total)

MUSI 155. Contemporary Commercial Concert Production (2 semesters, 2 hours total)

Two semesters (1 hr each) of ensembles selected from:

- DANC 020. Dance Department Concert Performance (1 hr)
- DANC 021. Dance Department Concert Choreography (1 hr)
- DANC 022. Dance Department Concert Production (1 hr)

A minimum of 3 semester hours of technique selected from:

- DANC 034. Level I Ballet (2 hrs)
- DANC 035. Level II Ballet (2 hrs)
- DANC 036. Level I Jazz (2 hrs)
- DANC 037. Level II Jazz (2 hrs)
- DANC 038. Level I Modern (2 hrs)
- DANC 039. Level II Modern (2 hrs)
- DANC 220. Special Topics (1-4 hrs)

Music Courses (MUSI)

MUSI 010. Keyboard Class for Non-Music Majors (1 hr) This beginning-level course provides an introduction to the keyboard. Students will learn to identify notes on the grand staff, develop a solid well-coordinated technical foundation for future growth, play a variety of left-hand accompaniment patterns, demonstrate basic rhythm patterns and perform elementary-level solos and ensemble repertoire. Students will also be introduced to computer software programs that allow for recording, editing and producing creative music projects.

MUSI 011. Keyboard Musicianship I (1 hr) For music majors with little or no prior keyboard experience, this course instills a basic technical foundation to playing the piano, while building the skills of becoming a functional musician. Class activities include repertoire, harmonization, transposition, applied music theory, playing by ear, ensemble playing and improvisation. The digital keyboard lab introduces students to some of the uses of MIDI technology. Normally taken in conjunction with MUSI 161 and 171.

MUSI 012. Keyboard Musicianship II (1 hr) A continuation of the four-semester Keyboard Musicianship sequence. Students further develop their reading fluency and technical skills. Application of music theory concepts continues to guide the student in demonstrating a musical approach to these concepts. Class activities include repertoire, harmonization, transposition, applied music theory, playing by ear, ensemble playing, improvisation and accompanying. Students learn to play all major and harmonic minor scales (two octaves, hands alone) and all major and minor arpeggios (two octaves, hands alone).

MUSI 013. Keyboard Musicianship III (1 hr) A continuation of the four-semester Keyboard Musicianship sequence. Students further develop their reading fluency and technical skills. Class activities include repertoire, harmonization, transposition, applied music theory, playing by ear, ensemble playing, improvisation and accompanying. Students begin transposing instrumental parts and learning skills for score reading at the keyboard. Scales and arpeggios are reinforced (hands alone).

MUSI 014. Keyboard Musicianship IV (1 hr) A continuation of the four-semester Keyboard Musicianship sequence. Students further develop their reading fluency and technical skills. Class activities include repertoire, harmonization, transposition, applied music theory, playing by ear, ensemble playing, improvisation and accompanying. Students will prepare for the Piano Proficiency Exam administered at the end of this semester by the music faculty.

MUSI 015. Class Voice (1 hr) An introduction to basic vocal technique intended primarily for non-voice and beginning voice majors.

MUSI 020. Applied Piano for Certificate Program in Injury-Preventive Keyboard Technique (2 hrs) Designed for students in the Certificate Program in Injury-Preventive Keyboard Technique. Individual piano instructions, plus a one-hour studio. Open only to students in the Certificate Program in Injury-Preventive Keyboard Technique or by permission of instructor. The course can be repeated 8 times. The course will require a scheduled final exam. Skills must be evaluated in an end-of-semester performance jury at which the music faculty is present.

MUSI 021. Applied Piano for Non-Majors (1 hr) For music majors whose concentration is not piano, or for music minors, or for non-majors taking lessons for enrichment, individual piano instruction, plus a one-hour studio class.

MUSI 022. Applied Piano for Majors (1 hr) For music majors whose concentration is piano, individual piano instruction, plus a one-hour studio class.

MUSI 023. Applied Piano for Majors (Intensive) (3 hrs) For bachelor of music majors whose concentration is piano or injury-preventive keyboard technique certificate students, individual piano instruction, plus a one-hour studio class.

MUSI 024. Applied Organ for Non-Majors (1 hr) For music majors whose concentration is not organ, or for music minors, or for non-majors taking lessons for enrichment, individual organ instruction, plus a one-hour studio class.

MUSI 025. Applied Organ for Majors (1 hr) For music majors whose concentration is organ, individual organ instruction, plus a one-hour studio class.

MUSI 026. Applied Organ for Majors (Intensive) (3 hrs) For bachelor of music majors whose concentration is organ, individual organ instruction, plus a one-hour studio class.

MUSI 027. Applied Voice for Non-Majors (1 hr) For music majors whose concentration is not voice, or for music minors, or for non-majors taking lessons for enrichment, individual voice instruction, plus a one-hour studio class.

MUSI 028. Applied Voice for Majors (1 hr) For music majors whose concentration is voice, individual voice instruction, plus a one-hour studio class.

MUSI 029. Applied Voice for Majors (Intensive) (3 hrs) For bachelor of music majors whose concentration is voice, individual voice instruction, plus a one-hour studio class.

MUSI 037. Applied Flute for Non-Majors (1 hr) For music majors whose concentration is not flute, or for music minors, or for non-majors taking lessons for enrichment, individual flute instruction, plus a one-hour studio class.

MUSI 038. Applied Flute for Majors (1 hr) For music majors whose concentration is flute, individual flute instruction, plus a one-hour studio class.

MUSI 039. Applied Flute for Majors (Intensive) (3 hrs) For bachelor of music majors whose concentration is flute, individual flute instruction, plus a one-hour studio class.

MUSI 041. Applied Strings for Non-Majors (1 hr) For music majors whose concentration is not strings, or for music minors, or for non-majors taking lessons for enrichment, individual strings instruction, plus a one-hour studio class. The specific instrument is indicated in the section title.

MUSI 043. Applied Strings for Majors (1 hr) For music majors whose concentration is strings, individual strings instruction, plus a one-hour studio class. The specific instrument is indicated in the section title.

MUSI 044. Applied Winds for Non-Majors (1 hr) For music majors whose concentration is not a wind instrument (other than flute), or for music minors, or for non-majors taking lessons for enrichment, a half-hour of individual wind instruction, plus a one-hour studio class. The specific instrument is indicated in the section title.

MUSI 046. Applied Winds for Majors (1 hr) For music majors whose concentration is a wind instrument (other than flute), individual wind instruction, plus a one-hour studio class. The specific instrument is indicated in the section title.

MUSI 047. Applied Guitar for Non-Majors (1 hr) For music majors whose concentration is not guitar, or for music minors, or for non-majors taking lessons for enrichment, individual guitar instruction, plus a one-hour studio class.

MUSI 048. Applied Guitar for Majors (1 hr) For music majors whose concentration is guitar, individual guitar instruction, plus a one-hour studio class.

MUSI 049. Applied Guitar for Majors (Intensive) (3 hrs) For bachelor of music majors whose concentration is guitar, individual guitar instruction, plus a one-hour studio class.

MUSI 050. Salem College Chorale (1 hr) A women's ensemble open to all members of the Salem College community. Emphasis on developing good choral ensemble skills and building vocal technique. Audition required.

MUSI 051. Salem College Chamber Choir (1 hr) An ensemble dedicated to highly polished performances of the finest repertory for women's voices. Audition required.

MUSI 052. Symphony Chorale (1 hr) Participation in the Winston-Salem Symphony Chorale. Experience in performing works for chorus and orchestra.

MUSI 053. Piano Ensemble (1 hr) Study of the four-hand literature for one and two pianos.

MUSI 054. Orchestra (1 hr) Performance of literature for larger instrumental ensemble.

MUSI 055. Chamber Music Ensemble (1 hr) Performance of chamber music from the standard repertory.

MUSI 056. SuperTonix (1 hr) This a capella choral group is open to members of the Chamber Choir and Chorale by audition. Public performances on campus and at other locations will be scheduled each semester. Membership is diverse and draws from all majors. The repertoire includes vocal jazz, college a capella, pop and swing choral literature.

MUSI 057. Guitar Ensemble (1 hr) Performance of literature for a chamber guitar ensemble.

MUSI 058. Salem Band (1 hr) Participation in the Salem Band, the oldest continuing mixed wind ensemble in the country. Experience in performing classical and contemporary wind band music. Audition required. Scheduled exam required.

MUSI 059. Salem Community Orchestra (1 hr) Participation in the Salem Community Orchestra. Experience in performing classical and contemporary orchestral music including strings. Audition required. Scheduled exam required.

MUSI 103. The Musical in America (3 hrs) The development of the musical from its European origins to its uniquely American character. Open to non-majors. (AR) (GI)

MUSI 105. Women in Music (3 hrs) An exploration of the contributions and roles of women in music as performers, teachers, conductors and patrons over the history of Western civilization. Underlying psychological, neurological, historical and sociological patterns that affect women's productivity positively or negatively will be examined. Videos, sound recordings, concerts, guest lectures, interviews and field trips will enhance appreciation of women in today's world in all genres of music, including popular, country, classical, jazz and new age. Open to non-majors. (AR) (GI)

MUSI 107. Introduction to Music of the World (3 hrs) This course presents an introduction to the relationship between music and the culture in which it originates. It will focus on music from traditions outside of Western Europe. Through the study of selected cultures, students will develop an understanding of how culture influences the sound as well as the uses of a society's music. In addition, they will gain an appreciation of that culture's music. (AR)

MUSI 109. Sacred and Secular: Music of the Moravians (3 hrs) The Moravians who came to this country in the 18th century brought more with them than just their faith and educational ideals. They also brought their music which not only was a vehicle for the propagation of both, but also as a means of entertainment. This course will examine that music: sacred and secular, vocal and instrumental, the musicians, and the role music played and continues to play in American Moravian life. Course content will be experienced through lecture, discussion, readings, listening, research, and hands-on/"ears on" experiences. Open to all majors.

MUSI 110. Women in Popular Music in the USA (3 hrs) This course surveys the roots and themes of popular music in the USA. Important personalities, social movements, historical events, technological innovations, and trends will be critically analyzed as they relate to the musical expressions found in popular music. The focus of this course may change each semester it is offered: by genre, chronological period, or other contextualizing element (i.e., Jazz, 1970 through today, Singer-songwriters, etc.). The contributions of women and other minorities will be emphasized. (AR) (GI)

MUSI 116. Injury-Preventive, Well-Coordinated Keyboard Technique (2 hrs) This course is designed to give the keyboard major practical and theoretical knowledge of the fundamentals of a holistic, healthful technique. It addresses biomechanics, keyboard mechanics, wellness and instructions in the fundamentals of healthful sound production through the Lister-Sink Method. Students apply principles of injury-preventive technique to basic keyboard exercises, studies and graduated repertoire. Instruction includes a beginning week of intensive daily workshops, followed by a weekly group and private lessons, as well as guest lectures. It is recommended that this course be taken concurrently with MUSI 223 (Alexander Technique).

MUSI 118. Music History I (3 hrs) This course offers an in-depth study of western art music, musical styles, and the forces that influence them, beginning with the ancient world and continuing through the Renaissance. Prerequisite: MUSI 162. (AR)

MUSI 151. Acting (3 hrs) The fundamentals of acting, e.g., improvisation, scene and character preparation, concentration development as a means of facilitating creativity and spontaneity in the medium of musical theater.

MUSI 155. Contemporary Commercial Concert Production (1 hr) The basic techniques of contemporary commercial concert production and their applications in performance and/or stagecraft. Required participation in either singing, dancing, choreography, directing, or stage management in a concert production. May be repeated for credit. **MUSI 161. Music Theory I (3 hrs)** This course introduces the student to music theory, a subject that comprises the musical materials and procedures of the Common Practice period. It addresses aspects of melody, harmony, texture, rhythm, form, musical analysis, elementary composition, and to some extent, history and style. The student's ability to read and write musical notation is fundamental to such a course. It is also assumed that the student has acquired (or is acquiring) at least basic performance skills in voice or on an instrument. Must be taken concurrently with MUSI 171 unless exception approved by the instructor.

MUSI 162. Music Theory II (3 hrs) This course continues the process of the student learning the principles of voice leading, part writing, harmonic progression and sequence, form and non-chord tones. Must be taken concurrently with MUSI 172 unless exception approved by the instructor. Prerequisite: MUSI 161.

MUSI 171. Aural Skills I (1 hr) Musicianship skills such as dictation and other listening skills, sight-singing, rhythm reading, interval identification, scales, chord identification and keyboard harmony are considered an important part of the theory course. This class will help to develop these skills. Must be taken concurrently with MUSI 161 unless exception approved by the instructor.

MUSI 172. Aural Skills II (1 hr) This course will help the student continue the development of musicianship skills in the student. Sight-singing, rhythm reading, listening skills will be continued and more dictation will be stressed. Must be taken concurrently with MUSI 162 unless exception approved by the instructor. Prerequisite: MUSI 171.

MUSI 173. Aural Skills III (1 hr) This course will help the student continue the development of musicianship skills in the student. Sight-singing, rhythm reading, listening skills will be continued and more dictation will be stressed. Must be taken concurrently with MUSI 213 unless exception approved by the instructor. Prerequisite: MUSI 172.

MUSI 174. Aural Skills IV (1 hr) This course will help the student develop the skills to demonstrate improved ability to sing at sight, to perform musical dictation and write compositions. Sight-singing, rhythm reading and listening skills will be continued. Must be taken concurrently with MUSI 214 unless exception approved by the instructor. This course is the final course for students preparing for the second-year sight-singing proficiency exam. Prerequisite: MUSI 173.

MUSI 200. Independent Study in Music (1-4 hrs) Independent study under the guidance of a faculty advisor. Open to students with a 2.0 cumulative average and permission of the director of the School of Music. Independent study may take the form of readings, research, conference, project and/or field experience. Independent study may be taken for a total of sixteen semester hours, no more than eight in any term.

MUSI 213. Music Theory III (3 hrs) This course continues the process of the student learning secondary functions, modulations, forms, modes, the Neapolitan chord and Augmented sixth chords. Must be taken concurrently with MUSI 173 unless exception approved by the instructor. Prerequisite: MUSI 162.

MUSI 214. Music Theory IV (3 hrs) This course continues the process of the student learning Twentieth century music and the materials and techniques of that period. Post-tonal theory will be introduced and techniques such as minimalism, indeterminacy, electronic and computer music, twelve-tone serialism, and integral serialism will be discussed. Must be taken concurrently with MUSI 174 unless exception approved by the instructor. Prerequisite: MUSI 213.

MUSI 216. Pedagogy of Injury-Preventive, Well-Coordinated Keyboard Technique (3 hrs) This course examines the components of sound pedagogy while emphasizing the most effective means of teaching injury-preventive on the elementary and intermediate levels through the Lister-Sink Method. Instruction includes lectures on methodology, educational psychology, learning styles, lesson planning, studio set-up and video analysis. Students complete 10 weeks of student teaching. Prerequisite: MUSI 116.

MUSI 217. Music History II (3 hrs) Continuing studies of music history, beginning around 1600 and continuing through 1800. Prerequisites: MUSI 118 and MUSI 213.

MUSI 218. Music History III (3 hrs) Continuing studies of music history, from 1800 to the present. Prerequisite: MUSI 217.

MUSI 223. Alexander Technique (1 hr) The Alexander Technique teaches instrumentalists and singers to identify and prevent unnecessary patterns of tension during practice and performance. Study of the technique improves coordination, promotes ease and freedom of movement and helps the musician avoid strain and injury. May be repeated for credit. (P/NC)

MUSI 225. Special Topics in Music (1-4 hrs) An investigation of a topic of importance to the contemporary musician. The specific course content will vary in response to new developments in music—either in technology, research or practice. Prerequisites are announced prior to registration and listed in the course schedule.

MUSI 226. Keyboardists' Injuries: Causes and Cures (3 hrs) The objectives of this course are to identify and study in depth the injuries that afflict keyboardists; to study history and present state of the field of music medicine; to study current mainstream medical and complementary approaches to healing; and to develop a common language to bridge the music and medical worlds. This course will equip more fully the future teacher not only to teach injury-preventive technique but also to be able to help guide the injured keyboardist to the appropriate health-care professionals, and then to be a partner in the rehabilitation and retraining process.

MUSI 231. Piano Literature (3 hrs) A survey of piano literature, and its forerunners, from the Baroque period to the present. Includes the development of the piano; analyses of significant keyboard works; and an examination of recordings of distinguished historic performers of the 20th century. Prerequisite: MUSI 218.

MUSI 232. Vocal Literature (4 hrs) An examination of primarily secular song literature from the 17th through the early 20th centuries, with an emphasis on the German Lied of the 19th and early 20th century and the French Melodie of the same period. Emphasis on performance styles and on the great singers. Prerequisite: MUSI 218.

MUSI 235. Organ Literature (2-4 hrs) Principles of organ designs and construction, and the history of the development of the organ. A survey of organ literature from the Robertsbridge Codex (1325) to present composition; includes research and performance projects focusing on the performance practices of each period. Normally offered across two semesters, totaling one course. Prerequisite: MUSI 218.

MUSI 237. Flute Literature (4 hrs) This course will offer a survey of the literature of the flute and piccolo in orchestral, chamber music and solo repertory. It will also explore the evolution of the flute from ancient to modern times. Prerequisite: MUSI 218.

MUSI 238. Orchestral Excerpts for Flute (1 hr) This course will examine flute and piccolo excerpts from the standard orchestral literature, highlighting audition materials of the major symphony orchestras. Students will be coached on how to prepare excerpts and will participate in a mock audition with feedback. This course will also address all aspects of successful auditions and the expectations demanded of them in a professional orchestra. Prerequisites: Senior standing or permission of instructor.

MUSI 239. Guitar Literature (2-4 hrs) An historical and stylistic survey of literature for guitar, lute and vihuela from the sixteenth century to modern times. Major composers, genres, readings and specific works from each style period will be examined in regard to performance practice, listening and analysis. Short works will be assigned for mid-term performance projects. Normally offered across two semesters, totaling 4 semester hours. Prerequisite: MUSI 218.

MUSI 241. Composition (2 hrs) Studies of the craft of contemporary composition; original written work. May be repeated for credit. Prerequisite: MUSI 214.

MUSI 242. Diction (1-2 hrs) The basics of the International Phonetic Alphabet and rules for pronunciation in English, Italian, French, German, and Spanish. Normally offered across two semesters. Prerequisite: Junior standing or permission of instructor.

