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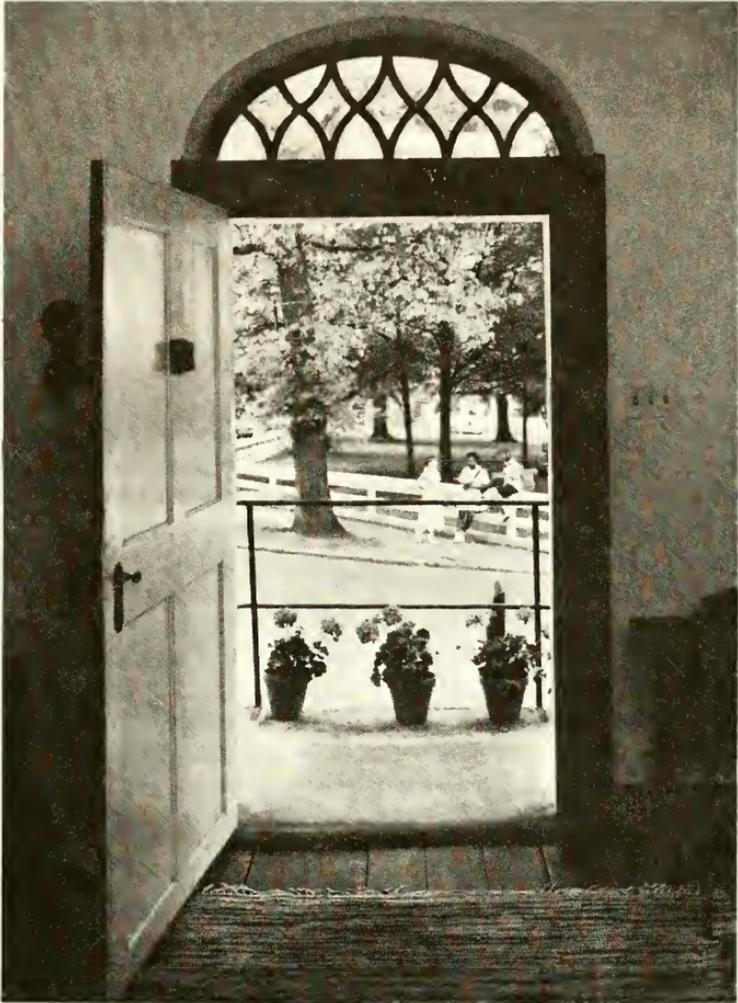
SALEM COLLEGE ACADEMIC CATALOG

1990
1991

FOUNDED - 1772
WINSTON-SALEM
NORTH CAROLINA



*Salem College in Historic Old Salem,
Winston-Salem, North Carolina*



Founded 1772

The Salem College catalog includes the official announcements of academic programs and policies. 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 the actual offerings in any term may need to differ from prior announcements. Programs and policies are subject to change from time to time in accordance with the procedures established by the faculty and administration of the College.

Salem College admits students of any race, color, national origin, religion, or ethnic origin to all the rights, privileges, programs, and activities of this institution. It does not discriminate on the basis of race, color, national origin, ethnic origin, religion, or physical handicap in administration of its educational policies, admission policies, scholarship or loan programs, or other institutional programs.

Salem College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the Bachelor's Degree.

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

Salem is published in January, April, July, September, and November by Salem College, P.O. Box 10548, Winston-Salem, North Carolina 27108. Phone: 919/721-2600.

Second-class postage paid at Winston-Salem, North Carolina. Publication number USPS 477-520. Salem College, June 1990, Volume XXXII, number 6.

Salem College

Winston-Salem, North Carolina

Catalog 1990-1991

The two-hundred nineteenth session

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Facts (1989-1990)

Date of founding: 1772

Calendar: 4-1-4

Degrees granted: Bachelor of Arts, Bachelor of Music, Bachelor of Science

Fields of study: American studies, art, arts management, biology, business administration, chemistry, classical languages, classical studies, communications, economics, English, foreign language-management, French, German, history, interior design, international relations, Latin, management, mathematics, medical technology, music education, music performance, philosophy, psychology, religion, sociology (emphases on organizations and society, applied sociology and anthropology), Spanish

Special opportunities: Archaeology and anthropology, computer science, interdisciplinary courses, off-campus internships, pre-professional advising in law, medicine, business, and graduate school, study abroad opportunities, teacher certification (art, music, early childhood, intermediate, secondary, learning disabilities, emotionally handicapped), United Nations Semester, Washington Semester, American Dietetics Association accreditation, independent study, honors study, Model United Nations Program, women's studies program, cross registration with Wake Forest University, 3:2 Engineering Programs with Duke and Vanderbilt, foreign study programs in Paris and Mexico.