MUSI 243. Piano Sight Reading (1 hr) A practical method of building and refining sight reading skills for use in accompanying and chamber music.

MUSI 244. The Art of Accompanying (1 hr) Study and application of the principles of vocal and instrumental accompanying. Prerequisite: MUSI 243 or permission of instructor.

MUSI 245. Sacred Music Skills (1-2 hrs) Emphasis on skills necessary to become a successful church musician. Improvisation will be an integral part of the course each semester. Topics covered include hymnology, liturgy and worship styles, creative hymn-playing, accompanying, sight-reading, transposition, conducting from the console, rehearsal techniques and church music administration. Normally offered across two semesters, totaling 2 semester hours. Prerequisite: MUSI 214.

MUSI 247. Intermediate Keyboard Harmony and Improvisation (1 hr) A thorough exploration of keyboard skills, including simple harmonic progressions and figured bass, harmonization, modulation, transposition, an introduction to reading open scores and C clefs, as well as the development of rudimentary skills in improvisation. Prerequisites: MUSI 213, two semesters of applied piano. Required of all piano and organ majors (BA or BM); open to others based on demonstrated ability.

MUSI 248. Advanced Keyboard Harmony and Improvisation (1 hr) A continuation of MUSI 247, with more emphasis on advanced harmonic progression, figured bass and continuo playing, harmonization, modulation, transposition, reading open scores and C clefs, as well as the development of more refined skills in improvisation. Prerequisite: MUSI 247. Required of all piano and organ majors (BA and BM); open to others who demonstrate exceptional ability at the keyboard.

MUSI 255. Piano Pedagogy (2-4 hrs) The purpose of this course is to define the characteristics of sound pedagogy through lectures, reading assignments, and observation of teaching; to survey and assess teaching methods; and to acquire foundational pedagogical skills through student teaching. Normally taught across two semesters. Students complete 10 weeks of student teaching. Prerequisite: Junior standing or permission of instructor.

MUSI 256. Vocal Pedagogy (2 hrs) The purpose of this course is to develop a working (anatomical and physiological) knowledge of the human voice and an understanding of healthful vocal technique. Also includes the practical application of this knowledge to teaching voice. Students complete 10 weeks of student teaching. Prerequisites: Junior standing or permission of instructor.

MUSI 257. Organ Pedagogy (2 hrs) Students will review, examine, and evaluate pedagogical materials and methods sources, and explore teaching techniques to develop a working knowledge of the instructional literature.

Supervised applied teaching will be a significant part of the course. Students complete 10 weeks of student teaching. Prerequisites: Junior standing or permission of instructor.

MUSI 258. Flute Pedagogy (2 hrs) This course will explore topics related to the development and understanding of flute pedagogy as well as extra-musical considerations involved in being a successful educator. Topics may include but are not limited to: understanding the mechanics of the instrument, care and minor repair of the instrument, tone development, playing position, fingerings and technique, pitch tendencies, musical styles, recognizing a student's strengths and weaknesses, problem solving, recital programming, studio development and recruiting. Students complete 10 weeks of student teaching. Prerequisites: Junior standing or permission of instructor.

MUSI 259. Guitar Pedagogy (2 hrs) In this course, students will develop an overview of the major pedagogical methods and instructional literature, including the historical evolution of guitar teaching. An emphasis is placed on the application of pedagogical theory to real-world teaching situations. Students will complete 10 weeks of student teaching. Prerequisites: Junior standing or permission of instructor.

MUSI 270. Internship in Music (1-4 hrs) An opportunity to apply knowledge and skills that the student has learned in coursework in a real work setting, the music internship provides the music major with an opportunity to experience career possibilities in music in off-campus and/or on-campus settings. Possible assignments may include studio teaching, Suzuki teaching, church music experience, experience with performing organizations, etc. Prerequisite: senior standing.

MUSI 285. Intermediate Recital (0 hrs) A half recital (one-half hour of music). This is one of two required recitals for bachelor of music students. Recommended to be given in the spring of junior year. Bachelor of arts degree students who give a senior recital must Salem up for this course. Coursework includes preparation of all music for the recital and preparation of program materials. Prerequisite: Permission of instructor.

MUSI 290. Honors Independent Study in Music (3-4 hrs) Open to juniors and seniors with a 3.5 average in music; subject to the approval of the director the School of Music. Honors work may be taken a total of twice.

MUSI 303. The Musical in America (3 hrs) A course for bachelor of music students offered concurrently with MUSI 103 (see MUSI 103 for a complete description). Students enrolled in MUSI 303 will do additional research and presentations on a level suitable for an upper division course in the Bachelor of Music. (AR)

MUSI 304. Injury-Preventive, Well-Coordinated Keyboard Technique (3 hrs) This course is designed to give the keyboard major practical and theoretical knowledge of the fundamentals of a holistic, healthful technique. It addresses biomechanics, keyboard mechanics, wellness and instruction in the fundamentals of healthful sound production through the Lister-Sink Method. Students apply principles of injury-preventive technique to basic keyboard exercises, studies and graduated repertoire. Instruction includes a beginning week of intensive daily workshops, followed by a weekly group and private lesson, as well as guest lectures. It is recommended that this course be taken concurrently with MUSI 223 (Alexander Technique). MUSI 304 is designed for post-baccalaureate students enrolled in the Professional Certificate Program and is offered concurrently with MUSI 116. Students enrolled in MUSI 304 will do additional research and presentations on a level suitable for an upper division course in the Bachelor of Music.

MUSI 305. Women in Music (3 hrs) A course for Bachelor of Music students offered concurrently with MUSI 105 (see MUSI 105 for a complete description). Students enrolled in MUSI 305 will do additional research and presentations on a level suitable for an upper division course in the Bachelor of Music. (AR) (GI)

MUSI 307. Introduction to Music of the World (3 hrs) A course for Bachelor of Music students offered concurrently with MUSI 107 (see MUSI 107 for a complete description). Students enrolled in MUSI 307 will do

additional research and presentations on a level suitable for an upper division course in the Bachelor of Music.
(AR)

MUSI 308. Applying Injury Preventive Keyboard Technique to Advance Musical Repertory and Artistry (1 hr) This course is designed primarily for keyboard (piano and organ) students who have completed at least two semesters of the Certificate Program in Injury-Preventive Keyboard Technique. Students will learn how to apply injury-preventive keyboard technique to graduated levels of advanced piano and organ musical repertory. The course will also emphasize the relationship between injury-preventive keyboard technique and musical artistry.

MUSI 316. Music Technology (3 hrs) A survey of digital tools and equipment used in making music. Areas of science (acoustics), aesthetics, and the history of sound production and reproduction will contextualize the course. Following this introduction, a hands-on approach to using some of these tools of digital technology will take place in the new Salem College Audio Studio. Creative projects include work with MIDI synthesizers, sequencers, and microphones. Music teachers, performers, composers, and arrangers will learn practical ways of using technology to communicate, educate, and entertain. Prerequisite: Students must have passed the Keyboard Proficiency Exam or have permission from the instructor.

MUSI 317. Form and Analysis (3 hrs) Structural principles in music of various periods analyzing music from folk songs to symphonies. Emphasis will be placed on recognizing structural form by sight and by ear. Prerequisite: MUSI 214.

MUSI 318. Counterpoint (3 hrs) An introduction to 16th Century (modal) and 18th Century (tonal) counterpoint. Representative works will be analyzed, primarily 16th Century sacred repertoire and Bach two-part inventions. Composing in each style will also be part of the course. Prerequisite: MUSI 214.

MUSI 322. Arranging and Orchestration (2 hrs) Instruction includes arranging and adapting music for various ensembles from a variety of sources to meet the needs and ability levels of school performing groups and classroom situations, including arranging for instruments. Prerequisite: MUSI 213.

MUSI 330. Conducting and Rehearsal Techniques (2 hrs) The primary focus of this course is the development of the psychomotor skills needed for clear and expressive conducting (with and without baton), plus the study of and experience in the nuances of basic conducting techniques. Problem solving and decision-making are emphasized with a regard to tempo, dynamics, performers' abilities, difficulty of music, instrumentation, balance, blend, pitch, rhythmic accuracy, and score reading. Prerequisite: MUSI 162 or permission of instructor.

MUSI 331. Advanced Conducting and Literature (2 hrs) Students will demonstrate a continued development of the conducting skills acquired in MUSI 330 by studying/conducting the literature representing various historical styles and genres. The conductor will communicate those styles through appropriate gestures and imagery. Rehearsal procedures, score preparation, and baton technique will be emphasized. The student will explore literature of all genres, but the section selected will dictate the predominant focus (instrumental or choral). Prerequisite: MUSI 330.

MUSI 385. Advanced Recital (0 hrs) A full recital (50-60 minutes of music). This is the second of two required recitals for bachelor of music degree students. Normally given in the senior year. Prerequisite: Permission of instructor.

MUSI 390. Senior Seminar (2 hrs) The purpose of this capstone course is two-fold: First, to synthesize the various aspects of musical training—music history, theory and performance--in performance, critical listening, and written critiquing. Second, to explore components of creative entrepreneurship in preparation for entering the music profession.

NONPROFIT MANAGEMENT AND COMMUNITY LEADERSHIP

Assistant Professor Fowler, director

The Nonprofit Management and Community Leadership program offers a major, minor, and certificate for students interested in entering or advancing in a career in the nonprofit sector. For a description of the Certificate Program in Nonprofit Management and Community Leadership, see the section on certificate programs earlier in this catalog.

The Nonprofit Management and Community Leadership major is an interdisciplinary curriculum that combines study in the social sciences, business, and other disciplines with courses specific to the field of nonprofit leadership and management. The field includes human and social service, advocacy, arts and culture, healthcare, philanthropic, private education, and religious organizations. The major requires students to complete a total of 15 courses (45 semester hours minimum): a core of 10 nonprofit courses and 5 courses in a selected concentration (Arts Administration, Fundraising and Resource Development, International Development, and Public Policy and Advocacy). Nonprofit Management and Community Leadership majors must take at least seven of the ten required core courses at Salem. Opportunities are available for majors to experience internships in a variety of local, state, national, and international nonprofit and community-based organizations.

Nonprofit Management and Community Leadership Major (BA)

Required Core Courses

- NFPM 100. Introduction to Nonprofit Management and Community Leadership (3 hrs)
- NFPM 140. Foundations of Entrepreneurship (3 hrs)
- NFPM 245. Organizational and Program Evaluation (3 hrs)
- NFPM 250. Fundraising and Resource Development (3 hrs)
- NFPM 270. Nonprofit Management and Community Leadership Internship (3 hrs min.)
- NFPM 301. Strategic Thinking and Planning (3 hrs)
- NFPM 310. Nonprofit Leadership and Governance (3 hrs)
- NFPM 395. Senior Project in Nonprofit Management and Community Leadership (3 hrs)
- ACCT 120. Principles of Financial Accounting (3 hrs)

Choose one elective from the following courses (not in your concentration):

- NFPM 130. Making Change: Public Policy, Advocacy, and Grassroots Organizing (3 hrs)
- NFPM 160. International Nongovernmental Organizations (3 hrs)
- NFPM 180. Volunteer Management and Engagement (3 hrs)
- NFPM 200. Independent Study in Nonprofit Management and Community Leadership (3 hrs)
- NFPM 225. Event Planning and Management (3 hrs)
- NFPM 230. Program Development and Grant Proposal Writing (3 hrs)
- COMM 322. Strategic Communication and Marketing (3 hrs)
- NFPM 280. Topics in Nonprofit Management and Community Leadership (3 hrs)
- NFPM 290. Honors Independent Study in Nonprofit Management and Community Leadership (3-4 hrs)

Concentrations

Arts Administration (15 hrs)

- ARMN 100. Introduction to Arts Administration (3 hrs)
- ARMN 110. The Arts in the Community (3 hrs)
- ARMN 120. The Artist as Entrepreneur (3 hrs)
- ARMN 210. Introduction to Museum Studies (3 hrs)
- or ARMN 215. Performing Arts Management (3 hrs)

Choose one of the following courses:

- ARMN 200. Independent Study in Arts Administration (3 hrs)
- ARMN 270. Arts Administration Internship (3 hrs)
- ARMN 280. Topics in Arts Administration (3 hrs)

ARMN 290. Honors Independent Study in Arts Administration (3-4 hrs)
ARTS, ARTH, DANC, and MUSI courses may be substituted for one of the courses listed above as approved by the program director.

Note: Students who choose the Arts Administration concentration may not minor in Arts Administration.

Fundraising and Resource Development (15 hrs)

NFPM 225. Event Planning and Management (3 hrs)
or COMM 322. Strategic Communication and Marketing (3 hrs)
NFPM 230. Program Development and Grant Proposal Writing (3 hrs)
COMM 120. Oral Communication (3 hrs)
ENGL 250. Introduction to Professional Writing (3 hrs)
MKTG 230. Principles of Marketing (3 hrs)

International Development (15 hrs)

NFPM 160. International Nongovernmental Organizations (3 hrs)
POLI 110. Introduction to International Relations (3 hrs)
POLI 130. Research Methods (3 hrs)
POLI 245. International Development and Political Change (3 hrs)
or SOCI 240. Globalization and Global Inequities (3 hrs)
COMM 170. Intercultural Communication (3 hrs)
REST, SOCI, and WGSS courses may be substituted for one of the courses listed above as approved by the program director.

Public Policy and Advocacy (15 hrs)

NFPM 130. Making Change: Public Policy, Advocacy, and Grassroots Organizing (3 hrs)
POLI 105. Introduction to Public Policy (3 hrs)
POLI 120. American Government and Politics (3 hrs)
or POLI 230. State and Local Government (3 hrs)
POLI 130. Research Methods (3 hrs)
or SOCI 204. Analysis of Social Issues (3 hrs)
COMM 321. Community Journalism (3 hrs)
POLI 250 (Special Topics) may be substituted for one of the courses listed above as approved by the program director.

Nonprofit Management and Community Leadership Minor

The minor in Nonprofit Management and Community Leadership is designed to introduce students to the core knowledge and skills needed to successfully work in a variety of nonprofit settings. The minor complements a broad array of majors including: Sociology and Criminal Studies (for work with human service, social service, and community-based organizations); Biology or Chemistry (for work with environmental or healthcare advocacy organizations); History (for work in museums); and Religion (for work in congregations and faith-based community service organizations). The minor in Nonprofit Management and Community Leadership requires the completion of 18 semester hours.

Required Courses

NFPM 100. Introduction to Nonprofit Management and Community Leadership (3 hrs)
NFPM 250. Fundraising and Resource Development (3 hrs)
NFPM 301. Strategic Thinking and Planning (3 hrs)
NFPM 310. Nonprofit Leadership and Governance (3 hrs)

Choose two electives from the following courses:

NFPM 130. Making Change: Public Policy, Advocacy, and Grassroots Organizing (3 hrs)

NFPM 140. Foundations of Entrepreneurship (3 hrs)

NFPM 160. International Nongovernmental Organizations (3 hrs)

NFPM 180. Volunteer Management and Engagement (3 hrs)

NFPM 225. Event Planning and Management (3 hrs)

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

COMM 322. Strategic Communication and Marketing (3 hrs)

NFPM 245. Organizational and Program Evaluation (3 hrs)

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

Nonprofit Management and Community Leadership Courses (NFPM)

NFPM 100. Introduction to Nonprofit Management and Community Leadership (3 hrs) This course offers an overview of the nonprofit sector, the purpose and role of nonprofit organizations in society, and the factors that differentiate the nonprofit sector from business and government. Students will explore the unique culture of the nonprofit sector, as well as primary leadership and management practices that impact the daily operations of nonprofit organizations.

NFPM 130. Making Change: Public Policy, Advocacy, and Grassroots Organizing (3 hrs) This course explores community organizing and advocacy as vehicles for effecting positive social change. Students will learn and practice key community organizing principles, explore strategies for impacting public policy, and strengthen their leadership skills. Cross-listed as SOCI 130. (SL)

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

NFPM 160. International Nongovernmental Organizations (3 hrs) This course provides an introduction to the various types of international nonprofit organizations (NGOs), the different contexts in which they operate, and their strategies, services, and activities. Students will explore the historical development of NGOs and the major issues and challenges involved in NGO management, with an emphasis on their relationships with other sectors. Prerequisite: NFPM 100.

NFPM 180. Volunteer Management and Engagement (3 hrs) This course is designed to introduce students to the principles and practices of volunteer management in the nonprofit sector. Students will explore in depth the various phases of the volunteer engagement cycle, volunteer program evaluation strategies, and issues and challenges related to volunteer management. Through experiential activities in the classroom and the community, this course prepares students to serve as successful volunteer program leaders and managers in nonprofit organizations, as well as help them become more engaged and effective volunteers themselves. Prerequisite: NFPM 100 or permission of instructor. (SL)

NFPM 200. Independent Study in Nonprofit Management and Community Leadership (1-4 hrs) Independent study under the guidance of a faculty advisor. Open to students with a 2.0 cumulative average. Independent study may take the form of readings, research, conferences, project and/or field experience. Independent study may be taken for a total of six semester hours, but no more than three semester hours per term. Prerequisite: Permission of director.

NFPM 225: Event Planning and Management (3 hrs) This course explores various approaches used in planning and managing successful events, with a particular emphasis on nonprofit fundraisers, conferences, and community-related events. Topics include: planning techniques; goal-setting and evaluation; communications and marketing; budgeting; and risk management. Prerequisite: NFPM majors are strongly encouraged to take NFPM 100 prior to taking this course.

NFPM 230: Program Development and Grant Proposal Writing (3 hrs) This course offers an in-depth exploration of the art and science of grant proposal writing. Topics include: the program development process; proven techniques for conceptualizing, organizing, drafting, and refining proposals; and relationship cultivation with potential funders. Prerequisite: NFPM majors are strongly encouraged to take NFPM 250 prior to taking this course. (SL)

NFPM 245: Organizational and Program Evaluation (3 hrs) This course explores the important role that evaluation plays in helping nonprofit organizations demonstrate their impact and success. Topics include: approaches to measuring results on a programmatic, organizational, and community level; building organizational capacity for assessing and communicating results; and the application of evaluation principles in continuous improvement. Prerequisite: NFPM 100 or permission of instructor.