Required freshman courses: English composition, physical education

Faculty: 75 (73% earned PhDs or other terminal degrees)

Student-faculty ratio: 10:1

Average size of classes: 15 students

Location: Metropolitan area of Winston-Salem, North Carolina (population 132,000) within Old Salem Restoration

Size of campus: 57 acres

Library facilities: 115,000-volume book collection, 540 current periodicals, 7,376 microcards and microfilms

Number of residence halls: 7, accommodating from 30 to 140 students each

Size of student body: 876 students representing 27 states and 5 foreign countries

Geographical distribution: 72% in-state, 28% out-of-state

Students receiving financial assistance: 51% receiving an average aid package of \$7,385

College Calendar 1990-1991

1990 Fall Term

August 25, Saturday	Freshman Orientation
August 29, Wednesday	Registration; Opening Convocation
August 30, Thursday	Classes begin
October 17, Wednesday	Mid-term break begins 9:45 pm
October 22, Monday	Classes resume 8:00 am
November 21, Wednesday	Thanksgiving recess begins 12:15 pm
November 26, Monday	Classes resume 5:30 pm
December 7, Friday	Last day of classes
December 8, Saturday	Reading Day
December 9, Sunday	Examinations begin
December 14, Friday	Examinations end and Christmas vacation begins

1991 January Term

January 3, Thursday	January Term begins
January 30, Wednesday	January Term ends

1991 Spring Term

February 4, Monday	Registration
February 5, Tuesday	Classes begin 8:00 am
March 22, Friday	Spring recess begins 5:15 pm
April 1, Monday	Classes resume 8:00 am
April 25, Thursday	Founders Day Celebration
May 14, Tuesday	Last day of classes
May 15, Wednesday	Reading Day
May 16, Thursday	Examinations begin
May 21, Tuesday	Examinations end
May 25, Sunday	Commencement

The Residence Halls and Dining Room will be closed during the following vacation periods: Mid-term break, Thanksgiving, Christmas, and Spring recess.

Salem College: An Introduction

Salem College's past begins with purpose. The Moravians, an early and central Protestant denomination, established the village of Salem in 1766. Believing that women deserved an education comparable to that given men, they began a school for girls in 1772. In the 18th century such a view was exceptional because of the regard in which women were held and the roles to which they were deemed suited. That Moravian insistence on education produced first a school for the girls in the community (1772), then a boarding school for girls and young women (1802), then Salem Female Academy (1866), and finally Salem College (1890). A two-centuries-long belief in the well-educated woman inspires those who work and study on the Salem campus. The exceptional view of the Moravians continues to translate itself into the exemplary programs and emphasis of the College.

Salem has always championed independence in thought and action. In the 1700s the Single Sisters, the unmarried women of the Moravian community, were economically self-sufficient, a rare condition for women at that time. The Moravians were more concerned, however, with the freedom and responsibility which an education imposes. The education these Moravian women passed along to the succeeding generations of Salem students emphasizes reason, creativity, and resourcefulness. The fifteenth oldest college in the nation, Salem stands today as one of the distinguished private liberal arts colleges.

In its 216-year history, Salem has had 17 presidents:

Inspectors, Principals, and Presidents of Salem

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 Cuninggim	1976-1979
Richard Leslie Morrill	1979-1982
Thomas Vernon Litzenburg Jr.	1982-



Educational Mission

Salem College is a small private liberal arts college for women committed to liberal learning and quality professional preparation. The College serves young women in a traditional residential setting and women and men from the community in a variety of programs which include graduate preparation for teaching.

Salem believes that a liberal education endows students with a fundamental understanding of the human condition, of our cultural heritage, and of our pluralistic and technological society. By providing a rigorous academic program which fosters clarity of thought and expression, the College enables students both to become familiar with the humanities, the social and natural sciences, and the fine arts, and to concentrate on a chosen field. Salem also offers career programs that supplement this liberal course of study.

The small size and residential character of the College help students combine living and learning, and give them easy access to academic, athletic, and cultural facilities as well as opportunities for intellectual discussion. At Salem faculty and staff know, take seriously, and provide attention to individual students. Salem affords a special environment where women have the opportunity to engage in serious academic work, attain positions of responsibility, and develop leadership qualities.

Situated in historic Old Salem, with its rich cultural heritage, the buildings and grounds of the College constitute tangible evidence of its commitment to preserve and transmit the culture of the past to the student of the present and the future. The city of Winston-Salem provides

students with opportunities for professional experience, for cultural enrichment, and for community service.

As a church-related college true to its Moravian heritage, Salem emphasizes physical, emotional, and intellectual development, moral integrity, leadership, and service. By its commitment to self-government and an honor code, the college preserves a humane community of shared values in which each member is treated with dignity and respect.

It is the purpose of the College to help each student to discover and develop her own integrity as a person and to prepare herself for a role of leadership in the world. As a women's college, Salem provides a special environment where women can attain positions of responsibility and develop leadership qualities. Women faculty, administrators, and trustees serve as role models for Salem students. Seeing and working with other women as leaders, thinkers, creators, decision-makers lets young women better evaluate and develop their own talents. Such experiences facilitate the development of Salem women in intellectual, social, and cultural ways that enhance their capacity for choice throughout their lives. The total resources of the College are committed to women, offering a distinct advantage in the way that they choose to pursue personal and professional fulfillment.

Salem College is both tangible and intangible. The character of the intangible campus relates closely to that of the physical campus. The mutual respect of faculty and student, the place of tradition in college life, a community that supports and inspires, the belief that learning matters for what it is as well as what it does—all this gives shape to the intangible campus.

Physical Appearance

Located in Old Salem, the College is the inheritor of the physical beauty of the place and the more significant qualities of mind, spirit, and community which the place holds and conveys. Old Salem's timeless Main street runs in front of the campus. Five buildings from the original Moravian town serve the College as residence halls, classrooms, and administrative offices. The other pre-1820 buildings, in this classic example of inspired historic preservation and adaptive use, line the street across from Salem Square. These buildings, human in scale and extremely handsome in their timbers, brickwork, design, and interior detailing, continue to influence the College through their example of creative vigor.

The old bricks, the hooded archways over the doors, the benches, lightposts, and steps give the tangible campus its character. Close but not crowded, the buildings display a style and scale that is consistent everywhere on campus. Nothing is towering or cold to dwarf or overwhelm; nothing suggests the shoddy or the temporary. The warmth of brick, excellence of plan, and strength of time and talent from committed artisans carry over into a feeling on the campus: human values show themselves most clearly in acts of creation. The cornerstones of buildings become cornerstones of education.

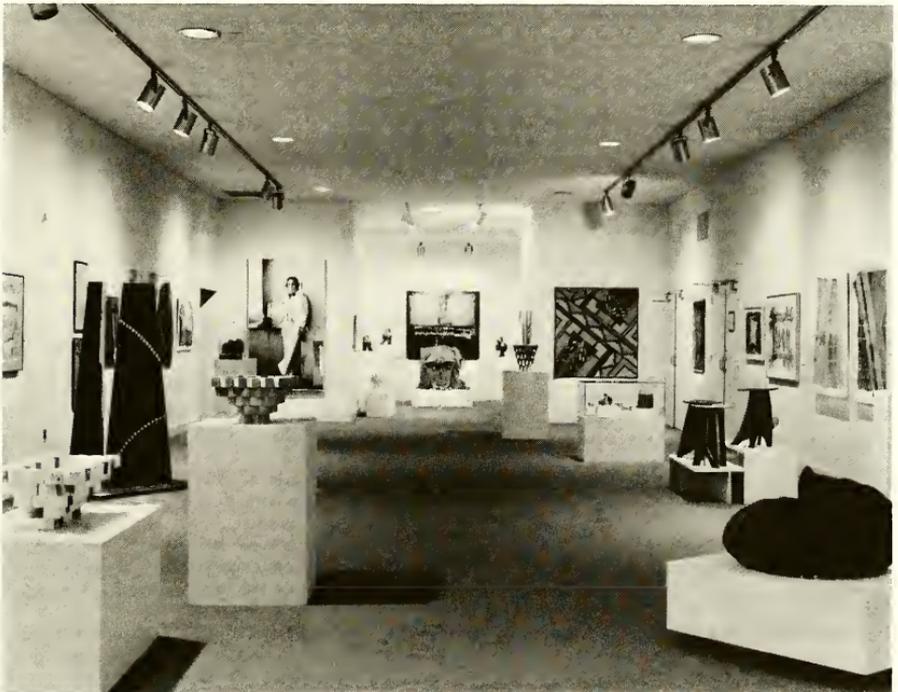
Individual Buildings

Perhaps the most typical early Moravian building on the campus is the Inspector's House, built in 1810 for the "inspector," as the head of the early school was called. Renovated in 1936 and restored in 1967, it has offices for the President and the Chief Business Officer. Of early construction is the Gottlieb Shoher House, built in 1795. Reconstructed in 1979, the Shoher House is the Office of Admissions. That all prospective students enter Salem through this highly functional but infinitely charming 18th-century building is a striking indication of the way the College uses its past to serve the present.

Built in 1855 in a period of classical architectural revival, Main Hall houses faculty and administrative offices, classrooms, the supply center, and the administrative computer facilities.

The Residence Halls, though covering a wide span of construction dates, blend in atmosphere and style. They include Sisters House (1786), South Hall (1802), Alice Clewell (1922), Louisa Wilson Bitting (1930), Hattie Strong (1942), Mary Reynolds Babcock (1957), and Dale H. Gramley (1965) Residence Halls. In addition to residence facilities, mostly double rooms, the halls contain study, recreation, and utility rooms.

The Salem Fine Arts Center, completed in 1965, contains the Ralph P. Hanes Auditorium, seating 800; the H. A. Shirley Recital Hall, seating 220; the workshop theatre, seating 200; extensive art gallery space; complete facilities for the School of Music; and the offices and classrooms



of the Departments of Psychology, Education, and Art, and the drama program. There are 14 music teaching studios, 28 practice rooms, a rehearsal-lecture hall, large art studios, and the spacious Lorraine P. Rudolph Fine Arts Library.

Old Chapel (1856) holds the Day Student Center, the accounting office, faculty offices, and classrooms. In Corrin Hall are the College refectory, Student Center, and student offices. Lehman Hall (1892) houses the offices of the Dean of Students, Writing Center, Learning Resource Center/ Counseling, Career Planning and Placement, and Financial Aid. Other buildings on campus are the Lizora Fortune Hanes House (1930); Annie Spencer Penn Alumnae House (1817); President's House (1844); Rondthaler Science Building (1951, 1960); and Bahnsen Memorial Infirmary (1925). The newly restored Rondthaler-Gramley House, built in 1888, serves the community as an elegant and comfortable place for small meetings, receptions, and dinners. The upstairs bedrooms are available for special guests to the campus.

Athletic Facilities

The Salem athletic complex provides the focal point for the full complement of physical education, intramural, and intercollegiate sports activities.

The facilities of the Student Life and Fitness Center, completed in 1982, include a 25-meter indoor swimming pool. The pool has six lanes for swimming competition and a one-meter diving board. The Fitness Center also contains varsity and practice gymnasiums, exercise room with a Universal Weight Machine, a dance studio, and fully equipped locker facilities in addition to classrooms and faculty offices.

Salem students and faculty enjoy the use of 12 Laykold tennis courts and the archery range. Three playing fields for team sports such as hockey, soccer, and softball border the athletic complex.