NFPM 250. Fundraising and Resource Development (3 hrs) This course explores the essential elements of effective fundraising and resource development for nonprofit organizations. Topics include: creation of cases for support; fundraising; plan development; donor research; processes for donor engagement; planned giving and capital campaigns; and an introduction to special events planning and grant writing. Prerequisite: NFPM 100 or permission of instructor.

NFPM 270. Nonprofit Management and Community Leadership Internship (1-4 hrs) Opportunity to develop and enhance management skills in the environment of a nonprofit organization. Open to sophomores, juniors, and seniors; admission by application only.

NFPM 280. Topics in Nonprofit Management and Community Leadership (1-4 hrs) In-depth study of an issue (or issues) of special current importance in the field of nonprofit management and community leadership (e.g., Lobbying and Advocacy, Public Policy, Governance).

NFPM 290. Honors Independent Study in Nonprofit Management and Community Leadership (3-4 hrs) Advanced independent study under the guidance of a faculty advisor. Normally open to juniors and seniors with a 3.5 average in the Nonprofit Management and Community Leadership program, subject to the approval of the program director. Honors Independent Study may be taken for a total of six semester hours, but no more than three semester hours per term.

NFPM 301. Strategic Thinking and Planning (3 hrs) This course examines strategic thinking and planning processes that cultivate and sustain dynamic and effective nonprofit organizations. Students will explore scenario planning, problem solving through strategic thinking, and various tools and techniques that support the development and successful implementation of strong strategic plans. Prerequisite: NFPM 100 or permission of instructor.

NFPM 310. Nonprofit Leadership and Governance (3 hrs) This course offers an advanced study of best practices related to leadership and governance in nonprofit organizations. Topics include: roles and responsibilities of boards and executive leadership; legal and ethical issues; human resources management; appropriate public policy and advocacy activities; and career development in the nonprofit sector. Prerequisite: NFPM 100 or permission of instructor.

NFPM 395. Senior Project in Nonprofit Management and Community Leadership (3 hrs) Students will complete a significant project demonstrating preparedness for professional work in the discipline. The project may be production of an event, a practical plan or evaluation for an organization (e.g., a funding plan, a program evaluation, or an organizational assessment), or a major research paper on an aspect of nonprofit management and community leadership.

PHYSICAL EDUCATION

Patricia Hughes, director of athletics, chair

The mission of the physical education and wellness program is to improve students' understanding of the intrinsic value of healthy living by promoting well-being and physical activity. This is accomplished through the Wellness for Life course (PHED 050) and a variety of activity and team courses.

For traditional-age students, the Salem Impact core curriculum program requires the completion of at least two physical education activity courses and a full-term course on wellness. Students registered in a degree program through the Martha H. Fleer Center for Adult Education are exempt from the physical education requirements but may elect to take activity courses on a space-available basis and subject to additional tuition charges.

Traditional-age students are **required to complete two activity courses**; all students are permitted to enroll in a **maximum of four** for-credit physical education activity courses, for the equivalent of four semester hours toward graduation. These four semester hours are in addition to the 2 semester hours of PHED 050 (Wellness for Life) required for traditional-age students. Students are not permitted to repeat for credit an activity course they have already passed. If the student chooses to repeat a PHED activity course, she would need to audit it. Auditing any activity course does not satisfy the general-education activity requirement.

Traditional-age students may substitute one semester of a team sport (PHED 012, 013, 017, 018, 019, 020, 041 or 045) or one dance technique course (DANC 023, 034, 035, 036, 037, 038 or 039) for *either* of the two required PHED activities. Team sports do not receive course credit, though one semester of team registration could satisfy one activity requirement. A student could, for example, enroll in one team sport and one dance activity course to satisfy the physical education requirement. A student may *not* substitute two team sports or two dance technique courses for both activity requirements.

The goal of the activity, dance and team sports courses is to promote physical fitness and well-being, develop motor skills and cognitive strategies, learn rules and enhance the intrinsic enjoyment of participation in physical activity. A second goal is to provide a breadth of experiences for each student to understand physical activity across the lifespan.

Physical Education Courses (PHED)

All physical education activity classes are offered on a rotating or as-needed basis. With the exception of PHED 050, courses are graded pass/no credit. Courses numbered 001 to 099 are full-term courses. Courses numbered 100-199 are offered in the first half of a semester. Courses numbered 200-299 are offered in the second half of a semester. See the Dance section of the catalog for course descriptions of Dance courses that may satisfy the activity requirement.

PHED 011. Lifeguard Training (1 hr) This full-term activity course is designed to instruct in advanced water rescues and escape techniques. Completion of course results in certification in American Red Cross Lifeguard Training, CPR for the Professional Rescuer, First Aid and Automated External Defibrillator. Must be able to swim 300 yards. (P/NC)

PHED 012. Cross-Country Team (0 hrs) Participation in the Salem College varsity cross-country team. Students must abide by team rules, attend practices and competitions and meet academic and medical eligibility as established by the NCAA, USA South Athletic Conference and Salem College. No course credit, but completion may satisfy one of the two required physical education activities of the core curriculum program. May be repeated. (P/NC)

PHED 015. Equestrian Riding (0 hrs) Students will acquire and improve the necessary skills for successful horsemanship. Instruction is individually scheduled at Hidden K Stables and other sites as needed. A full-term activity course. Additional fee required. (P/NC)

PHED 017. Basketball Team (0 hrs) Participation in the Salem College varsity basketball team. Students must abide by team rules, attend practices and competitions and meet academic and medical eligibility as established by the NCAA, USA South Athletic Conference and Salem College. No course credit, but completion may satisfy one of the two required physical education activities of the core curriculum program. May be repeated. (P/NC)

PHED 018. Soccer Team (0 hrs) Participation in the Salem College varsity soccer team. Students must abide by team rules, attend practices and competitions and meet academic and medical eligibility as established by the NCAA, USA South Athletic Conference and Salem College. No course credit, but completion may satisfy one of the two required physical education activities of the core curriculum program. May be repeated. (P/NC)

PHED 019. Tennis Team (0 hrs) Participation in the Salem College varsity tennis team. Students must abide by team rules, attend practices and competitions and meet academic and medical eligibility as established by the NCAA, USA South Athletic Conference and Salem College. No course credit, but completion may satisfy one of the two required physical education activities of the core curriculum program. May be repeated. (P/NC)

PHED 020. Volleyball Team (0 hrs) Participation in the Salem College varsity volleyball team. Students must abide by team rules, attend practices and competitions and meet academic and medical eligibility as established by the NCAA, USA South Athletic Conference and Salem College. No course credit, but completion may satisfy one of the two required physical education activities of the core curriculum program. May be repeated. (P/NC)

PHED 026 Lacrosse Team (0 hrs) Participation in the Salem College varsity lacrosse team. Students must abide by team rules, attend practices and competitions and meet academic and medical eligibility as established by the NCAA, USA South Athletic Conference and Salem College. No course credit, but completion may satisfy one of the two required physical education activities of the core curriculum program. May be repeated. (P/NC)

PHED 045. Softball Team (0 hrs) Participation in the Salem College varsity softball team. Students must abide by team rules, attend practices and competitions and meet academic and medical eligibility as established by the NCAA, USA South Athletic Conference and Salem College. No course credit, but completion may satisfy one of the two required physical education activities of the core curriculum program. May be repeated. (P/NC)

PHED 050. Wellness for Life (2 hrs) Integrates the basic components of wellness in order to achieve lifelong patterns of well-being. The course offers current information in areas of healthy living that include exercise, lifestyle modification, healthy nutrition, weight management, stress management, hypokinetic diseases, care and prevention of injuries, prevention of sexually transmitted diseases and substance abuse. Emphasis is on application of knowledge through the use of decision-making and behavior modification skills in order to make healthy choices. This required course is designed to be taken during the first year.

PHED 126/226. Kickboxing (1 hr) This class is a high-energy, entire-body workout that can incorporate shuffles, interval rope jumping, jabs and kicks to increase cardio-respiratory endurance. (P/NC)

PHED 127/227. Pilates (1 hr) This course is a series of mat exercises based on controlled flowing movements. It is designed to develop deep-torso strength and flexibility. The course also emphasizes strength, energy and balance. (P/NC)

PHED 128/228. Self-Defense (1 hr) This course will address physical, verbal and psychological strategies that can be used to avoid and confront potential assaults. (P/NC)

PHED 130/230. Water Fitness (1 hr) Designed for all students, regardless of water ability. This course incorporates moderate to intense cardio-respiratory exercise in the water through the use of games and aerobic routines. Swimming ability is not required. It is recommended that a student feel comfortable around water. (P/NC)

PHED 133/233. Zumba (1 hr) This course is ideal for all students. Focus is on low-impact exercises that improve cardiovascular endurance. (P/NC)

PHED 137/237. Golf (1 hr) This course examines and applies the fundamentals and skills of golf. Selection and care of equipment, history and rules of the game, safety, etiquette, instruction and practice will be included. Additional fees required. (P/NC)

PHED 140/240. Social Dance (1 hr) An introduction to the various forms of social dance. Genres may include social dances from cultures across the world. (P/NC)

PHED 142/242. Level I Swimming (1 hr) Geared toward students with limited experience in the water. This course teaches the basics of swimming as defined by the American Red Cross. Students will learn floating, breath control, treading water, basic water safety and stroke technique. (P/NC)

PHED 143/243. Level II Swimming (1 hr) Focus on improving physical fitness and developing stroke technique. Class emphasizes stroke development and progression of water skills. (P/NC)

PHED 144/244. Tennis (1 hr) Emphasis placed on skill acquisition of the basic strokes: forehand, backhand, serve and volley. Introduction to rules and scoring. (P/NC)

PHED 146/246. Women on Weights (1 hr) This course is designed to provide an introduction or to develop skills on free weights and equipment. Focus will be on sculpting, toning, muscular strength and endurance. (P/NC)

PHED 147/247. Yoga (1 hr) Emphasis on focus and deep breathing to increase strength, flexibility and relaxation. Yoga styles vary based on instructor. (P/NC)

PHED 149/249. Circuit Training (1 hr) This course involves cardio and muscle conditioning at a series of workout. Alternating between cardio and muscular development, this course emphasizes the entire body. (P/NC)

PHED 151/251. FIST: Functional Integrated Strength Training (1 hr) This course focuses on strength and flexibility through the use of exercise balls, hand weights, tubes and floor exercises. (P/NC)

PHED 152/252. Fit Walk (1 hr) Ideal for all students, this course uses walking as a fun and energetic exercise alternative. (P/NC)

PHED 156/256. Functional Fitness and Weight Management (1 hr) This course is designed for the beginning student with an emphasis on proper exercise technique and weight management. (P/NC)

PHED 157/257. Fit Swim (1 hr) Designed for the intermediate to advanced swimmer. This course promotes fitness through the use of varied swim workouts. Students will learn lap swimming terminology and techniques. Instruction will also be given on flip turns and fitness principles. (P/NC)

PHED 158/258 Bowling (1 hr) An activity course that examines and applies the fundamentals and skills of bowling. Students will demonstrate knowledge of bowling history, scoring, handicapping and skills in bowling and etiquette. Additional fees required. (P/NC)

PHED 159/259. Biking / Cycling (1 hr) Introduction to and practice in bicycling either off-road or road riding. Basic maintenance skills such as adjusting derailleurs, brakes and changing tires will be presented. Information on cycling for fitness, racing and bicycle touring will be presented. Additional fee may be required. (P/NC)

PHED 163/263. Special Topics in Physical Education (1-4 hrs) A physical education course not offered on a regular basis. The subject matter of the course will be announced prior to the beginning of pre-registration. (P/NC)

PHED 164/264. Aerobic Conditioning (1 hr) Using various aerobic dance forms, this course is designed to bring forth high aerobic exercise set to fast-paced contemporary music. The course may include workouts in a variety of forms, including Zumba, Hip-Hop, Jazz, Salsa, etc. (P/NC)

PHED 165/265. Cardio Toolbox (1 hr) This course utilizes various tools to involve cardio and muscle conditioning at a series of workout stations. Tools may include rings, jump ropes, agility ladders, tires, medicine balls, kettle balls and bands. (P/NC)

PHED 168/268. Core Conditioning (1 hr) This course is designed to use innovative exercise concepts to develop overall functional strength, muscular endurance, balance and coordination, particularly to the stabilizing muscles of the body, commonly referred to as the core muscles (body's mid-section). Yoga and Pilates are often integrated into the course. (P/NC)

PHED 169/269. Hiking (1 hr) Get off campus to discover the natural wonder surrounding us. These outings provide skills necessary to go out on one's own hikes. No experience necessary. Some weekend day trips will be required. A course fee may apply. (P/NC)

PHED 334. Level I Ballet (2 hrs) This course is an introduction to the basic Ballet vocabulary. Cross-listed with DANC 034

PHED 335. Level II Ballet (2 hrs) This course is further development of Ballet vocabulary and personal technique. Cross-listed with DANC 035

PHED 336. Level I Jazz Dance (2 hrs) An introduction to basic Jazz vocabulary through various exercises and combinations. Cross-listed with DANC 036

PHED 337. Level II Jazz Dance (2 hrs) Further development of Jazz vocabulary and personal technique. Cross-listed with DANC 037

PHED 338. Level I Modern Dance (2 hrs) Introduction of basic Modern vocabulary through floor work, center exercises, locomotion. Cross-listed with DANC 038

PHED 339. Level II Modern Dance (2 hrs) Further development of Modern vocabulary with more complex movements and phrases. Cross-listed with DANC 039

PHED 320. Special Topics in Dance (1-4 hrs) This course will cover diverse and current topics in dance. Cross-listed with DANC 220

PHYSICS

Assistant Professor Ye

General physics courses are offered as an enrichment to other curricular offerings in the sciences. PHYS 210 and 220 are required courses in certain of the majors within the BS and BA degrees. There is no major or minor available in physics.

Physical Science Courses (PHSC)

PHSC 050. Physical Science (3 hrs) This course is designed for the non-science major. The laws and theories which describe the nature of the physical universe will be examined through lectures and demonstrations. Basic scientific literacy is the ultimate goal of the course. Three lectures. Offered as needed.

Physics Courses (PHYS)

PHYS 210. General Physics I (5 hrs) The fundamental principles of classical mechanics and fluids. Three lectures and one two-hour laboratory per week. Prerequisite: MATH 070 or 100 (or equivalent). (LS)

PHYS 220. General Physics II (5 hrs) The fundamental principles waves, electricity, magnetism and light. Three lectures and one two-hour laboratory per week. Prerequisite: PHYS 210.

POLITICAL SCIENCE

Assistant Professor Wemlinger, director

The department of history and political science offers a major and a minor in political science. The study of politics in the department is intended to acquaint the student with the major principles, institutions and problems which have historically shaped society and the state. Such a program of study includes the politics of America, Europe and the international order. Moreover, it includes the problems of conflict, of society's organization and of the policy-making process both here and abroad. The study of politics is meant to prepare the student for advanced study or for a professional career.

Political Science Major (BA)

A major consists of eleven courses. Students majoring in political science are required to complete four core courses, to complete two courses within the American Politics and Public Policy field and two course within the Comparative Politics and International Relations fields, plus three additional POLI or approved interdisciplinary electives.

Required Core Courses:

- POLI 100. Survey of Political Science (3 hrs)
- POLI 130. Research Methods (3 hrs)
- POLI 210. Political Thought and Theory (3 hrs)
- POLI 310. Senior Seminar in Political Science (3 hrs)

American Politics and Public Policy: choose 2 courses from the following

- POLI 105. Introduction to Public Policy (3 hrs)
- POLI 120. American Government and Politics (3 hrs)
- POLI 145. Politics and Society (3 hrs)
- POLI 160. Gender, Politics and Policy (3 hrs)
- POLI 220. Ethics and Public Policy (3 hrs)
- POLI 230. State and Local Government (3 hrs)

POLI 240. American Foreign Policy (3 hrs)

POLI 255. Quantitative Methods in Political Science (3 hrs)

Comparative Politics and International Relations: choose 2 courses from the following

POLI 110. Introduction to International Relations (3 hrs)

POLI 140. Comparative Political Systems (3 hrs)

POLI 205. National Model United Nations (3 hrs)

POLI 225. International Security and Conflict Resolution (3 hrs)

POLI 235. International Political Geography (3 hrs)

POLI 245. International Development and Political Change (3 hrs)

POLI 260. International Political Economy (3 hrs)

Additional Political Science Electives:

Select any three POLI electives or approved courses from other disciplines (3 hours minimum, each) RELI 265. Religion and Migration (3 hrs) is an approved elective.

Political Science Minor

The minor in political science requires the completion of five courses and must include POLI 100. At least three of the five courses must be taken at Salem.

Political Science Courses (POLI)

POLI 100. Survey of Political Science (3 hrs) This class will provide the new student of Political Science with a general introduction to the discipline to include a survey of the field studies of American, Comparative, International and Public Policy. (SS)

POLI 105. Introduction to Public Policy (3 hrs) This course is designed as the gateway offering for students intending to pursue the field track in public policy. The course will introduce the student to public policy formulation and analysis, including agenda-setting strategies, problems of legitimating, policy adoption, implementation, and evaluation. (SS)

POLI 110. Introduction to International Relations (3 hrs) International affairs with emphasis on international relations theory, foreign policy-making and efforts at global cooperation. Also includes discussion of contemporary issues confronting the world community. (SS) (GA)

POLI 120. American Government and Politics (3 hrs) An introduction to politics in America, with an emphasis on the institutions, policies and personalities of the national government through a consideration of power in American life with studies of the political environment for public policy outcomes in the United States. (SS)

POLI 130. Research Methods (3 hrs) This course will provide the student with the basic research and analysis skills necessary to accomplish scholarship within the social science discipline. Students will be instructed in the development of research questions, hypotheses and empirical methods of analysis for both qualitative and quantitative study.

POLI 140. Comparative Political Systems (3 hrs) An introductory study of selected contemporary political systems with an emphasis on the general theory and techniques of the comparative analysis method. This course includes and outline of the process of political change and democratization, a discussion of alternative government forms and an analysis of the shared patterns of most governments. (SS) (GA)

POLI 145. Politics and Society (3 hrs) This course will provide a window of analysis on the study of how politics and society interrelate to form such conceptual identities as mass society, civic society, economic society, political society and civil societies. Processes and outcomes of political socialization is the core component of this course.