Library Services

Salem students and faculty members enjoy invaluable support from the library system which serves them. The Dale H. Gramley Library, built in 1937 and remodeled and expanded in 1972, is an attractive and spacious place for students to read and carry out research. Library services, which include individual and group instruction in the library research process, enhance the use of a collection which features nearly 115,000 volumes and over 540 current periodicals. During the academic year, professional reference assistance is available to researchers over 52 hours each week.

Students enjoy a variety of work and study areas, including a beautiful main reading room; an assembly room; a periodicals lounge; tables and individual study carrels; and a Browsing Collection of new books. There is a special area for the microform collection with reading and copying machines.

Over 6,823 music recordings and 5,210 scores are available in the Lorraine Rudolph Fine Arts Library in the Fine Arts Center. Gramley Library features the Siewers Room, which houses special collections devoted to the history of the Moravian Church and of Salem Academy and College. The Clarence E. Clewell Rare Books Room, opened in the spring of 1984, is a fine new facility for Salem's collection of rare books and early imprint material.

Academic Computing Facilities

Salem College has exceptionally accessible academic computing facilities. There are two centralized computer laboratory facilities located in the Rondthaler Science Building: a microcomputer laboratory and a mainframe computer terminal room. The microcomputer laboratory contains Apple II computers equipped with double disc drives and an Epson printer.

The mainframe computer terminal facility contains fifteen Teletype 5420 Buffered Display CRTs connected through AT&T Technologies data sets to a 3B15™ computer with the Unix operating system, a high speed line printer, and a high quality laser printer. This facility is used for beginning and advanced level computer science courses, as well as for student and faculty research projects. Both facilities are used solely for academic computing.

In addition to the two centralized computer facilities, microcomputers for student use are located in the Lorraine Rudolph Fine Arts Library, Gramley Library, and the Rondthaler Science Building. The microcomputers in Gramley Library are equipped with software and printers for word processing. The computing facility in the Fine Arts Center has an alphaSyntauri synthesizer for keyboard and composition work in music. A separate facility in the Rondthaler Science Building houses a number of workstations for individual use.

Academic Standing

Salem College is accredited by the Southern Association of Colleges and Secondary Schools. The School of Music is a member of the National Association of Schools of Music, with requirements for admission and graduation in accordance with published regulations of this Association. The course in Medical Technology is recognized by the American Medical Association. Salem College is fully accredited by the National Council for the Accreditation of Teacher Education for the preparation of elementary and secondary teachers.

Students who receive degrees from Salem College are eligible to be admitted unconditionally by graduate and professional schools.

Old Salem and Winston-Salem as Extended Campus

The tangible campus and the intangible campus as a place of commitment to excellence and achievement for women exist in a larger context.

The 57-acre campus borders Salem Square on the west, the center of the historical restoration of Old Salem—acknowledged as one of America's most authentic and complete restorations.

The traditions of the Moravian community and the restored 18th-century village play an important role in the life of the College. The Moravian Lovefeasts, the Candle Tea at Christmas, and the Easter Sunrise Service are moving and meaningful celebrations. Salem College, the Home Moravian Church, and Old Salem share Salem Square, the sounds of Salem bells, and a rich heritage.

Beyond Old Salem, the city of Winston-Salem (population 153,000) spreads out its business, industrial, and cultural opportunities. Winston-Salem is widely recognized as an artistic and cultural center. Within the city, the College cooperates with a variety of educational institutions, including Wake Forest University, Bowman Gray School of Medicine, Forsyth Memorial Hospital, Winston-Salem State University, North Carolina School of the Arts, and the Winston-Salem/Forsyth County public schools. The College and the city together constitute an incomparable tool for shaping an education.

Using campus, city, and state, the Salem student has a wide selection of extracurricular activities. In addition to intramural and intercollegiate sports, popular recreation includes horseback riding, skiing in the mountains of North Carolina, and exploring the Outer Banks. Nearby colleges such as Davidson, Duke, North Carolina State, and the University of North Carolina at Chapel Hill, sponsor many activities of interest to Salem students.

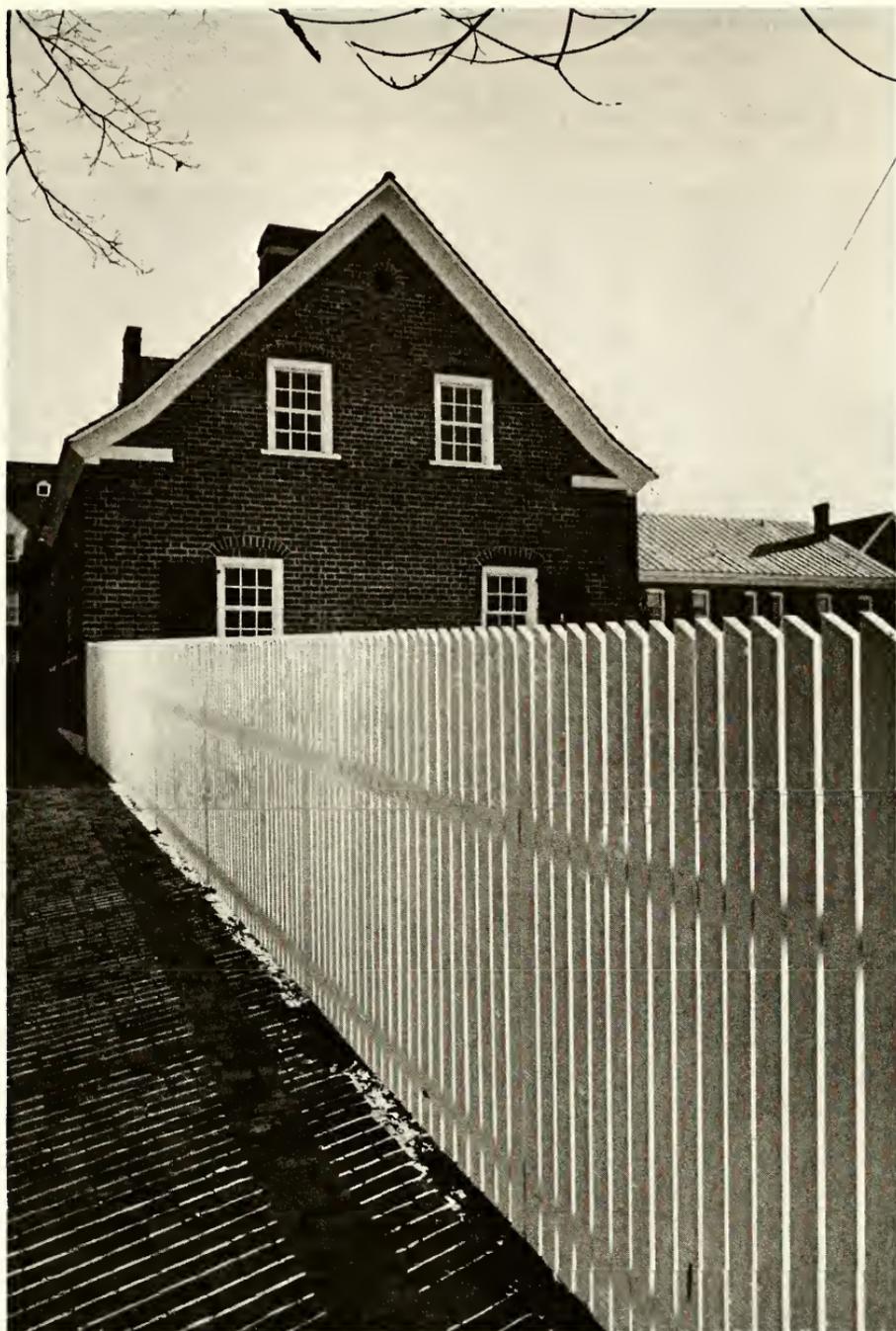
On campus the Salem Fine Arts Center presents the work of visitors and students. Nearby, the Museum of Early Southern Decorative Arts, the Southeastern Center for Contemporary Art (SECCA), the Arts Council, and the other colleges and universities in the city offer art exhibits and classes. Reynolda House specializes in lectures on American art.

Concerts and recitals by the Salem School of Music faculty and students, as well as guest artists, are presented regularly for the community. The Winston-Salem Symphony and music departments at other colleges perform programs of music in many styles and from all periods.

The Pierrette Players of the College stage dramatic works and programs in the Readers' Theatre. At least three other community theatrical companies regularly mount productions. There are several film series in addition to local cinemas.

Campus speakers stimulate the interchange of ideas. Biennially, Salem sponsors a two-day symposium on a subject in education, technology, politics, or the arts.

Volunteer work is available to students in community-action programs, in hospitals and schools, and in political organizations. Internships for academic credit are available with law offices, newspaper staffs, television



stations, state legislators, and local artists. Informal courses and study programs in historic preservation are available at Old Salem and at the well-known Museum of Early Southern Decorative Arts, which border the campus.

To examine Salem College is to discover an institution that is unexcelled in location and heritage, adaptive and creative in its teaching and special programs, and committed to high standards and challenges. The College is a distinctive combination of the tangibles and intangibles of higher education, and exemplary in both.



Student Services

Advising

The advising of students is an integral part of the educational program at Salem College. The aim of the advising program is to assist students in understanding their potential and to help them achieve maximum effectiveness in academic, personal, and social endeavors.

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 freshman-sophomore advising; the second, advising of majors. Each incoming freshman is assigned a peer adviser and a faculty adviser on the basis of her interests. Once the student declares her major, usually in the spring of her sophomore year, she is assigned a new faculty adviser in the department of her major. A student may change her faculty adviser at any time either by consultation with the associate dean or the chair of the department in which she has declared her major.

Residence Hall Advising

The residence halls are active learning centers with student leadership assuming policy and program development responsibilities. Studying, serious talking, relaxing, and building friendships occur as students plan educational, social and recreational activities, holiday events, special programs, and other projects.

Trained student advisers are assigned to new students and assist them during Orientation and throughout the year. The student advisers meet frequently with their advisees in order to promote an understanding of the special traditions, residence halls regulations, college policies, and opportunities for participation in the life of the institution and larger community.

Except for women 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 extracurricular offerings provide an added dimension to the student's liberal education. The Dean of Students and staff supervise the residence halls and student activities in order to create an environment conducive to the total development of each student.

Learning Resource Center and Counseling

The Learning Resource Center offers services to assist students in improving their academic performance. Each program is tailored to meet

the special interests and needs of the student. After an initial conference, an individualized program is designed for the student in order to assist her in reaching her goals. The services offered at the Learning Resource Center include assessment, workshops, tutoring, and computer assisted instruction programs. Students may expect to set academic goals, and improve their skills in retention of information, concentration, note taking, motivation, reading comprehension, reading rates, study effectiveness, managing time, and reducing test anxiety.