POLI 160. Gender, Politics and Policy (3 hrs) This course will introduce students to the study of women and politics. Students will consider how political institutions affect the opportunities for women to seek political office, the impact of women's political presence on policy decisions, and how policy decisions mirror and shape sex roles in society. Students will learn the connection between public policy and the possibilities for social change. (GI)

POLI 200. Independent Study in Political Science (1-4 hrs) Independent study under the guidance of a faculty advisor. Open to students with a 2.0 cumulative average and permission of the chair of the department. Independent study may take the form of readings, research, conference, project and/or field experience. Independent study may be taken for a total of sixteen semester hours, no more than eight in any term. Prerequisite: POLI 100 and one other POLI course, or permission of instructor.

POLI 205. National Model United Nations (3 hrs) This course provides an interactive and role-playing format for students interested in international organizations, international diplomacy and the workings of the United Nations organizations. Each student assumes the role of a delegate from an assigned country, researches the issues, countries and policy agendas assigned to that country delegation, and travel to New York City to participate as members of the Salem College delegation to this national conference.

POLI 210. Political Thought and Theory (3 hrs) This course will survey ancient, modern, and contemporary philosophers to introduce students to the foundations of Western political thought. Topics covered will include democratic theory, social contract theory, social justice, and rights. Students will read texts from key thinkers such as Plato, Hobbes, Locke, Mill, Machiavelli, Rosseau, Kymlicka, and Rawls. (GA)

POLI 214. The Global Cold War (3 hrs) Rather than viewing the Cold War solely as a struggle between the United States and the Soviet Union, this course seeks to reconceptualize the Cold War as a truly global conflict, shaped also by the peoples of Latin America, Africa, Asia and the Middle East. Cross-listed with HIST 214. (GA) (REST major elective)

POLI 216 The Nuclear Age (3 hrs) This course will provide students with a scholarly venue within which to study the history, politics, culture, environmental consequences, and gendered nature of atomic research during the past century. Specific topics to be examined include: the science of radioactivity; race and the global impact of radium and uranium mining; the development of atomic weapons and the subsequent nuclear arms race; cultural responses to the use of nuclear weapons; women's involvement in atomic science and labor; and ongoing debates concerning nuclear energy, with case studies such as Shinkolobwe, Three Mile Island, Chernobyl, and Fukushima. Cross-listed with HIST 216 and ENVS 216. (GA) (GI)

POLI 220. Ethics and Public Policy (3 hrs) This course examines the nature and validity of arguments about vexing moral issues in public policy. Students examine a number of basic moral controversies in public life, focusing on different frameworks for thinking about justice and the ends of politics. The primary aim of the course is to provide each student with an opportunity to develop his/her ability to think in sophisticated ways about morally difficult policy issues. Prerequisites: POLI 100 or POLI 105 or permission of instructor.

POLI 225. International Security and Conflict Resolution (3 hrs) A review of the events and policy decisions which contribute to the formation of the international system's balance of power as it exists today. Includes analysis of selected examples of real or potential security threats, the evaluation of the path of post-Cold War conflicts and the application of selected theories and hypotheses related to conflict resolution. Prerequisites: HIST 104 or POLI 110. (GA)

POLI 230. State and Local Government (3 hrs) This course analyzes the challenges faced by state and local communities with particular emphasis placed on the problems of urban areas, including education, crime, poverty,

economic development, housing and transportation. The course examines the roles of citizens, non-profits and government agencies at all levels in accomplishing changes through state and local policy outcomes. Prerequisite: POLI 100 or POLI 105 or POLI 120 or permission of instructor.

POLI 235. International Political Geography (3 hrs) Study of the enduring fascinations of human society with the way in which competing claims over the control and management of land and resources are played out. The course has a focus on the empires, nations, individuals organizations and interest groups which are continually vying with each other to promote their own interests, often destabilizing and changing the existing order and remaking the world in their own image. Prerequisite: HIST 104 or POLI 110. (GA)

POLI 240. American Foreign Policy (3 hrs) A study of U.S. foreign policy and of the decision-making process in the American foreign affairs establishment. Analysis of American foreign policy trends and contemporary political, military and economic policies. Prerequisite: HIST 104, HIST 106, POLI 110 or POLI 120. (GA)

POLI 245. International Development and Political Change (3 hrs) The plight of the “undeveloped” regions of the world has been a focus of the “modernization” and “democratization” policies of the U N, Europe and the United States. Despite all of this policy effort and financial investment, civil conflict, rebellion, genocide, mass (often forced) migration, poverty and disease continue to plague the developing countries of the world. This course will investigate selected examples and patterns of the problems encountered by emergent, less developed countries, and outline some of the key policy issues that must be addresses in order to accomplish successful political transition and change. Prerequisite: HIST 104 or POLI 110, or permission of instructor.(GA)

POLI 250. Special Topics in Political Science (1-4 hrs) An issue or problem in contemporary politics will be studied intensively. The specific content and methods of study will be announced prior to the beginning of the course. Prerequisite: one political science course or permission of instructor. Offered as needed.

POLI 255. Quantitative Methods in Political Science (3 hrs) This course focuses on quantitative methods of analysis to conduct political science research. This course will provide student with the ability to utilize statistical analysis methods, particularly focusing on several types of regression analysis. This course will consider both the logic of these analysis methods and the practice of these methods with statistical software. Prerequisites: POLI 130 or permission of instructor.

POLI 260. International Political Economy (3 hrs) Political Economics is about the struggle for power and wealth within the nation-state and in the international system. With a focus on how the state implements economic policy in order to maximize wealth and link themselves to the international system, this course will investigate the theories and practices which provide perspective on state power in the international system, maximized economic capacity and the ability to generate new wealth. POLI 110 or permission of instructor. (GA)

POLI 265. U.S. Constitutional and Legal History (3 hrs) Studying the U.S. Constitution, Supreme Court decisions, and other legal documents from throughout the nation’s history, students consider how the law functioned to change, resist, and promote certain interests within society over time. Particular attention is devoted to legal constructions of race, gender roles and sexuality, the changing status of women within the legal system, and women’s activism concerning specific cases, policies, and legislation. Cross-listed with HIST 265. (SS) (GI)

POLI 270. Internship in Political Science (1-4 hrs) An opportunity to use the knowledge and skills the student has learned in coursework to solve problems in a real work setting; the apprenticeship aspect of the internship implies that the student has some base of knowledge and will increase her knowledge and skills by direct contact with an experienced, knowledgeable mentor. Open to sophomores, juniors and seniors with a 2.0 cumulative average; maximum credit per term is four semester hours; admission by application only.

POLI 290. Honors Independent Study in Political Science (3-4 hrs) Advanced independent study under the guidance of a faculty advisor. Open to juniors and seniors with a 3.5 average in political science or international relations, subject to approval of the chair of the department. Honors independent study may be taken a maximum of twice. Prerequisites: POLI 100 and POLI 130, or permission of instructor.

POLI 310. Senior Seminar in Political Science (3 hrs) Advanced study of current problems in world affairs with an emphasis on international relations theory. Extensive discussion of current issues. Prerequisites: POLI 110 and POLI 130.

PSYCHOLOGICAL STUDIES

Professor Jacobsen, chair; Professor Dudley; Associate Professor Blackwell

Psychology is the scientific study of behavior and mental processes. The objectives of the program in psychology are (1) to develop in students an understanding of the theories, principles, methodologies, research findings and applications of psychology; (2) to develop the students' critical and analytical thinking skills and communication skills as they relate to the study of psychology and (3) to prepare students for admission to graduate or professional training in psychology or related fields. The minor in psychological science provides a knowledge base in the topics and applications of psychology. The Bachelor of Arts degree develops additional scientific inquiry skills and professional development. The Bachelor of Science degree requires additional research and interdisciplinary coursework to provide a broader background in the biological and chemical underpinnings of behavior.

Psychological Science Major (BA)

A student seeking a bachelor of arts degree with a major in psychological science must complete nine courses (31 semester hours minimum) in psychology:

Knowledge Base:

PSYC 010. Introduction to Psychological Science (4 hrs)

PSYC 100. Developmental Psychology (3 hrs)

PSYC 130. Social Psychology (3 hrs)

Choose one:

PSYC 101. Statistics (4 hrs)

PSYC 110. Psychology of Women (3 hrs)

PSYC 140. Abnormal Psychology (3 hrs)

PSYC 150. Psychology of Personality (3 hrs)

PSYC 160. Human Sexuality (3 hrs)

PSYC 180. Animal Behavior (3 hrs)

PSYC 190. Introduction to Clinical Counseling (3 hrs)

PSYC 270. History and Systems in Psychology (3 hrs)

PSYC 282. Special Topics in Psychology (3 hrs min)

Scientific Inquiry & Critical Thinking:

PSYC 102. Research Methods in Psychology (4 hrs)

Choose one:

PSYC 201. Statistics with SPSS (3 hrs)

MATH 107. Statistics with R (3 hrs)

Choose one:

PSYC 220. Tests and Measurements (4 hrs)

PSYC 225. Experimental Psychology: Physiology (4 hrs)
PSYC 240. Experimental Psychology: Cognition (4 hrs)
PSYC 262. Experimental Psychology: Neural Basis of Learning (4 hrs)

Professional Development and Capstone:

PSYC 350. Senior Seminar in Psychological Science (4 hrs)

Choose one:

PSYC 200. Independent Study (3 hrs min)
PSYC 290. Honors Independent Study (3 hrs min)
PSYC 280. Internship in Psychology (3 hrs min)

At least five of the courses necessary for a major (BA) in psychology, including PSYC 350 (Senior Seminar in Psychological Science), must be completed at Salem.

Psychological Science Major (B.S.)

A student who seeks a bachelor of science degree with a major in psychological science must complete fifteen courses (57 semester hours minimum), including ten courses in psychology:

Knowledge Base:

PSYC 010. Introduction to Psychological Science (4 hrs)
PSYC 100. Developmental Psychology (3 hrs)
PSYC 130. Social Psychology (3 hrs)

Choose one:

PSYC 101. Statistics (4 hrs)
PSYC 110. Psychology of Women (3 hrs)
PSYC 140. Abnormal Psychology (3 hrs)
PSYC 150. Psychology of Personality (3 hrs)
PSYC 160. Human Sexuality (3 hrs)
PSYC 180. Animal Behavior (3 hrs)
PSYC 190. Introduction to Clinical Counseling (3 hrs)
PSYC 270. History and Systems in Psychology (3 hrs)
PSYC 282. Special Topics in Psychology (3 hrs min)

Scientific Inquiry & Critical Thinking:

PSYC 102. Research Methods in Psychology (4 hrs)

Choose one:

PSYC 201. Statistics with SPSS (3 hrs)
MATH 107. Statistics with R (3 hrs)

Choose two:

PSYC 220. Tests and Measurements (4 hrs)
PSYC 225. Experimental Psychology: Physiology (4 hrs)
PSYC 240. Experimental Psychology: Cognition (4 hrs)
PSYC 262. Experimental Psychology: Neural Basis of Learning (4 hrs)

Senior Thesis and Capstone:

PSYC 350. Senior Seminar in Psychological Science (4 hrs)

Choose one:

PSYC 200. Independent Study (3 hrs min)
PSYC 290. Honors Independent Study (3 hrs min)

Allied Disciplines (five courses)

BIOL 100. Cell and Molecular Biology (4 hrs)

BIOL 101. Biodiversity (4 hrs)

BIOL 218. Anatomy & Physiology I (5 hrs)

CHEM 110. General Chemistry (5 hrs)

And, choose one:

MATH 070. Essential Calculus (4 hrs)

MATH 100. Calculus I (5 hrs)

NOTE: Students who intend to pursue graduate education in neuroscience or careers in the health sciences are advised to take MATH 100 rather than MATH 070.

At least five psychology courses required for the major (BS) in psychological science, including PSYC 350 (Senior Seminar in Psychological Science), must be taken at Salem. The Senior Thesis will consist of an original research project designed in collaboration with a faculty mentor and culminating in a thesis paper and presentation; students are encouraged to prepare and design the study during their junior year and conduct the study during the Fall of their senior year.

Psychology Minor

The minor in psychology requires completion of five courses. At least three of the five courses for the minor must be taken at Salem.

Knowledge Base:

PSYC 010. Introduction to Psychological Science (4 hrs)

PSYC 100. Developmental Psychology (3 hrs)

PSYC 130. Social Psychology (3 hrs)

Choose one:

PSYC 101. Statistics (4 hrs)

PSYC 110. Psychology of Women (3 hrs)

PSYC 140. Abnormal Psychology (3 hrs)

PSYC 150. Psychology of Personality (3 hrs)

PSYC 160. Human Sexuality (3 hrs)

PSYC 180. Animal Behavior (3 hrs)

PSYC 190. Introduction to Clinical Counseling (3 hrs)

PSYC 270. History and Systems in Psychology (3 hrs)

PSYC 282. Special Topics in Psychology (3 hrs min)

Scientific Inquiry & Critical Thinking:

PSYC 102. Research Methods in Psychology (4 hrs)

Psychology Courses (PSYC)

PSYC 010. Introduction to Psychological Science (4 hrs) Psychology as a science and a discipline. Survey of major subject areas such as biological bases of behavior, human growth and development, perception, learning, motivation, emotions, personality theory, social and abnormal psychology. Required for the major.

PSYC 100. Developmental Psychology (3 hrs) Psychological development from conception through adulthood, with emphasis on cognitive, social and biological factors. Methodological questions are emphasized as is the nature/nurture issue. Prerequisite: PSYC 010.

PSYC 101. Statistics (4 hrs) Elementary descriptive statistics and inferential statistics, both parametric and nonparametric. Emphasis on those statistical concepts and techniques useful in analyzing empirical data in both the behavioral and biological sciences. Discussion of these techniques within the context of their application to concrete research situations. Required for the major.

PSYC 102. Research Methods in Psychology (4 hrs) An introduction to methodology in psychology. Design, execution, analysis and critical evaluation of psychological research. Applications include laboratory and descriptive research. Includes lecture and laboratory periods. Required for the major. Prerequisite: PSYC 010

PSYC 110. Psychology of Women (3 hrs) Given the different life experiences of men and women, this course considers psychological theory and research from a feministic perspective in such areas as women's development, achievement, sexuality and work. Prerequisite: PSYC 010. (GI)

PSYC 130. Social Psychology (3 hrs) An analysis of various current theories, topics and research methodologies in social psychology. Some of the topics covered include social perception, impression formation, attraction, pro-social and anti-social interpersonal behavior, attitudes, prejudice and discrimination, social roles, group influence on behavior, group dynamics, leadership and social ecology. Prerequisite: PSYC 010 or permission of instructor. Cross-listed with SOCI 205.

PSYC 140. Abnormal Psychology (3 hrs) Origins, symptoms and methods of treatment of deviant behaviors with illustrative case material. Social and clinical aspects of psychological disturbances. Prerequisite: PSYC 010.

PSYC 150. Psychology of Personality (3 hrs) A summary of major historical and contemporary theories of personality, including relevant research and evaluation of each theory with concern for current applications. Prerequisite: PSYC 010.

PSYC 160. Human Sexuality (3 hrs) An analysis of the psychological, physiological and sociocultural aspects of human sexual behavior and attitudes. Prerequisite: PSYC 010. (GI)

PSYC 180. Animal Behavior (3 hrs) Exploration of the mechanisms, development, evolution, and adaptive functions of naturally-occurring behavior in animals, with an emphasis on vertebrates in the wild. Topics include learning, feeding, avoiding predators, reproduction, and social organization. Lectures and one three-hour laboratory. Cross-listed with BIOL 180. Prerequisites: Either BIOL 010, BIOL 100 or PSYC 010.

PSYC 190. Introduction to Clinical Counseling (3 hrs) This is a theory-based course that examines the history, philosophy, and core concepts of all major contemporary perspectives on clinical counseling. Analysis of each theoretical perspective will include such topics as: basic philosophy and underlying assumptions, central constructs, views on human nature, motivation, and development, views on dysfunction, the nature and process of therapy, techniques, and multicultural and gender issues. Prerequisite: PSYC 010.

PSYC 200. Independent Study in Psychology (1-4 hrs) Independent study under the guidance of a faculty advisor. Normally open to students with a 2.0 cumulative average. Subject to approval of the chair of the department. Independent study may take the form of readings, research, conference, project, and/or field experience. Independent study may be taken for a maximum total of 12 semester hours; no more than two different independent studies may be taken in any term. Prerequisite: Previous study in psychology or permission of the department chair.

PSYC 201. Statistics with SPSS (3 hrs) Advanced statistics course covering data management; choosing which statistical analyses to use when investigating different kinds of questions; conducting analyses using SPSS; and interpreting results to draw conclusions about human behavior. Statistical analyses covered will include t-tests,

one-way and two-way analysis of variance, correlation, and chi-square, with an emphasis on effect sizes and practical Significance. Course requires a scheduled exam.

PSYC 220. Tests and Measurement (4 hrs) Test theory and construction, including such areas as intelligence, aptitude, interest, personality and achievement testing. Practice in administering, evaluating and constructing tests. Required for the major. Prerequisite: PSYC 201 or MATH 107 or permission of instructor. Preference in registration will be given to juniors and seniors.

PSYC 225. Experimental Psychology: Physiology (4 hrs) An examination of the relationship of the brain and the rest of the body to behavior. Topics covered include physiological mechanisms for visual and auditory perception, arousal and sleep, eating and drinking, emotionality and aggression, learning and reward, memory. Includes lecture and laboratory periods. Prerequisite: PSYC 102.

PSYC 240. Experimental Psychology: Cognition (4 hrs) The theoretical and experimental issues in the area of perceptual and cognitive processes. Topics covered include problem solving, visual thinking, human information processing and attention. Includes lecture and laboratory periods. Prerequisite: PSYC 102.

PSYC 262. Experimental Psychology: Neural Basis of Learning (4 hrs) This course investigates how humans learn, using both biological processes and behavioral evidence. Students will use a foundational understanding of the neuroan to explain how people learn and forget information. Laboratory work includes computer simulations of neurons and research with human subjects culminating in an APA-style empirical research report. Prerequisite: PSYC 102.

PSYC 270. History and Systems in Psychology (3 hrs) An introduction to the systems and schools of psychology with emphasis on their historical antecedents. The contributions of each system to contemporary psychology will be stressed.

PSYC 280. Internship in Psychology (1-4 hrs) An opportunity to use the knowledge and skills the student has learned in coursework to solve problems in a real work setting; the apprenticeship aspect of the internship implies that the student has some base of knowledge and will increase her knowledge and skills by direct contact with an experienced, knowledgeable mentor. Open to juniors and seniors with a 2.0 overall cumulative average and a 3.0 average in psychology courses taken. Prerequisites: PSYC 010 and at least one psychology course related to the area of the internship and permission of the department chair. Maximum credit per term is four semester hours.