Professional counseling is also available for students seeking help with any personal concerns they may have.

All Learning Resource Center and counseling information obtained in a verbal and/or written form is confidential.



Career Planning

The purpose of the Career Center at Salem College is to assist each student in identifying appropriate career goals for herself and developing the skills needed to successfully implement these goals upon graduation. A variety of campus-wide programs and services is offered.

All freshmen meet with a representative from the Career Center to learn about career services at Salem. A January Term course in career exploration is available for those students who wish to focus on this important area. In their sophomore year all students are given the opportunity to take a vocational interest and learning styles and preference test to help in their career planning and choice of a major. Students who are uncertain about a major are encouraged to talk with a counselor at the Career Center.

The Mentoring Program for Juniors matches students with professional women in a specific career area. Through this program juniors are able to refine career interests and begin to see how their work at Salem translates into career goals.

Seniors are invited to meet with the career counselor to discuss their post graduation plans. Workshops on resume writing, job interviewing, and job hunting strategies are available throughout the year. Each senior is encouraged to set up a placement file so that upon her request, her résumé, letters of reference, and transcript, can be sent to prospective employers. Seniors may schedule interviews with recruiters from businesses and graduate schools who visit Salem. In addition, Salem coordinates a job fair with eight colleges in the area which attracts a wide range of companies and organizations who wish to recruit seniors and/or provide career information to all students.

A network of Salem Alumnae across the country has been developed to provide information and assistance to students as they plan and implement career decisions.

Career Reading Room

Located in Lehman Hall, this library of vocational resource materials contains information on various career areas, graduate and professional schools, employment opportunities, employers in the area, and job hunting strategies. A listing of current job openings maintained by the North Carolina Employment Securities Commission and catalogs from virtually every postsecondary institution in the Southeast are available on microfiche. In addition, SIGI-Plus, a comprehensive, interactive software program for career guidance and information is available for all students. It not only encourages values-based decision making, but contains detailed information on more than 200 occupations.

Information and applications for graduate and professional schools tests (LSAT, GRE, MCAT, and GMAT) are available in the Career Reading Room.

Students are encouraged to become familiar with these resources to aid in their career planning.

Student Activities and Organizations

The Student Government Association at Salem College provides the means by which the students actively govern themselves. Membership is open to all traditional age students and non-traditional age students have the opportunity to participate as non-voting members of the Association on a voluntary basis. The Association strives to foster both the individual and community interests of students by maintaining 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.

The students achieve these ends through several boards within the Association. These student groups include Legislative Board, Interdorm Council, Honor Council, Executive Board, and various committees governing student life. As members of the Student Government Association, all students are required to attend the meetings held at least once a month. The Faculty Advisory Board works with these student groups as they create and maintain campus standards. The Executive Board of Student Government appoints student representatives as voting members of the Student/Faculty Committees and the Student Affairs Committee of the Board of Trustees. Within this system of student government, students organize the self-scheduling of exams, administer the Student Emergency Loan Fund, control the rental of room refrigerators, and form a direct liaison between students and faculty and administration. Through the Student Government Association, students at Salem College learn the responsibilities and privileges of taking an active role in the self-government system.

Clubs and Organizations

Student Budget Organizations are supported by the budget fee which all students pay at the beginning of each school year. By paying this fee, each Salem student becomes a member of the following organizations:

April Arts sponsors a week in April devoted to the arts. The program coordinates contributions in music, art, dance, and literature from students and faculty; craft seminars with instruction; and visiting entertainers, such as folk singers.

The *Big 3 + 3 Committee* organizes and implements social activities for all students. Activities include three dance weekends each year, a minimum of three mixers each year, and other events as desired by students.

Fall Fest is a program involving all classes and the faculty of Salem College. Its purpose is to improve friendship and to promote class unity and school spirit. Fall Fest sponsors various activities involving competition between classes and is celebrated in the fall of each year.

Student publications include *The Salemite*, the college newspaper which, in keeping with Salem's tradition of open and thorough communications, keeps the campus informed of events both within and beyond the square; *Sights and Insights*, the college yearbook which is published by volunteer staff made up of all classes; *The Student Handbook*, published by the Student Government Association. In addition, a literary magazine, *Incunabula*, is published once a year. Its purpose is to provide a medium for the best student creative work in art, music, prose, poetry, and photography.

The Pierrette Players is the Salem College drama group, a club organized for the purpose of developing an appreciation for drama, studying and presenting plays, and teaching the essentials of acting and production techniques. Two major productions are given each year.

The purpose of *The Lectures Committee* is to provide educational programs for the Salem College community by bringing speakers and scholars to campus. It sponsors lectures, the Scholar-in-Residence Program, panel discussions, and cultural events which enrich the lives of students and faculty throughout the college year. Students, faculty, and administrative representatives work together in planning for each event.

The *Salem Recreation Association* is an organization designed to promote recreational and sports activities for all students. They sponsor the intramural program.

Student Non-budget Organizations do not receive funds from the student budget. They are open, unless otherwise designated, to all interested students:



The Ambassadors is a student organization affiliated with the Institutional Advancement Office. The members are chosen from the entire student body with a maximum membership of twenty. Members of the organization serve as hostesses for alumnae gatherings on campus throughout the year, attend alumnae meetings off campus, organize the annual phonathon, and the Senior Pledge drive.

The Archways is an independent student-directed, small choral group which performs various kinds of music for civic groups, volunteer organizations in the Winston-Salem area, campus events, and two annual concerts. Archways vacancies are filled at fall auditions in which musical ability, vocal blend, stage presence, and commitment are emphasized.

The *Salem College Arts Society* is a student organization which works to enrich the cultural awareness of Salem students through shared group experiences in the visual arts. The group sponsors field trips to view special exhibits or museums and encourages all students to participate in the club regardless of major or background in the visual arts.

The *Campus Activities Council* is an organization responsible for sponsoring various types of social and entertainment programming on campus. These include mixers and parties, special events, and an entertainment series that brings various types of performers to campus. The core of the Council is composed of elected class and residence hall representatives. However, all interested students are encouraged to become members of the organization.

The *Catholic Student Association* seeks to provide a support group for Catholic students and to involve students in service in the community. The members are actively involved with a nearby Catholic church and work closely with the campus minister at Wake Forest and with interested faculty members. Any Salem student is welcome to be involved in the group.

Salem Chorale is a vocal group whose purpose is to foster and stimulate interest in the vocal arts. Programs include entertainment for special events on campus such as the Christmas Candle Service and for Winston-Salem civic organizations and conventions. Any student, with the approval of the Director, is eligible for membership.

Circle K is recognized as the world's largest service organization. Salem's chapter provides students with the opportunity to help people in need, to improve the campus and community, and to become involved in the world and its needs. Circle K sponsors many types of projects, ranging from year-long commitments to spending a few hours a month working for a good cause. Membership is open to all students.

Dansalems, Salem's modern dance society, seeks to develop an appreciation of modern dance, to develop skills and creative ability, and to plan, choreograph, and present concerts. New members are selected through auditions each fall.

The *Salem College Democrats Club* is affiliated with the North Carolina Federation of College Democrats. The Federation is a division of the North Carolina Young Democrats and offers many of the same

opportunities. Students involved with this organization participate actively in Democratic politics on a local, state, and national level helping with campaigns of politicians, sponsoring speakers and attending rallies and conferences.

The purpose of the *Salem Drug Prevention Committee* is to sponsor alcohol and drug education and abuse prevention programs for Salem College students. The group provides speakers, workshops, parties and training for peer counselors and encourages responsible decision making on the issues of drug and alcohol use. Interested students are welcome to serve on the committee.

The *Episcopal Student Fellowship* provides an opportunity for Episcopal students to meet together to explore their faith and join in fellowship, discussion, worship, and meals together. All interested students are invited to attend. An Episcopal Campus Minister works closely with the group.

Off-Campus Student Association works to involve the day and Continuing Studies Program students in many aspects of the Salem community. Under the direction of this association, day students are offered the opportunity of participation in all campus activities.

The *Food Committee*, whose representatives are elected from each residence hall, acts as a liaison between the student body and the Refectory management. It also works with Big 3 + 3 in planning menus for dance weekends.

Fremdendienerin, which is a German word meaning "one who serves strangers," is a student organization affiliated with the Admissions Office. The members are chosen from the entire student body. The organization is responsible for those activities concerning prospective students, including: scheduling and giving campus tours, arranging student overnights, and planning and participating in admission seminars.

The International Club fosters the interests of Salem students in international affairs, foreign culture and study abroad. It recognizes the contributions of international students to the Salem community and provides cultural and academic events of an international nature. All students are eligible for membership and are invited to join.

Lablings is Salem's organization responsible for furthering interest in scientific fields. The club does not restrict its membership to science majors but is open to all students. It is a member of the North Carolina Academy of Science which provides opportunities for undergraduate scientific research, field trips, lecture programs, and participation in the spring annual meeting for those students wishing to present papers.

The purpose of the student chapter 69 of the *Music Educators National Conference* is to promote an interest in music as a fine art. All music majors are encouraged to join, but the membership is not restricted to music majors. Any interested student may join.

ONUA is an organization for all students at the College who are interested in the quality of life for black students. The members are concerned with promoting black awareness on campus, acting as a support group for black students, assisting in recruiting black students, and

sponsoring activities and projects which give service to the College and larger community.

The *Salem College Republican Club*, a member of the North Carolina Federation of College Republicans, offers each student the chance for practical work and experience in the American political system. Members work for Republican candidates on all levels and also have the opportunity to meet with other college Republican clubs for rallies, workshops, mixers and guest speakers and to attend the state-wide college Republican conventions.

The goals of the *Salem College Symphony Guild* are to support and promote the growth of the Winston-Salem Symphony Association Inc. and to provide charitable and educational services for the Symphony. The Salem Guild also seeks to inform students of all symphony concerts and activities. Membership is open to all students genuinely interested in promoting and preserving the performing arts within the Winston-Salem community. New members are always welcome.

The *Johann Comenius Chapter of the Student National Education Association* is a professional service organization seeking to provide its members with knowledge which will be beneficial to their future teaching profession. Speakers and special programs are planned for the monthly chapter meetings. All students interested in the teaching profession are encouraged to join the organization. Special programs are opened to everyone.

The *Wesley Foundation* is a Christian organization affiliated with the United Methodist Church. The organization meets weekly for theological discussions, dinners, Bible study, worship, fellowship and retreats. A Methodist Campus Minister meets regularly with the group, does counseling and provides assistance in program planning. Students from all denominations are welcome to attend.

The *Winston-Salem Symphony Orchestra and Chorus* offers students the opportunity to participate as members of the orchestra or of the chorus.