PSYC 282. Special Topics in Psychology (1-4 hrs) An issue or problem in contemporary psychology will be studied intensively. The specific content and methods for study will be announced prior to beginning of the course. Previous topics have included "The Psychology of Dreams," "Childhood Atypical Development," and "Introduction to Clinical Psychology." Prerequisite: PSYC 010.

PSYC 290. Honors Independent Study in Psychology (3-4 hrs) Advanced independent study under the guidance of a faculty advisor. Open to juniors and seniors with 3.5 average in psychology, subject to approval of the chair of the department. Honors independent study will result in a major paper arising from empirical research and/or from a literature review. Honors work may be taken for a maximum of eight semester hours. Prerequisite: Status as a psychology major.

RACE AND ETHNICITY STUDIES

Associate Professor Prosterman, coordinator

Race and Ethnicity Studies is an interdisciplinary major devoted to the critical examination of race and ethnicity, with particular emphasis on the social construction of these concepts and their comparative evolutions in different societies.

The program of study facilitates students' critical analysis of how race and ethnicity intersect with conceptions of gender, nation, religion, sexuality, age and class. Complementing the College's dedication to global awareness and inquiry, the program connects race and ethnicity to the creation of local, national and global systems of inequality. Both inside and outside of the classroom, the program fosters an exchange of ideas about identity, multiculturalism and diversity. Via a multidisciplinary program structure, students examine how various academic disciplines conceive of race and ethnicity and how their approaches differ, inform and ultimately complement one another. A substantial original research project is required.

Race and Ethnicity Studies Major (BA)

The major in race and ethnicity studies requires a minimum of thirty-three semester hours: a three-course core and eight electives, taken from at least four different disciplines:

Required Core Courses

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

REST 202/SOCI 202. Race and Ethnic Relations (3 hrs)

REST 380. Senior Project in Race and Ethnicity Studies (3 hrs)

Major Electives—eight courses (24 hrs min.) from a minimum of four different disciplines: See list following the minor.

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

Race and Ethnicity Studies Minor

The Race and Ethnicity Studies minor requires the completion of six courses for a minimum of eighteen semester hours. At least three of the six courses (9 hrs, minimum) must be taken at Salem.

Required courses:

REST 202. Race and Ethnic Relations (3 hrs)

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

Minor Electives: select four courses from a minimum of three different disciplines (see list of courses below)

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

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

COMM 170. Intercultural Communication (3 hrs)

COMM 321. Community Journalism (3 hrs)

DANC 104. History of Dance (3 hrs)

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

ENGL 293. The Culture of African American Literature (3 hrs)

ENGL 295. Dream and Reality: Literature of the American South (3 hrs)

ENGL 325. Modern Writings from Women of the Non-Western World: Global Literature (4 hrs)

ENGL 349. Race, Culture and Identity in Multi-Ethnic Literature of the United States (3 hrs)

FREN 216. Francophone Literature (3 hrs)

HIST 205. History of the American South (3 hrs)

HIST 209. African American History (3 hrs)

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

HIST 237. Europe's Radical Century, 1815-1914 (3 hrs)

HIST 257. Modern Europe, 1914 to the Present (3 hrs)

HIST 265. U.S. Constitutional and Legal History (3 hrs)

HIST 269. America in Our Time: 1945-Present (3 hrs)

HIST 281. Ottoman Empire (3 hrs)
HIST 285. Modern East Asia (3 hrs)
HIST 286. Modern Japan (3 hrs)
POLI 225. International Security (3 hrs)
POLI 245. International Development (3 hrs)
RELI 240. Religion in America (3 hrs)
RELI 260. Feminist Studies in Religion (3 hrs)
RELI 265. Religion and Migration (3 hrs)
REST 270. Internship in Race and Ethnicity (3 hrs min.)
SOCI 220. Social Stratification (3 hrs)
SOCI 230. Sociology of Gender (3 hrs)
SOCI 240. Globalization and Global Inequities (3 hrs)
SOCI 270. Criminology (3 hrs)
SOCI 280. Urban Community (3 hrs)
SPAN 228. Latin America (3 hrs)
SPAN 263. Hispanic American Literature (3 hrs)
WGSS 204. Introduction to Women's Studies (3 hrs)
WGSS 210. Feminist Theory: Lenses and Methodologies (3 hrs)

Additional special topics, honors, and other courses under development may be approved as minor electives by the program's coordinator.

Race and Ethnicity Studies Courses (REST)

REST 200. Independent Study in Race and Ethnicity Studies (1-4 hrs) Independent study under the supervision of a faculty advisor. Open to students with a 2.0 cumulative G.P.A. and permission of the coordinator. Independent study may take the form of readings, research or project. Independent study may be taken for a total of four courses, no more than two in any one term.

REST 202. Race and Ethnic Relations (3 hrs) A socio-historical analysis of the interaction of racial and ethnic groups and the American environment. This will include the social, economic and political aspects of racial and ethnic groups in the United States. Cross-listed with SOCI 202.(GA)

REST 210. Critical Issues in the History of Race and Ethnicity (3 hrs) This course introduces students to the critical analysis of race and ethnicity, with a focus on comprehending theoretical approaches to the study of race and ethnicity prevalent in the United States and throughout the world. Cross-listed with HIST 215.(GA, HM)

REST 220. Special Topics in Race and Ethnicity Studies (1-4 hrs) Intensive investigation of a topic or problem in the study of race and ethnicity. The specific content and methods of study will be announced prior to the beginning of the course.

REST 270. Internship in Race and Ethnicity Studies (1-4 hrs) This course provides an opportunity to use the knowledge and skills learned in coursework to solve problems in a real work setting; the apprenticeship aspect of the internship implies that the student has some base of knowledge and will increase her knowledge and skills by direct contact with an experienced, knowledgeable mentor. Open to sophomores, juniors and seniors with a 2.0 cumulative G.P.A. May be taken only once for credit toward the REST major, for a minimum of 3 semester hours. Prerequisite: permission of the coordinator.

REST 290. Honors Independent Study in Race and Ethnicity Studies (3-4 hrs) Advanced independent study under the guidance of a faculty advisor. Open to juniors and seniors with a 3.5 G.P.A. in the courses constituting the major and permission of the coordinator. Honors Independent Study may be taken twice for a maximum of eight semester hours.

REST 380. Senior Project in Race and Ethnicity Studies (3 hrs) In this course, students will develop a substantial, original research project concerning race and/or ethnicity. Required of majors in their senior year. Juniors may take this course with permission of instructor.

RELIGIOUS STUDIES

Associate Professor Lipsett, chair of the department of religious studies; Assistant Professor Adrian; Professor and Associate Vice President of Academic Affairs, Dean of Undergraduate Studies Vinson; Chaplain Rio

The study of religion invites students to think deeply and analytically about the belief systems, practices, and sacred texts of varied religious traditions. Students develop critical and analytical skills that prepare them for careers in varied settings as they explore how religious traditions are embedded in particular places, cultures, and histories.

Religious Studies Major (BA)

A major in religion requires a total of nine courses including RELI 310 and RELI 360. At least five of these, including RELI 310 and 360, must be completed at Salem.

Religious Studies Minor

The minor in religion requires the completion of five courses including either RELI 310 or RELI 360. RELI 270 is excluded. Students must take at least three of these courses at Salem.

Religion Courses (RELI)

RELI 106. The Religious Dimension (3 hrs) An introductory study of the nature of religion through an exploration of the significance of religious myth, symbolism and ritual within life and culture. (HM)

RELI 110. Introduction to Hebrew Scriptures (3 hrs) A historical and literary study of the Hebrew Scriptures (Old Testament). Introduces students to the content of the scripture and methods of interpretation. Special attention will be given to the portrayal of women in these writings. (HM, GA)

RELI 111. Introduction to the New Testament (3 hrs) A historical and literary study of the New Testament. Students will examine the New Testament in its historical (Greco-Roman) and religious (Judaism) settings. Special attention is given to the historical Jesus and the role of women in the early Christian movement. (HM)

RELI 120. Western Religious Traditions (3 hrs) An introduction to the three main Western religious traditions (Judaism, Christianity and Islam) and their mutual development. Emphasis is on understanding the rituals, theology, scripture and ethics of each tradition and their contributions to western culture. (HM) (GA)

RELI 130. Eastern Religious Traditions (3 hrs) An introduction to the main Eastern religious traditions (Hinduism, Buddhism, Jainism, Confucianism, Taoism, Shinto and Sikhism). Emphasis is on understanding the beliefs and practices of each tradition as well as relationships between traditions. Special attention is given to the role of women in Eastern religious traditions. (HM) (GA)

RELI 160. The Moravian Experience (3 hrs) An introduction to the history, culture, theology and influence of the worldwide Moravian religious tradition, particularly since 1722. Special attention is given to Salem. (HM)

RELI 200. Independent Study in Religion (1-4 hrs) Independent study under the guidance of a faculty advisor. Open to students with a 2.0 cumulative average and permission of the chair of department.

Independent study may take the form of readings, research, conference, projects and/or field experience. Independent study may be taken for a total of sixteen semester hours, no more than eight in any term. Prerequisite: At least one RELI course and permission of the department.

RELI 202. Christianity: The Way of the Cross (3 hrs) An examination of the diversity and unity of 2,000 years of Christian history with special attention to the worldwide spread and theological development of the church. Prerequisite: RELI 111 or 120, or permission of instructor.

RELI 220. Special Topics in Religion (1-4 hrs) Focus on a particular topic in the study of religion; for example: Native American religions, African religious traditions, women in the Christian tradition, history of Christian thought, feminist theology, theories of religion.

RELI 221. Islam: The Straight Path (3 hrs) A study of the origins of Islam in Arabia and its spread throughout the world. Special attention is given to the relationship between religion and politics in Islam, the recent resurgence of Islam and the issues of gender and social change. Prerequisite: RELI 120 or permission of instructor.

RELI 231. Buddhism: The Middle Path (3 hrs) A study of the origins of Buddhism in India and its spread throughout the world. The emphasis on Buddhism's many diverse expressions in China, Korea, Japan, Tibet, Southeast Asia and North America. Special attention is given to the role of women in Buddhism. Prerequisite: RELI 130 or permission of instructor.

RELI 240. Religion in America (3 hrs) The historical development of the various religions and religious groups in the United States and their impact on American culture and intellectual history. Prerequisite: One course in religion or U.S. history.

RELI 255. Women in Ancient Judaism and Hebrew Scriptures (3 hrs) A study of texts from the Hebrew Bible (Old Testament), non-canonical texts, and data from material culture that illuminate women's lives and conceptions of women in ancient Judaism from the 10th century BCE to the 1st century CE. Students also explore reception history of key texts—how figures such as Eve, Delilah, Ruth, or Jezebel have been interpreted in later times and varied media. (GI)

RELI 258 Women and Gender in Ancient Religions (3 hrs) This course examines women and gender in ancient Judaism, Christianity, and Greco-Roman religions. Students will study both texts and stuff (material remains) from around 60 BCE to 300 CE and explore ancient understandings of gender, sexuality, and the body; the gendering of social roles and influence in households, cities, and religious groups; and how ancient thinkers and religious groups drew connections among gender, virtue, and divine realities. Students will engage in structured stages of research, writing and revision. (HM) (GI) (WI)

RELI 260 Feminist Studies in Religion (3 hrs) A study of varied feminist, African-American (including womanist), and Latina (including *mujerista*) ethicists and thinkers, addressing topics such as race, gender, class, nationality, and intersections of identity; inter-religious dialogue; environmental and ecological concerns; and gendered roles within society and religious communities. The course also counts toward the WGSS and REST major or minor. (GA) (GI)

RELI 265 Religion and Migration (3 hrs) This course explores current realities of global migration, the complex relations between religion and migration, and how refugees and immigrants are represented in faith communities and scriptures. Religious conflicts can force migration; religious beliefs can enhance migrants' resilience; religious commitments and groups can guide or limit humanitarian responses. As part of the course, students will spend at least 30 service hours at organizations working alongside immigrants or

refugees and will reflect on that work. The course also counts toward the REST or POLI or NFPM majors or minors. (SL)

RELI 270. Internship in Religion (1-4 hrs) An opportunity to use the knowledge and skills the student has learned in coursework to solve problems in a real work setting; the apprenticeship aspect of the internship implies that the student has some base of knowledge and will increase her knowledge and skills by direct contact with an experienced, knowledgeable mentor. Open to sophomores, juniors and seniors with a 2.0 cumulative average; maximum credit per term is four semester hours; admission by application only.

RELI 280. Religion and the American South (3 hrs) The history, institutions and cultural impact of religion in the American South. Prerequisite: One course in religion or one course in American history.

RELI 290. Honors Independent Study in Religion (3-4 hrs) An advanced independent study under the guidance of a faculty advisor. Open to juniors and seniors with a 3.5 average in religion or philosophy, subject to the approval of chair of the department. Honors work may be taken a maximum of twice.

RELI 302. Philosophy of Religion (3 hrs) The main problems of the philosophy of religion (e.g., nature of the religious dimension of life, the problem of evil, justification of faith) as treated in the works of various philosophers. Cross-listed with PHIL 302. Prerequisite: a minimum of one course in religion or philosophy.

RELI 310. Observing Religions: Ritual and Reflection (3 hrs) This discussion and presentation-based seminar introduces ethnographic practice and requires field research on a selected religious community. Methodologies include participant observation, comparative analysis, ritual reflexivity, and personal reflection. Required of all majors. Prior coursework in religion or sociology is strongly recommended.

RELI 320 Religion and Ethics (3 hrs) An examination of contemporary moral issues from the standpoint of varied religious traditions. Topics may include bioethics, war and peace, environmental ethics, virtue, or study of a particular ethicist. May be taken more than once with different topics. Prior coursework in religion is recommended.

RELI 340 Topics in the Study of Scripture (3 hrs) Focused study of a topic in writings deemed sacred to one or more religious traditions (for example, the Hebrew Bible, the New Testament, or the Qur'an), with attention to practices of interpretation. May be taken more than once with a different topic. Prior coursework in religion, history, or English is recommended. (HM) (GA)

RELI 360 Reading Religion: Theory and Method (3 hrs) In this presentation-based and writing-intensive seminar, students will explore how significant thinkers have approached key questions in the academic study of religion. What is religion? What methods and theories are involved in the study of this complex subject? How do both insiders and outsiders read and interpret texts that have been granted special status and authority by religious groups? Required of all majors. Prior coursework in religion, history, or English is strongly recommended. (WI)

SALEM IMPACT

Associate Professor Prosterman, director

Building on the commitment of Salem's founders to the education of women, the Salem Impact provides an innovative and rigorous liberal education. In a community devoted to scholarly inquiry, students participate in disciplinary and interdisciplinary courses and merge knowledge and practice through experiential learning. The dynamic examination of concepts, ideas and opinions broadens students' perspectives, awakens their intellectual curiosity, and challenges them to put learning to work in the real world. The Salem Impact program equips

students with knowledge, skills and competencies necessary to excel in a liberal arts institution and to make connections across space, time and disciplines. The Salem Impact program educates the whole person, realizes individual potential, fosters intellectual curiosity, develops leadership skills and cultivates women of change.

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

Salem Impact Courses (SALEM)

SALEM 110. First Year Experience (4 hrs) This course provides first-year students with an interdisciplinary introduction to the liberal arts and enhances the critical thinking and communication skills necessary for academic success. In small seminars conducted by their faculty advisors, students explore significant social issues in a historical context and participate in collaborative creative projects. Students in the course also investigate the relevance of social issues to women. The course emphasizes communication skills: speaking, writing, accessing information, and using technology as a tool in communication. Students may select from a variety of course topics. A writing-intensive course. Only traditional-aged students may register for this course. (WI)

SALEM 111. Honors First Year Experience (4 hrs) This course provides first-year students with an interdisciplinary introduction to the liberal arts and enhances the critical thinking and communication skills necessary for academic success. In small seminars conducted by their faculty advisors, students explore significant social issues in a historical context and participate in collaborative creative projects. Students in the course also investigate the relevance of social issues to women. The course emphasizes communication skills: speaking, writing, accessing information, and using technology as a tool in communication. Students may select from a variety of course topics. A writing-intensive course. Only first-year students in the College Honors Program may register for this course. (WI)

SALEM 112. Academic Writing Seminar (3 hrs) This course provides students with intensive writing practice. In small groups students enhance drafting, revising, and editing skills for a variety of academic purposes. A writing-intensive course. (WI)

SALEM 120. Global Awareness Seminar (3 hrs) This course expands first-year students' global and environmental awareness in a historical context, and enhances critical thinking and communication skills. The course encourages students to view issues from the perspective of other cultures, to explore the interdependence of world populations and the relationship between humans and their environment, and to examine the dynamics of interacting with people from different cultures and socio-economic groups. Students may select from a variety of course topics. A writing-intensive course. Only traditional-aged students may register for this course. (WI, GA)

SALEM 121. Honors Global Awareness Seminar (3 hrs) This course expands first-year students' global and environmental awareness in a historical context, and enhances critical thinking and communication skills. The course encourages students to view issues from the perspective of other cultures, to explore the interdependence of world populations and the relationship between humans and their environment, and to examine the dynamics of interacting with people from different cultures and socio-economic groups. Students may select from a variety of course topics. A writing-intensive course. Only first-year students eligible for the College Honors Program may register for this course. (WI, GA)

SALEM 130. Transitions: A Changing Culture (3 hrs) This course offers Fleeer Center students an interdisciplinary introduction to the liberal arts and enhances the critical thinking and communication skills necessary for academic success. Students participate in collaborative creative projects in small seminars that investigate issues related to the changing global scene and its relevance to women. The course encourages students to view issues from the perspectives of other cultures, to explore the interdependence of world

populations and the relationship between humans and their environment, and to examine the dynamics of interacting with people from different cultures and socio-economic groups. Students may select from a variety of course topics. A writing-intensive course. Enrollment limited to newly-enrolled students in the Martha H. Fleeer Center for Adult Education or to Fleeer Center students receiving special permission from the Director of the Salem Impact. (WI)

SALEM 210. Service Learning Seminar (4 hrs) This course provides sophomores or juniors with a meaningful service experience within the community beyond Salem and enhances skills required for effective citizenship and leadership: critical thinking and problem-solving, communication, and research. Students perform a minimum of 30 hours of community service and develop a collaborative project related to the themes of community, self and leadership. (SL)

SALEM 270. Internship/Professional Development Experience (1-4 hrs) Students engage in a variety of internships, fieldwork or travel-study programs that satisfy the Salem Impact requirement for an Internship or Professional Development experience. Permission of the advisor and the dean of undergraduate studies required. Prerequisite: minimum of 2.0 cumulative G.P.A.

SALEM 275. Writing Center Internship(1-4 hrs) Through course readings, tutor training videos, and mock tutoring sessions, students learn and practice writing center theory, pedagogy, and administration under the guidance of the center's director. As part of the writing center staff, peer tutors assist students, across various disciplines, as they better their writing skills. All tutors attend staff meetings, training sessions, and work with students in one-on-one tutoring sessions, group sessions, and online (synchronous and asynchronous) sessions. Peer tutors are required to keep a journal documenting their experience in the center, along with ways in which they applied learned concepts. For the administrative piece, tutors are asked to complete one project that will enhance the center such as: assessment of visitors, marketing, workshop development, and /or a new project that will benefit the center and its visitors. A student may register for this course only with the permission of the Director of the Writing Center. A minimum of three semester hours of internship work is required to fulfill the Salem Impact requirement for graduation; however, students may meet this requirement with partial-credit internships taken in multiple semesters. A student must work a minimum of 40 hours in her internship for every semester hour of credit awarded.

SALEM 350. Senior Interdisciplinary Seminar (3 hrs) This interdisciplinary course offers an integrative learning experience in which seniors assume an active role in exploring a critical question from multiple perspectives, developing a creative response to that question and communicating that response effectively.

SCIENCE (INTERDISCIPLINARY) COURSES

The Women in Science and Mathematics Program, in conjunction with the departments of biology, chemistry, mathematics and psychology, offers the following interdisciplinary science courses to qualified students.

Science Interdisciplinary Courses (SCIE)

SCIE 010. Special Topics in Science (1-4 hrs) An investigation of a topic of importance in contemporary science. The specific course content and methods of study will vary in response to recent developments in the Natural Sciences to meet the current needs of students in the Core curriculum Program. The topic will be announced prior to pre-registration. All courses must be approved by the department chairs in the Division of Natural Science and Mathematics and all courses will involve the study of scientific inquiry and critical analysis. Prerequisites determined by instructor.

SCIE 030. Special Topics in Science with a Laboratory or Field Experience (1-4 hrs) An investigation of a topic of importance in contemporary science. The specific course content and methods of study will vary in response to recent developments in the Natural Sciences to meet the current needs of students in the Core

curriculum Program. The topic will be announced prior to pre-registration. All courses must be approved by the department chairs in the Division of Natural Science and Mathematics and all courses will involve the study of scientific inquiry and critical analysis. One 2-3 hour laboratory or field experience included. Prerequisites determined by instructor. (LS)

SCIE 040. Spreadsheets for Science and Mathematics (2 hrs) This course introduces the student to spreadsheet functionality as it relates to applications in biology, chemistry, mathematics, psychology and physics. Using Microsoft Excel, students will complete project-based assignments that expose them to many built-in features of modern spreadsheet packages. Topics include built-in mathematical and statistical functions, curve fitting, data analysis, graphing and simulations.

SCIE 100. First Year Science Seminar (1 hr) This course is designed to introduce the student to the four major scientific disciplines at Salem College—biology, chemistry, mathematics and psychology. The focus is on asking questions and the methodology employed in finding answers to those questions in each of the four disciplines. Prerequisite: Permission of instructor.

SCIE 110. Scientific Writing with LaTeX (2 hrs) In this course, students will learn to use the open source software LaTeX® to create professional scientific documents and presentations. Students will learn to import and use basic packages, work with existing templates, utilize various LaTeX environments such as the enumerate, array and equation environments, as well as proper formatting and documentation techniques. Prerequisite: MATH 100.

SCIE 200. Independent Study in Science (1-4 hrs) Independent study under the guidance of a faculty advisor. Students may choose this independent study when the work involves extensive knowledge in at least two areas of science, including biology, chemistry, computer science, mathematics, statistics, psychology and physics. Paper and presentation required. Prerequisites: Minimum cumulative G.P.A. of 2.0, permission of instructor, and permission of all relevant department chairs. May be taken a maximum of twice.

SCIE 270. Internship in Interdisciplinary Science (1-4 hrs) This internship is an opportunity for students to apply their knowledge in a professional setting. Students may choose this internship when the work involves extensive knowledge in at least two areas of science, including biology, chemistry, computer science, mathematics, psychology and physics. Paper and presentation required. Prerequisites: Minimum cumulative G.P.A. of 3.0, permission of instructor, and permission of all relevant department chairs.

SCIE 300. Philosophy of Science (3 hrs) Assuming scientific but no philosophical knowledge, this course addresses the question, “What is science?” In it we examine the nature of the assumptions that serve as the foundation of our scientific beliefs. This course will cover fundamental themes in philosophy of science such as the nature of scientific reasoning, scientific explanation, revolutions in science and scientific realism. It will also acknowledge connections between philosophical debates and wider discussions about science including the challenges raised by the sociology of science, by feminism and by cognitive science. Prerequisites: Minimum G.P.A. of 3.0 and junior or senior standing with a major in biology, chemistry, mathematics or psychology.

SOCIOLOGY

Visiting Assistant Professor Zhang, chair

Sociology is the study of human interaction. Courses in sociology provide the student with the background and analytical skills needed to understand social institutions and social change. The major in sociology offers a core curriculum directed toward understanding the complexities of modern society using theoretical perspectives and research methodologies. Students will have a strong foundation in research methods and writing-intensive courses. Upon graduation, these students will be prepared for graduate training in sociology and related fields.

Sociology Major (BA)

The major in sociology requires a minimum of ten courses, or 30 semester hours. Fifteen semester hours must be taken at Salem, including SOCI 380, the senior capstone course.

Required core courses:

SOCI 100. Introduction to Sociology (3 hrs)
SOCI 201. Sociological Theory (3 hrs)
SOCI 210. Sociology Research Methods (3 hrs)
SOCI 215. Social Statistics (3 hrs)
SOCI 380. Senior Seminar in Sociology (3 hrs)

Select five additional elective courses from:

Any SOCI course (3 hrs min.)
CRST 150. Deviance (3 hrs)
CRST 160. Juvenile Delinquency (3 hrs)
MATH 242. Nonparametric Statistical Methods (3 hrs)

Sociology Minor

The minor in sociology requires the completion of six courses:

Required Core Courses:

SOCI 100. Introduction to Sociology (3 hrs)
SOCI 201. Sociological Theory (3 hrs)
SOCI 210. Sociology Research Methods (3 hrs)

Three additional SOCI electives (excluding SOCI 275), or CRST 150, or CRST160 (9 hrs min.)

At least nine semester hours toward the minor must be taken at Salem.

Sociology Courses (SOCI)

SOCI 100. Introduction to Sociology (3 hrs) The concepts, theories and methods that form the core of the sociological perspective on human social behavior, including such topics as structure, social process, socialization and culture. (SS)

SOCI 130. Making Change: Public Policy, Advocacy and Grassroots Organizing (3 hrs) An introduction to public policy and to the means of effecting change in it. The principal focus of the course will be on lobbying, advocacy and grassroots organizing as tools for influencing public policy. Cross-listed with NFPM 130. (SL)

SOCI 200. Independent Study in Sociology (1-4 hrs) Independent study under the guidance of a faculty advisor. Open to students with a 2.0 cumulative average and permission of the chair of the department. Independent study may take the form of readings, research, conference, project and/or field experience. Independent study may be taken for a total of eight semester hours over two semesters, the maximum in any one term being four semester hours. Prerequisite: permission of department chair.

SOCI 201. Sociological Theory (3 hrs) Contemporary theoretical perspectives are studied in relation to past theoretical development. The implications of the current sociological theory for the development of sociology as a discipline are emphasized. Prerequisite: SOCI 100.

SOCI 202. Race and Ethnic Relations (3 hrs) A socio-historical analysis of the interaction of racial and ethnic groups and the American environment. This will include the social, economic and political aspects of racial and ethnic groups in the United States.(GA)

SOCI 204. Analysis of Social Issues (3 hrs) This course introduces a range of sociological topics through a critical lens. It is designed to prepare students for studying the specialized areas of sociology related to social problems. It is a writing-intensive course that will develop skills in researching scholarly sources, organizing academic literature, and using proper citation and formatting guidelines. The course includes oral presentation components. Prerequisite: SOCI 100.

SOCI 205. Social Psychology (3 hrs) An analysis of various current theories, topics, and research methodologies in social psychology. Some of the topics covered include social perception, impression formation, attraction, pro-social and anti-social interpersonal behavior, attitudes, prejudice and discrimination, social roles, group influence on behavior, group dynamics, leadership and social ecology. Cross-listed with PSYC 130. Prerequisite: PSYC 010 or permission of instructor.

SOCI 208. Sociology of the Mass Media (3 hrs) The process, structure, content and effects of mass communication will be studied. Contemporary issues surrounding mass communication will be considered as well as the relationship between mass media organizations and other social institutions.

SOCI 210. Sociology Research Methods (3 hrs) Methodological and theoretical approaches in the analysis of social phenomena, including theory building. Prerequisites: SOCI 100 or CRST 100 or permission of department chair. Required of all sociology majors.

SOCI 215. Social Statistics (3 hrs) The principles and methods for collecting and analyzing social data. Emphasis on tests of hypotheses; parametric and non-parametric techniques; multivariate analysis; data transformation and manipulation. Use of examples from sociology. Prerequisite: a college level math course.

SOCI 216. Qualitative Methods (3 hrs) This course examines qualitative methods in sociology, such as interviewing, content analysis, ethnography, and historical analysis. Emphasis will include reviewing data collection and data analysis strategies common in qualitative approaches. Prerequisites: SOCI 100 and SOCI 210; or permission of the instructor.

SOCI 220. Social Stratification (3 hrs) Systems of social inequality (stratification) in human societies with emphasis on the nature, causes and consequences of social inequality in American society.

SOCI 222. Women and Reproduction (3 hrs) This course considers the issue of reproduction in women's lives. Using a feminist perspective, which assumes that women have a right to access to the full range of information available on aspects of women's reproductive health, this course examines such issues as body image, sexuality, menstruation, pregnancy, childbirth, and menopause. Students will examine social and cultural factors that affect current medical approaches to obstetrical care and other aspects of women's health in the United States.

SOCI 230. Sociology of Gender (3 hrs) Causes and consequences of behavioral expectations associated with masculine and feminine gender roles in modern societies. Emphasis is given to social learning, role conflict and social movements associated with social inequalities related to sex status. (GI)

SOCI 232. Marriage and the Family (3 hrs) The institution of marriage and the family in various societies with special emphasis on the contemporary American family. (GI)

SOCI 240. Globalization and Global Inequities (3 hrs) This course addresses globalization both locally and internationally, exploring issues of global governance, global inequality, low-wage economics and the transnationalization of the globe. This course examines power differentials among nations, examining why some countries benefit from globalization while others do not. It acknowledges that globalization is more than an economic process and has deep implication for social, cultural and political systems around the world. (GA)

SOCI 252. Sociology of Aging (3 hrs) An examination of the major theories of aging, the demography of aging and the influence of longevity on social issues.

SOCI 261. Sociology of Sexualities (3 hrs) This course examines sexuality as socially constructed and socially controlled. Topics may include methodological and ethical issues in sex research, representations of sex media, sex education programs, sexual violence, sex work, and diverse meanings of sexual bodies and practices. (GI)

SOCI 262. Sociology of the Body (3 hrs) This course studies the body and embodiment through a sociological lens. Students will critically examine how the body affects the social world, and how one's social world affects the body. Topics may include gendered embodiment, understanding social stratification on the body, medicalization and pathologization of the body, disabilities studies, and bodily transformations..

SOCI 270. Criminology (3 hrs) This course examines crime and deviance from a sociological perspective. It looks critically at correlates of crime, the prevalence of crime, and crime control. This course provides a greater understanding of theoretical and social explanations of crime, how crime is measured and studied, the social costs of crime, and solutions to the problems of crime. Cross-listed with CRST 100. (SS)

SOCI 275. Internship in Sociology (1-4 hrs) An opportunity to use the knowledge and skills the student has learned in coursework to solve problems in a real work setting; the apprenticeship aspect of the internship implies that the student has some base of knowledge and will increase her knowledge and skills by direct contact with an experienced, knowledgeable mentor. Open to sophomores, juniors and seniors with a 2.0 cumulative average; maximum credit per term is four semester hours; admission by application only.

SOCI 280. Urban Community (3 hrs) This course will examine the designs of urban public space and the major demographic features of contemporary cities. It considers the impact that neighborhood context has on crime and criminal behavior. The development and structure of neighborhoods will be explored in relation to informal social control mechanisms in terms of socialization patterns of group membership and social cohesion; and formal social control mechanisms of law enforcement, the court system, and the corrections system.

SOCI 290. Honors Independent Study in Sociology (3-4 hrs) Advanced independent study under the guidance of a faculty advisor. Open to juniors and seniors with a 3.5 average in sociology, subject to approval of the chair of the department. Honors work may be taken for a maximum of eight semester hours over two semesters, the maximum in any one term being four semester hours.

SOCI 310. Special Topics in Sociology (1-4 hrs) Contemporary issues in sociology. This course consists of intensive study of current topics in the field of sociology.

SOCI 380. Senior Seminar in Sociology (3 hrs) The senior seminar provides a capstone experience for students, applying a sociological perspective to contemporary social issues. This course requires a major research paper. Enrollment is limited to majors with senior standing or permission of the department chair.

WOMEN'S, GENDER, AND SEXUALITY STUDIES

Women's, Gender, and Sexuality Studies is an interdisciplinary program focusing on the role of gender in the development of individuals, societies and cultures and on the construction of gender by societies and cultures. Emphasis is placed upon the intersection of gender with race, class, ethnicity, age and sexuality and on issues of bias, inequality and male privilege. Students in women's, gender, and sexuality studies are encouraged to think critically and analytically; to explore a variety of disciplinary approaches to the interpretation of human

experience; to use their own gendered life experience while at the same time trying to see the world through others' eyes; and to create bridges between the academic and the experiential.

Women's, Gender, and Sexuality Studies Minor

The Women's, Gender, and Sexuality Studies minor requires completion of six courses, of which no more than two may come from a single discipline, with the exception of Women's, Gender, and Sexuality Studies. At least three of the six courses must be taken at Salem.

Required Core Course:

WGSS 204: Introduction to Women's, Gender, and Sexuality Studies (3 hrs)

Select five additional courses from the list below, at least two of which must be from two different disciplines outside of Women's, Gender, and Sexuality Studies

ARTH 180. Women and Art (3 hrs)

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

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

DANC 104. History of Dance (3 hrs)

ENGL 208. Sinners, Saints, and Sapphos: Early-Modern Female Dramatists (3 hrs)

ENGL 288. Room of Their Own: Women Writers, 1900-present (3 hrs)

ENGL 293. The Culture of African American Literature (3 hrs)

ENGL 310. Toni Morrison: Reconstructing American Identity (3 hrs)

ENGL 325. Modern Writings from Women of the Non-Western World: Global Lit (4 hrs)

ENGL 348. The Rise of the Female Novelist, 1684-1900 (4 hrs)

ENGL 349. Race, Culture and Identity in Multi-Ethnic Literature of the United States (3 hrs)

EXER 245. Women in Sports (3 hrs)

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

HIST 265. U.S. Constitutional and Legal History (3 hrs)

HIST 269. America in Our Time: 1945 to Present (3 hrs)

HIST 286. Modern Japan (3 hrs)

MUSI 105/305. Women and Music (3 hrs)

PSYC 110. Psychology of Women (3 hrs)

PSYC 160. Human Sexuality (3 hrs)

RELI 255. Women in Ancient Judaism and Hebrew Scriptures (3 hrs)

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

RELI 260. Feminist Studies in Religion (3 hrs)

SOCI 222. Women and Reproduction (3 hrs)

SOCI 230. Sociology of Gender (3 hrs)

SOCI 232. Marriage and the Family (3 hrs)

WGSS 200. Independent Study in Women's, Gender, and Sexuality Studies (3 hrs min.)

WGSS 210. Feminist Theory: Lenses and Methodologies (3 hrs)

WGSS 220. Special Topics in Women's Studies (3 hrs min.)

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

WGSS 270. Internship in Women's, Gender, and Sexuality Studies (3 hrs min.)

WGSS 290. Honors Independent Study in Women's, Gender, and Sexuality Studies (3 hrs min.)

Women's, Gender, and Sexuality Studies Courses (WGSS)

WGSS 200. Independent Study in Women's, Gender, and Sexuality Studies (1-4 hrs) Independent study under the guidance of a faculty advisor. Open to students with a 2.0 cumulative average and permission of the coordinator of the program. Independent study may take the form of readings, research, conference or project. Independent study may be taken for a maximum total of twelve semester hours, no more than eight in any term.

WGSS 204. Introduction in Women's, Gender, and Sexuality Studies (3 hrs) An interdisciplinary course focusing on the life experiences of women from diverse backgrounds and on the theoretical frameworks which feminist thinkers have used to analyze and transform cultural, political, and scientific ideologies. Includes a brief overview of the history of the women's movement. Emphasis on the interconnections among gender, race, class and sexual orientation. (GI)

WGSS 210. Feminist Theory: Lenses and Methodologies (3 hrs) A study of the varieties of modern feminist theory, including Women's Liberation; Marxist feminism; gynocentrism; the politics of difference; essentialism; theories of feminism related to lesbians, women of color, working class women; and global perspectives on women. Exploration of different models for using gender along with race, class, ethnicity and sexuality, as lenses of analysis will facilitate the development of critical and analytical methodologies.. Prerequisite: WGSS 204 or permission of instructor.

WGSS 220. Special Topics in Women's, Gender, and Sexuality Studies (1-4 hrs) An issue or problem in women's, gender, and sexuality studies will be studied intensively. The specific content and methods for study will be announced prior to the beginning of the course.

WGSS 240. Women's Activism and Advocacy (3 hrs) Building on an exploration of the involvement of women in historical and contemporary social movements for human equality and social justice, this course emphasizes ways in which women conceptualize, strategize, implement and assess social movements and organizations, particularly those whose goal is the betterment of women's lives and opportunities. Prerequisite: WGSS 204 or permission of instructor.

WGSS 270. Internship in Women's, Gender, and Sexuality Studies (1-4 hrs) An opportunity to use the knowledge and skills the student has learned in course work to solve problems in a real work setting; the apprenticeship aspect of the internship implies that the student has some base of knowledge and will increase her knowledge and skills by direct contact with an experienced, knowledgeable mentor. Open to sophomores, juniors and seniors with a 2.0 cumulative average; maximum credit per term is four semester hours; admission by application only.

WGSS 290. Honors Independent Study in Women's, Gender, and Sexuality Studies (3-4 hrs) Advanced independent study under the guidance of a faculty advisor. Open to juniors and seniors with a 3.5 cumulative G.P.A. and permission of the coordinator of the program. Honors Independent Study may be taken for a maximum of eight semester hours.

SALEM SCHOLARSHIP FUNDS

Endowment Scholarships

Endowed scholarships consist of money given to Salem to invest. A donor may request that Salem use the interest earned from his or her gift for a particular purpose; many donors request that the interest be used for scholarships.

The following is a list of all of Salem's endowed scholarships:

General Scholarships

Alamance County Scholarship
The Aldridge Scholarship
The Herbert W. and Maye S. Aldridge Memorial Scholarship
The Herbert and Maye Aldridge Salem Impact
The R. Worth Allen Sr. Scholarship
Eva Sue Hodges Ambler Scholarship
Maye McMinn Houston Anderson Scholarship
Jane Armfield Scholarship
Sallie Millis Armfield Scholarship
Emily Diane Payne Arrowood C'49 Scholarship
Carrie Bahnson Memorial Scholarship
The Marjorie H. Bailey Third Century Scholarship
Bethania Memorial Scholarship
Louise Bitting Scholarship
Boone Family Scholarship
Mabel Douglas Bowen Scholarship
Bradley Scholarship
Brookes Sisters Scholarship
Roy J. Campbell Scholarship
Adele Pannill Carter Scholarship
Charlotte Alumnae Scholarship
Lucy Hanes Chatham Scholarship
Church Family Scholarship
Class of 1912 Scholarship
Class of 1923 Scholarship
Class of 1926 Scholarship
John H. Clewell Scholarship
William F. and Ethel Reich Clingman Scholarship
Rhoda Ware Cobb Scholarship
Correll–Brown Scholarship
Ruth Hanes Craig Memorial Scholarship
Mildred Ellis Culbreath Scholarship
Dr. John Preston Davis Scholarship
Sue Jones Davis Scholarship
Margaret M. Dick Scholarship
T.B. and Mary Neal Dixson Scholarship
Nellie R. Seewald Doe Scholarship
Bessie Wellborn Duncan Scholarship
Virginia "V.V." Garth Edwards Scholarship
Robert E. Elberson Scholarship
William Alexander Eliason and Mary Norman Eliason Scholarship
Doris McMillan Eller Scholarship
Thomas and Elizabeth Elrick Everett Scholarship
Alice Elaine Falls Scholarship
Mary Ruth Fleming Scholarship
Jessica T. Fogle Scholarship
Rosa Caldwell Foil C'26 Scholarship
Adelaide Fries Scholarship
Marguerite and Rosa Fries Scholarship
Sarah Fulcher Scholarship
Florence Clement Gaither Scholarship
Marion Norris and Wensell Grabarek Scholarship
Dorris Collie Hall Scholarship
Violet, William, David and Earnest Hampton Memorial Scholarship
Martha Stockton Hancock Scholarship
Lizora Hanes Scholarship
The Margaret Hauser Scholarship
William Randolph Hearst Scholarship
Lynne Collins Heidenreich Scholarship
Elizabeth McRaven Holbrook Scholarship
Frances Goodwin Frye Howard Memorial Scholarship
John Jacobson Scholarship
Dell and Frank James Scholarship
Claudia Duval Jarrett C'61 Scholarship
The J. Clyde Johnson Scholarship
Virginia A. Johnson Scholarship
Mary Ann Wolff Jones Scholarship
Charles Henry and Glennora Rominger Kreiger Scholarship
Louise Pepper McClung Scholarship
McEachern Sisters Scholarship
Helen Johnson McMurray Scholarship
Mabel McInnis McNair Scholarship
Eleanor, Laura and Catherine Neal Scholarship
Mary Bryant Newell Scholarship
Paul O. & Freda Dietz Newman Memorial Scholarship
Corinne Baskin Norfleet Scholarship

Ruth Willingham Norfleet and Lila Norfleet Davis Scholarship
Abbie Leigh Ross Pepper Scholarship
William H. and Lena Morris Petree Scholarship
Rosalie Hanes Moore Rice Scholarship
Rocky Mount Alumnae Scholarship
Howard Edward Rondthaler Scholarship
Katherine B. Rondthaler Scholarship
Brona Nifong Roy Scholarship
Elizabeth H. Scholze Scholarship
Class of 1984 Scholarship
Jennie Richardson Shaffner Scholarship
Helen Shore Scholarship
Adelaide Caroline Winston Showalter Scholarship
Michele Garcin Siebert Scholarship
Charles and Clara V. Siewers Scholarship
T.A. and L.A. Sims Scholarship

English

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

Music

Stuart A. and Marie V. Bellin Music Scholarship
Marilyn Shull Brown Scholarship
Mary Norris Cooper Music Scholarship
Margaret McCall Copple Scholarship
Dr. Benjamin C. Dunford Scholarship
Jo Ann Wade Eaves Scholarship
Fogle Organ Scholarship
Nell Folger Glenn Scholarship
Maude Hawks Music Scholarship
Louise Bahnson Haywood Scholarship
Margaret Louise Johnson Scholarship
Mary V. Jones Scholarship
Marjorie Roth Kennickell Scholarship

Miscellaneous

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

Eleanor Stafford Scholarship
Elizabeth Leland Stanfield Scholarship
Stough Sisters Scholarship
Mary L. Stroud Scholarship
Linda Lyon Turner Scholarship
Molly Tuttle Scholarship
Sara A. Vogler Scholarship
Elizabeth M. Waynick Scholarship
Ann McPherson Weaver Memorial
Lucy Leinbach Wenholt Scholarship
The Carl and Virginia Flynt Weyand Scholarship
Elizabeth N. Whitaker Scholarship
Elizabeth Taylor Williams Scholarship
Tom and Ted Wilson Scholarship
Edith Willingham Womble Scholarship
Beulah May Zachary Scholarship
Webb Zenor Scholarship

Math and Science

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

Margaret Mason McManus Scholarship
John and Margaret Mueller Organ Scholarship
Pfohl Scholarship in Music
Gerri Pratt Scholarship (Music Composition)
Clemens & Margaret Vardell Sandresky Scholarship
H. A. Shirley Scholarship
Margaret T. and Ralph M. Stockton Sr. Music Scholarship
Luther E. & Ruby N. Tesh Music Scholarship
Evelyn Tatum Traver C'51 Endowed Music Scholarship
Charles G. Vardell Music Scholarship
Gretchen Wampler Welch Music Scholarship

Ivy May Hixson Memorial Scholarship (Study Abroad)
International Scholarship Fund (Study Abroad)
Mila Kabatnik Scholarship (Design)
Constance Kick Scholarship (Biochemistry, Biology, Chemistry, Exercise Science)
James Leinbach Scholarship
Elizabeth Reeves Lyon Scholarship (Arts Administration)
Patricia Calametti McAleer Scholarship for Continuing Studies (Fleer Center Students)

J. Frank and Laura Turnage McNair Scholarship (Religion)
Moravian Scholarship
Ruth Virginia Neely Scholarship (Elementary Education)
Nan Norfleet Early Art Scholarship
Constance Pfohl Scholarship (Moravian)
Frances Caldwell Prevost Scholarship (Elementary Education)

Shirley Danner Shouse Scholarship (Fleer Center Students)
Gertrude Siewers Scholarship (Moravian)
Harry and Hannah Smith Scholarship (Humanities)
Minnie J. Smith Scholarship (Humanities)
Hattie Strong Scholarship (Foreign Students)
Edith Witt Vogler Scholarship (Moravian)
Women's Fellowship of Home Moravian Church Scholarship (Moravian)

Term Scholarships

The following is a list of term scholarships. These scholarships are funded annually by the donors, and the money is then given to qualified students.

Algernon Sydney Sullivan Scholarship
Atlanta Alumnae Club
BB&T Merit Scholarship
Kathleen Adkins Blackwell Scholarship
Broyhill Family Foundation Scholarship
Duke Energy Scholarship
Durham–Chapel Hill Alumnae Club
Golden Leaf Foundation Scholarship
Cynthia Curtis and Lucy Grimsley Memorial Scholarship
Lehman Scholars (Science and Math)

Piedmont Natural Gas Company Scholarship
Tidewater Alumnae Club
UPS Scholarship
Vulcan Materials Scholarship
Wachovia Scholarship
Washington, DC–Baltimore Alumnae Club
Westmoreland Lowe Scholarship (Traditional Age Day Student)
Lettie Pate Whitehead Foundation Scholarship Program
Winston–Salem Alumnae Club

AWARDS AND PRIZES

Ann MacPherson Weaver Award This award is given to a rising junior who exemplifies the courage, sense of humor and self-effacing qualities that were characteristics of Ann Weaver. This student is known for facilitating harmonious relationships within the Salem College community and maintains high academic standards. Established to honor Ann MacPherson Weaver.

Anne Woodward Student-Athlete of the Year This award is presented to the Salem College athlete who has achieved team and individual greatness during the academic year. The person is nominated by coaches and voted on by the athletic department staff.

Athletic Academic Achievement Award This award is given yearly to the athletic team with the highest cumulative G.P.A.

Carroll Lennon Residential Life Award This award is given to a student who exemplifies the spirit, enthusiasm and concern for fellow students that was characteristic of Carroll Lennon C'69. The award recipient is selected by a committee of student government officers, the dean of students and representatives of her staff.

Clark A. Thompson Community Service Award Established to honor the late Dr. Clark A. Thompson for his years of dedicated service to the College and to the larger community, this award recognizes a Salem student who has made a substantial commitment to volunteer community service beyond course requirements.

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

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

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

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

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

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

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

Lovin History Award The Lovin History Award, established in honor of Cynthia Lovin McArthur, '75, is presented annually at honors convocation to the senior majoring/minoring in history, American studies, or art history who throughout her year at Salem College, has: maintained at least a 3.6 average overall; demonstrated, through independent study or honors work, her promise as a history scholar; and demonstrated a significant contribution to the Salem community through involvement in campus organizations.

Lucy Bramlette Patterson Award for Creative Writing Established in 2002 to honor a distinguished Salem Alumna whose life interests included a passion for creative writing, this award recognizes a Salem student in creative writing who has submitted an outstanding portfolio of work.

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

Penelope Niven Creative Writing Award Established in 1998 with a gift from Pauline Sims Medlin, a member of the Center for Women Writers board, this award honors Penelope Niven, writer-in-residence at Salem College, and recognizes outstanding work by a Salem College junior or senior in creative writing.

Nan Tilley Athletic Department Service Award Presented to an individual for exemplary service, selfless dedication and commitment to the athletic department's philosophy and mission. This award is not given every year and is not necessarily awarded to an athlete.

President's Prizes Established by the Alumnae Association of Salem College in 1958, the awards are made to recognize high academic achievement at the College. An award is also given to the first-year and to the junior with the highest G.P.A., provided she returns for the academic year immediately following.

Sarah Covington Fulcher Leadership Award Established in 1988 by Sarah Fulcher this award is given to an upper-class student displaying outstanding qualities of leadership. The recipient will have impacted the College or wider community and demonstrated tenacity and determination; the ability to make decisions and implement them; the ability to communicate clearly and effectively; and integrity, loyalty and dedication.

Scholar Athlete of the Year Award This award recognizes a sophomore, junior or senior athlete letter-winner who has the highest cumulative G.P.A.

Sophisteia Award The Sophisteia Award for traditional students is a gift to Salem College from the Class of 1978, in conjunction with the Class of 1973. Established in 1978, it is presented to the senior graduate with the highest G.P.A. over four years. The Sophisteia Award for Fleeer Center students, established by the Prime Times Alumnae Club, honors the Fleeer Center graduate who has achieved the highest G.P.A. with full time enrollment over a minimum of two full years of study at Salem, the high standards and requirements that Salem College holds for its students.

Winnie Warlick Simpson Awards Established by the children of Winnie Warlick Simpson, a Salem College alumna. Awards are given to students who excel in music theory and music composition.

Women in Science and Mathematics Program Prize Awarded to a junior or senior majoring in one of the four disciplines in the science division, who has achieved a G.P.A. of 3.0 or higher and who has exemplified citizenship and scholarship by participating in the activities sponsored by the Women in Science and Mathematics program, tutoring and the honor societies. The recipient must show strong scholarship in the classroom and in research.

HONOR ORGANIZATIONS

Alpha Epsilon Delta Alpha Epsilon Delta, the Salem Premedical Honor Society, promotes communication, scholarship and community service among premedical students at the College. Its membership is limited to Salem students and alumnae whose general scholastic average is 3.0 or greater and who rank in the upper 35% of their class.

Alpha Lambda Delta Alpha Lambda Delta is a nationally recognized first-year honor society. Its purpose is to promote intelligent living, high standards of learning and superior academic achievement in a student's first year at Salem. To be admitted to Alpha Lambda Delta, a student must take a full academic load and earn a G.P.A. of 3.5.

Alpha Psi Omega Alpha Psi Omega honors students who achieve a high standard of work in dramatics. Students who complete a minimum of 60 hours on stage and in some area of crew work are eligible for membership.

Alpha Sigma Lambda Alpha Sigma Lambda, the premier and largest chapter-based honor society for full and part-time adult students, was established in 1946 to recognize outstanding scholarship and leadership in adult students pursuing their first undergraduate degree. Alpha Sigma Lambda recognizes students in this population who have taken a minimum of twenty-four hours in liberal arts/sciences at Salem (not including transfer course credits), are drawn from the top 20% of students in the undergraduate degree program whether full or part time, and have a minimum cumulative G.P.A. of 3.2.

Beta Beta Beta Beta Beta Beta is the national biological honor society which emphasizes scholarship, dissemination of scientific knowledge and promotion of biological research. Regular members of the Beta Alpha chapter must be biology majors of junior or senior standing and possess a 3.0 or higher. Associate members are those undergraduates whose interests include the like sciences, but who are ineligible for regular membership.

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

Lambda Pi Eta Lambda Pi Eta is a national honor society for communication and media studies majors. Membership is open to juniors and seniors with outstanding achievement in communication studies. Faculty may also be members.

Mortar Board Mortar Board is a national honor society for seniors who have demonstrated distinguished ability in scholarship, leadership and service to the college and the community. Members are tapped for the society at the end of their junior year.

Omicron Delta Epsilon Omicron Delta Epsilon is an international honor society that encourages and recognizes academic excellence in economics. Students are required to have a 3.0 overall G.P.A. and a 3.0 average in at least four economics classes. ODE is committed to advancing the field of economics through dialogue and academic exchange both on and off campus.

Omicron Delta Kappa Omicron Delta Kappa, a national leadership honor society, recognizes junior and senior students who have attained success in scholarship, athletics, service, journalism and creative arts through effective leadership and constructive participation in the life of the community.

Phi Alpha Theta Phi Alpha Theta, the national history honor society, encourages and recognizes outstanding achievement in that field of study. Both faculty and students may be inducted into this society.

Phi Sigma Iota Phi Sigma Iota is the national honor society in modern languages. It is open to faculty, juniors and seniors who meet high standards of performance in advanced French, German and Spanish.

Pi Gamma Mu Pi Gamma Mu is the international social science honor society. It recognizes achievement in the social sciences and is open to juniors and seniors who meet its high standards through their course work in history, political science, economics, sociology, criminal studies, and psychology.

Pi Kappa Lambda Pi Kappa Lambda is the most prestigious national college honor society in music. It recognizes the highest levels of musical achievement and academic scholarship in colleges, universities and other institutions of higher learning which must offer music degree programs in one or more fields. Membership is open to juniors and senior who have demonstrated high academic achievement in music.

Sigma Beta Delta Sigma Beta Delta is the international honor society in business, management and administration. Its purposes are to encourage and recognize scholarship and achievement among students of business, management and administration as well as to encourage and promote personal and professional improvement and a life distinguished by honorable service to humankind. To be eligible for membership in Sigma Beta Delta, students must be business, accounting, economics or international business majors of junior or senior standing and possess a 3.7 G.P.A.

Sigma Tau Delta The Alpha Eta Kappa chapter of Sigma Tau Delta, the International English Honor Society, honors distinction for high achievement in undergraduate English studies. Students must have completed three semesters at Salem, maintain a 3.0 in more than two English/creative writing at the 200-level or higher, and rank in the top 35% of her class.

Theta Alpha Kappa Theta Alpha Kappa is the national honor society for theology and religious studies. Its purpose is to encourage, recognize and maintain excellence in these fields of study. Theta Alpha Kappa sponsors a scholarly journal which publishes the works of undergraduate students.

EMERITI FACULTY/ADMINISTRATION

Doug Borwick, BM, Ph.D.

Professor of Not-for-Profit Management, Arts Management and Music, Emeritus

Michel Bourquin, BA, M.A.

Professor of French, Emeritus

W. Douglas Cardwell, Jr., A.B., Ph.D.

Professor of Modern Languages, Emeritus

Errol Clauss, BA, M.A., Ph.D.

Professor of History, Emeritus

Doris M. Eller, BS

Director of Alumnae Relations, Emerita

Louise Y. Gossett, BA, M.A., Ph.D.

Professor of English, Emerita

Mary E. Homrighous, A.B., M.A., Ph.D.

Professor of English, Emerita

Joan E. Jacobowsky, BS, M.A.

Professor of Voice, Emerita

Virginia A. Johnson, BS, M.Ed.

Dean of Students, Emerita

Gary Ljungquist, BA, Ph.D.

Professor of Modern Languages, Emeritus

George McKnight, BS, Ph.D.

Associate Professor of Chemistry, Emeritus

Craig H. Miller, BS, Ph.D.

Professor of Chemistry, Emeritus

Thomas Mowbray, BA, M.A., Ph.D.

Professor of Biology, Emeritus

Margaret S. Mueller, BM, M.M.

Professor of Organ and Theory, Emerita

Stephen R. Nohlgren, BA, M.S.P.H., Ph.D.

Professor of Biology, Emeritus

Dorothy S. Russell, BA, M.A., Ed.D.

Professor of Education, Emerita

Margaret Vardell Sandresky, BM, M.M.

Professor of Composition and Theory, Emerita

Dudley D. Shearburn, A.B., M.Ed., Ph.D.

Associate Professor of Education, Emerita

Rose Simon, A.B., M.A., M.S.L.S., Ph.D.

Director of Libraries, Emerita

Adam Stiener, BA, M.A.

Associate Professor of German, Emeritus

Wenzhi Sun, BS, M.S., Ph.D.

Associate Professor of Mathematics, Emeritus

Nan Rufty Tilley, BS, M.F.A.

Associate Professor of Physical Education, Emerita

ORGANIZATION OF THE COLLEGE

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Lucy Rose C'76, Vice Chair

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Susan Lundeen Smith C'72, Treasurer

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Buffalo, NY

Patrice Black Davis C'89 (2021)

Moncks Corner, SC

Terrie Allen Davis A'63, C'67 (2024)

Winston-Salem, NC

Ellen Todd Drew C'81 (2024)

Los Altos, CA

McDara P. Folan III (2023)

Winston-Salem, NC

Lossie Freeman C'97 (2024)

Wilmington, DE

David B. Guthrie (2022)

Winston-Salem, NC

Katherine Holland-Ortiz C'00 (2024)

Lexington, MA

Robin Rhodes Howell A'79 (2021)

Charlotte, NC

Ina Blackmore Kamenz A'73 (2022)

Mocksville, NC

Stratford Newitt Kiger C'90 (2022)

Charlotte, NC

Victoria Lasley C'14 (2022)

Winston-Salem, NC

Brandy Nelson C'97 (2022)

Charlotte, NC

Lucy Rose C'76 (2022)

Roseland, VA

Anne Berger Salisbury C'71 (2022)

Cary, NC

Susan Lundeen Smith C'72 (2023)

Atlanta, GA

Mary Louise Ford Stott C'69 (2022)

Winston-Salem, NC

Steve Strawsburg (2022)

Winston-Salem, NC

Sydney Timmons Taylor C'71 (2021)

Greenville, SC

Judith S. White (2024)

Denver, CO

Eileen Wilson-Oyelaran (2024)

Winston-Salem, NC

Administration, Faculty and Staff

Office of the President

Susan Henking (2019)

Interim President, Salem Academy and College

BA, Duke University; MA, PhD University of Chicago School of Divinity

Katherine Knapp Watts (1992)

Vice President for Strategic Planning

BA, Salem College; MALS, Wake Forest University

Rosemary Loftus Wheeler (2002)

Executive Assistant to the President

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

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

Richard Vinson (2008)

Associate Vice President for Academic Affairs, Dean of Undergraduate Studies and Professor of Religious Studies

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

Shari White Dallas (2008)

Executive Assistant

BA, Salem College

Ida Turner Davis (2000)

Director of Academic Support

BBA, University of Central Arkansas; MA, Webster University

Ramona P. Raines (1998)

Staff Associate, Academic Programs

BS, North Carolina Central University

Martha H. Flear Center for Adult Education

Betty S. Telford (2007)

Dean of the Martha H. Flear Center for Adult Education

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

Angela Higgins

Student Services Coordinator

Office of Graduate Studies in Education

Sheryl Long (2015)

Director of Teacher Education and Graduate Studies in Education, Associate Professor of Education

BA, Meredith College; MA, University of North Carolina at Wilmington; PhD, North Carolina State University

Meredith Robbins (2019)

Administrative Assistant for Teacher Education and Graduate Education

MA Ed, The University of North Carolina at Pembroke; BS, College of Charleston

Office of the Registrar

Richard B. Vinson (2008)

Registrar and Director of Institutional Research

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

Susan C. Brawley (2008)

Associate Registrar
BS, University of North Carolina at Greensboro

The Library

Elizabeth Novicki (2009)

Director of Libraries

BA, MLIS, University of North Carolina at Greensboro

Terry Collins (1993)

Information Delivery and Archives Associate

BS, North Carolina State University

Kenny Arnold (2020)

Access Services Supervisor

Mary Abernathy (2018)

Discovery and Delivery Librarian

Donna Rothrock (1999)

Associate Librarian; Fine Arts Center Librarian

BMed, University of North Carolina at Chapel Hill; MMed, University of Colorado at Boulder;
MLIS, EdD, University of North Carolina at Greensboro

Office of Information Technology

Kris Kelley (2011)

Director of Information Technology

AAS, Forsyth Technical Community College; BS, East Carolina University

Richard Clark (2003)

Systems/Database Administrator

BA, East Carolina University

Tina McCray (2017)

Computer Technician

AAS, CCNA, Forsyth Technical Community College

Andrea Parker (2017)

Multimedia and Lab Administrator

AAS, Forsyth Technical Community College; BA, Salem College

John Emanuel (2018)

Systems Administrator, Junior

Lori Noel (2018)

Computer Technician

Office of the Dean of Students

Laurie Neff (2020)

Dean of Students and Associate Vice President for Student Affairs

MA, The Ohio State University, BS, Denison University

Collier Lumpkin (2018)

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

BA, College of William and Mary; MA, The Ohio State University

Alan Mueller (2017)

Assistant Dean of Students for Student Activities, Leadership, and Intercultural Education

BA, MA, EdSpec, EdD, Appalachian State University

Susan Harding (2011)

Director of Student Well-being

BA, University of North Carolina at Chapel Hill; MS, University of North Carolina at Greensboro

College Health Services

Robin Campbell, MS, NCC, LPC (2019)

Director of Counseling

MS, University of North Carolina at Chapel Hill; BS, North Carolina A&T

Gaither Terrell, LCSW (2017)

Staff Counselor

BA, University of North Carolina at Chapel Hill; MSW, Smith College School for Social Work

Office of the Chaplain

Rev. Amy J. Rio (2007)

Chaplain, Salem Academy and College

BA, Greensboro College; MDiv, Duke Divinity School, Duke University; DMin, Wesley Theological Seminary

Athletics

Patricia Hughes (2017)

Director of Athletics

BS, Coker College; MEd, University of Montevallo

Chelsey Wilson (2018)

Assistant Athletic Director of Compliance and Internal Operations

BA, Guilford College

Jon Cole (2019)

Director of Sports Communications

BA, University of North Carolina at Greensboro; MA, The Citadel

Kierston Garner (2017)

Head Softball Coach

BA, Salem College

Quntashea Lewis (2019)

Head Basketball Coach

BA, Salem College; MA, Eastern Mennonite University

Emma Rose (2018)

Interim Head Lacrosse Coach

BA, Gardner-Webb University; MAS, Wake Forest University

Octavia Saunders (2018)

Head Soccer Coach

BA, University of Montevallo

Edward Steele (2016)

Head Tennis Coach

Tim Hillen (2018)

Head Swim Coach

MBA, Lewis University

Eddie Stevens (2006)

Athletic Trainer, Instructor of Physical Education

BS, Winston-Salem State University; MS, West Virginia University

Office of Admissions and Financial Aid

Kathy S. McAdams (1997)

Associate Director of Admissions

AA, Davidson County Community College

Janet Zamora Sepulveda (2019)

Admissions Counselor

BA, University of North Carolina at Chapel Hill

Anna Harris-Riffe (2019)

Admissions Counselor

BA, Utah State University

Elisabeth Purdy (2019)

Admissions Counselor

Ray Celeste Tanner (2019)

Admissions Counselor

BA, University of Mary Washington; MA, Wake Forest University

Alyssa Bozak (2018)

Assistant to the Associate Director of Admissions

BA, Salem College

Christy Ann Chesnut (2000)

Assistant Director of Financial Aid

AAS, Forsyth Technical Community College; BA, Salem College

Paul Coscia (2013)

Assistant Vice President for Financial Aid

BA, Guilford College

Lauren Greve (2018)

Assistant Director of Admissions and Social Media

BA, Knox College; MA, University of Houston School of Art

Joanne Reed (2019)

Office Administrator and Campus Visit Coordinator

Mark Jones (2008)

Webmaster

BM, California State University at Northridge

Business Office

Ken Buchanan, CPA (2019)

Vice-President for Finance and Administration, Chief Financial Officer

Scott Morin (2016)

Controller

BS, Western New England University; MBA, Bay Path University

Nikki B. Brock (1971)

Accounts Receivable Manager

Heather Hubbard (2012)

Disbursements and Receipts Coordinator

BA, Salem College; MBA, Winston-Salem State University

Emily Young (2019)

Director of Human Resources and Benefits

BA, James Madison University

Deborah Sullivan (2018)

Payroll Coordinator

Sally Pickering (2019)

Financial Accountant

BS, Eastern Connecticut State University

Institutional Advancement

Kathy Marakas Barnes (2016)

Vice-President for Institutional Advancement

BA, Salem College

Felicia Carey (2015)

Senior Director of Annual Giving & Alumnae Engagement

BA, Smith College; MA, Durham University, UK; MA, University College London, UK

Lee Ann Manning (2020)

Senior Director of Development

Linda Bridges (2019)

Director of Corporate & Foundation Relations

Amanda Latham (2019)

Gift Entry & Donor Services Specialist

Rosanna Mallon (1992)

Assistant Director of Alumnae Affairs

Administration

Ken Buchanan (2019)

Vice-President for Finance and Administration, Chief Financial Officer

Erin Adams (2016)

Associate Vice President for Administration, Title IX Coordinator

BA Salem College; JD, West Virginia University

Jerry Boles (2018)

Chief of Public Safety

North Carolina Private Protective Services Certification

Brenda Hutchens (2017)

Director of Physical Plant

BS, Gardner-Webb University; MBA, Pfeiffer University

Suzanne (Suzi) Moore (1996)

Director of Events

BA, University of Pittsburgh

Alice Smith (2009)

Mail and Supply Center Attendant

BS, Bob Jones University

Wendy Hawkins (2017)

Mail and Supply Center Attendant

College Faculty

Susan Henking (2019)

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

BA, Duke University; MA, PhD, University of Chicago School of Divinity

Marlin Adrian (1997)

Assistant Professor of Religious Studies

BA, University of Kansas; MA, Mennonite Biblical Seminary; MA, PhD, University of Virginia

Melissa W. Beeson (2013)

Associate Professor of Education

BA, Elon University; MEd, Elon University; PhD, University of North Carolina at Greensboro

Katharine A. Blackwell (2013)

Associate Professor of Psychological Science

BS, University of Rochester; MA, University of Colorado at Boulder; PhD, University of Colorado at Boulder

Erika Bonadio (2018)

Visiting Assistant Professor of Exercise Science

BA, Washington and Jefferson College; PhD, University of North Carolina at Greensboro

Shawn Bowman-Hicks (2006)

- Affiliated Professor of Dance*
BA, Columbia College; MFA, The Ohio State University
- Nora Doyle (2014)**
Assistant Professor of History
BA, Grinnell College; MA, PhD, University of North Carolina at Chapel Hill
- Kathy S. Duckett (2005)**
Biology Laboratory Coordinator; Staff Coordinator
BS, Mars Hill College; Medical Technology Certification, Bowman Gray School of Medical Technology
- Linda Motley Dudley (1971)**
Professor of Psychological Science
BA, University of North Carolina at Chapel Hill; MA, PhD, University of North Carolina at Greensboro
- Jo Dulan (1997)**
Associate Professor of English, Director of Honors Program
BA, MA, Northern Michigan University; PhD, Wayne State University
- Rebecca C. Dunn (1996)**
Professor of Biology; Director of Women in Science and Mathematics Program
AB, University of Chicago; PhD, Duke University
- Spring-Serenity Duvall (2014)**
Associate Professor of Communication and Media Studies
BA, University of Southern Mississippi; MA, PhD, Indiana University
- Heidi Echols (2001)**
Professor of Dance
BA, University of North Carolina at Chapel Hill; MFA, University of North Carolina at Greensboro
- Tina A. Flowers (2014)**
Assistant Professor of Accounting
BA, University of North Carolina at Chapel Hill; MS, Liberty University; JD, Wake Forest University
- T. Sharee Fowler (2016)**
Assistant Professor of Nonprofit Management and Community Leadership
BA, Salem College; MA and PhD, University of North Carolina at Greensboro
- Alyson Francisco (2010)**
Associate Professor; Mary Ardrey Stough Kimbrough Chair in Business and Economics
BS, North Carolina State University; MBA, Duke University
- Penny Griffin (1975)**
Associate Professor of Art History
BA, Appalachian State University; MA, Florida State University
- Maxine Guzman (2014)**
Instructor of Mathematics and Coordinator of the QUEST Center
BS, Aquinas College; MS, University of Tennessee at Knoxville; PhD, State University of New York at Albany
- John W. Hutton (1990)**
Professor of Art History
AB, Princeton University; MA, University of London; MA, PhD, Harvard University
- Mary E. Jacobsen (2005)**
Professor of Psychological Science
BS, University of Minnesota; MA, Psy.D., University of St. Thomas
- Jennifer Jellicorse (2019)**
Theatre Director; Professor of Practice in Theatre

- B.Sc., Northwestern University; MFA, University of North Carolina at Greensboro
- Carol Kirby (2015)**
Professional in Residence in Teacher Education
 BA, University of North Carolina at Chapel Hill; MEd, Salem College; MA, Gardner Webb University; PhD, University of North Carolina at Greensboro
- Dane Kuppinger (2010)**
Associate Professor of Biology
 BS, Emory University; MS, Audubon Expedition Institute at Lesley University; PhD, University of North Carolina at Chapel Hill
- Ana León-Távora (2011)**
Associate Professor of Spanish
 BA, MA, PhD, Universidad de Sevilla
- B. Diane Lipsett (2013)**
Associate Professor of Religious Studies
 BA, University of Alberta, Canada; MA, University of Alberta, Canada; PhD, University of North Carolina at Chapel Hill
- Barbara Lister-Sink (1986)**
Professor of Piano; Artist-in-Residence
 AB, Smith College; Soloist Diploma and Prix d'Excellence, Utrecht Conservatory; EdD, Teachers College of Columbia University
- Sheryl Long (2015)**
Director of Teacher Education and Graduate Studies in Education; Associate Professor of Education
 BA, Meredith College; MA, University of North Carolina at Wilmington; PhD, North Carolina State University
- Johnna Lyons (2009)**
Associate Professor of Education
 BS, West Virginia State College; MS, Longwood College; Ed.D., University of Sarasota
- Katie Manthey (2015)**
Assistant Professor of English and Director of the Writing Center
 BA, MA, North Dakota State University; PhD, Michigan State University
- Nancy Matthews (2017)**
Associate Professor of Counselor Education, Coordinator of MEd in School Counseling
 BS, MED, EdSpec, PhD, University of Florida
- Wade Mattox (2012)**
Associate Professor of Mathematics
 BS, MS, PhD, Virginia Polytechnic Institute and State University
- Edyta K. Oczkowicz (1994)**
Associate Professor of English
 BA, Albright College; MA, PhD, Lehigh University
- Timothy Olsen (2009)**
Associate Professor of Organ
 BM, Concordia College; MA, MM, DMA, Eastman School of Music
- Rosa D. Otero (2007)**
Associate Professor of Design, Director of Design Program and School of Music Administrative Director
 BED, University of Puerto Rico; MArch, Virginia Polytechnic Institute and State University; MSArch, PhD, University of Pennsylvania
- Teresa (Traci) Anne Porter (2001)**
Associate Professor of Biology
 BA, Carleton College; PhD, University of Wisconsin
- Daniel Prosterman (2008)**
Associate Professor of History and Director of the Salem Impact Program

- BS, Northwestern University; MA, PhD, New York University
- Amy J. Rio (2007)**
Chaplain, Salem Academy and College
 BA, Greensboro College; MDiv, Duke Divinity School, Duke University; DMin, Wesley
 Theological Seminary
- Sonja Sepulveda (2010)**
Associate Professor of Music, Director of the Choral Program
 BME, MM, Winthrop University; DMA, University of South Carolina
- Andrew Thomas (2007)**
Associate Professor of History
 BA, University of Utah; MA, PhD, Purdue University
- Kimberly Varnadoe (1994)**
Professor of Art
 BFA, University of South Alabama; MFA, Memphis State University
- Richard Vinson (2008)**
*Associate Vice President for Academic Affairs, Dean of Undergraduate Studies, Registrar, and Professor
 of Religious Studies*
 BA, MA, Samford University; MDiv, Southern Baptist Theological Seminary; PhD, Duke
 University
- Brandon Walker (2018)**
Chemistry Laboratory Coordinator and Instructor of Chemistry
 BS, Grambling State University; MS, University of Iowa
- Laura Watts (2012)**
Associate Professor of Biology
 BS, BSBA, University of Mary Hardin-Baylor; PhD, University of Texas Southwestern
- Elizabeth Wemlinger (2015)**
Assistant Professor of Political Science and Public Policy
 BA, University of New Mexico; MA, University of South Carolina; PhD, University of North
 Carolina at Charlotte
- Jing Ye (2011)**
Associate Professor of Chemistry and Physics
 BE, Guizhou University; PhD, Florida Atlantic University
- Ho Sang Yoon (2004)**
Associate Professor of Spanish
 BS, MA, University of Toronto; PhD, Washington University in St. Louis
- Paula G. Young (1993)**
Professor of Mathematics
 BS, University of Arkansas-Monticello; MS, PhD, University of Arkansas
- Tiffany Zhang (Merritt) (2019)**
Visiting Assistant Professor of Sociology and Criminal Studies
 BA, MA, University of North Carolina at Greensboro
- Amy Zigler (2014)**
Assistant Professor of Music; Graduate Admissions Coordinator in Music
 BM, University of Alabama; MM, Belmont University; PhD, University of Florida

Date following name indicates year of initial appointment.

ALMA MATER

Strong are thy walls, oh Salem,
 Thy virgin trees stand tall,

And far athwart the sunlit hills,
 Their stately shadows fall.

Chorus:

Then sing we of Salem ever,
As proudly her name we bear,
Long may our praise re-echo.
Far may our song ring clear.
Long may our praise re-echo.
Far may our song ring clear.
Firm is thy faith, oh Salem,
thy future service sure.

The beauty of thy heritage,
Forever shall endure.

Chorus

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

Chorus

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