Religious Life

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

The churches of Winston-Salem and the denominational chaplains to the colleges in the community encourage the students to participate in local church life and denominational programs. In addition, these chaplains serve on the Religious Life Council and contribute to the counseling services available through the office of the Dean of Students.

Personal counseling is available to all students through the office of the College Chaplain.

Athletics

The Salem College athletic program is composed of seven intercollegiate sports: Field Hockey, Cross Country, Equitation, Volleyball, Swimming, Soccer, and Tennis. The schedule includes competitive colleges from Virginia, North and South Carolina. Practice sessions are held five days a week during the specific season in most sports. Facilities include two gymnasiums, twelve tennis courts, a 25 yd. pool, two outdoor playing fields and a weight training room for conditioning. Equestrian practice is at an off campus stable. Memberships include Deep South field Hockey Association and the North Carolina Women's Soccer League. Salem College hosts invitational tournaments in Volleyball and Tennis.

Salem College Recreation Association, a student run organization, is available to all students wishing to participate in intramural and recreational activities. These activities are based on student interest and are of a team and individual nature.

The Honor Tradition

A tradition of respect for the Honor Code is upheld by students, faculty, and administration. In keeping with this tradition, each student assumes full responsibility for her actions in all phases of life at Salem College. In case of failure to abide by the Honor Code, which is the core of the honor tradition, a student is responsible for reporting her infractions to Honor Council. Every student is also responsible for encouraging other students to uphold the Honor Code.



Honor Code

1. Every student shall be honor-bound to refrain from cheating.
2. Every student shall be honor-bound to refrain from stealing.
3. Every student shall be honor-bound to refrain from lying.

The Honor Council of the Student Government Association deems the violation of the Honor Code extremely serious and may recommend penalties of probations, suspension, or expulsion. The administration of the College reserves the right to make the final decision in the event of a violation of the Honor Code.

The Alumnae Association

Founded in June of 1886, the Alumnae Association of Salem College has clubs and local groups in 38 cities across the country, ranging from Boston, Massachusetts to Phoenix, Arizona.

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 educational and cultural relationships with its alumnae. The Alumnae House, a college-owned building which was restored by the alumnae in 1948, serves as an office and guest house with a reception room and rooms for alumnae, relatives of students, and college guests. The Alumnae Association supports: Faculty Summer Sabbaticals, a grant enabling summer study and research in this country and abroad; President's Prizes for academic excellence; Rondthaler Awards for creative expression; and the Siewers Room, the Alumnae historical room in Gramley Library.



Admissions

Selection of Candidates

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.

The Committee on Admissions considers each application individually and bases its decision on the candidate's school record, the scores of the College Board Scholastic Aptitude Test or the American College Testing 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 a.m. to 5 p.m. on weekdays and, by appointment, from 9 a.m. to 12 noon on Saturdays during the school year. Appointments may be arranged easily by writing or by calling: Dean of Admissions, Salem College, Winston-Salem, North Carolina 27108, (919) 721-2621.

Recommended High School Program

A candidate is expected to present at least sixteen academic units and is encouraged to carry a full academic program in her senior year.

The following units are recommended:

English	Four
Foreign language	Two (of one language)
History	Two
Mathematics (Algebra I and II, Geometry)	Three
Science (laboratory)	One

Elective units may be submitted from the following: classical or modern foreign 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 request the Office of Admissions to submit a transcript to the appropriate department at Salem for placement and/or credit evaluation.

Procedure for Admission

1. *Official Application.* This form must be accompanied by a non-refundable fee of \$25. 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 plan, as soon as all credentials are assembled and reviewed. Salem College adheres to the Candidates' Reply Date of the College Board, and accepted freshmen are not required to notify the College of intention to enroll before May 1 (with the exception of Honor Scholarship recipients).

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.

3. *Test Requirements.* Salem College requires the Scholastic Aptitude Test of the College Board or the American College Testing Program.

The applicant is responsible for arranging to take the SAT or the ACT and for having the scores reported to Salem College. Information and registration forms may be obtained by writing to the College Board, P.O. Box 592, Princeton, New Jersey 08540, or P.O. Box 1025, Berkeley, California 94701; or to ACT, P.O. Box 414, Iowa City, Iowa 52240.

A foreign 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 February 1. Generally, 500 is the minimum acceptable TOEFL score. Information and registration forms may be obtained by writing to the Test of English as a Foreign Language, Educational Testing Service, Princeton, New Jersey, U.S.A. 08540.

4. *Recommendations.* The College requires two letters of recommendation. When the application for admission is filed, the appropriate forms will be sent to the applicant for her to give to individuals serving as her references.

5. *Personal interview.* A personal interview is recommended and may be arranged by writing or calling the Dean of Admissions.

6. The *School of Music* requires an audition of all candidates for the Bachelor of Music degree and for the Bachelor of Arts degree with a music major. It is strongly urged that this audition be arranged soon after formal application has been filed. A schedule of audition dates will be furnished upon request, and appointments are made through the Music Admissions Counselor. In some special cases, the School of Music will accept a tape recording of the applicant's performance (about twenty minutes in length) in lieu of an audition.

Students Admitted With Requirements

Each year a small percentage of applicants are admitted to Salem whose continued enrollment is contingent upon participation in programs designed to enhance their ability to achieve academic success. Additional

requirements are placed upon these students because, although they show academic promise, their records demonstrate deficiencies or weaknesses which suggest additional support is necessary to ensure scholastic achievement at the collegiate level. These deficiencies may take the form of standardized test scores which do not fall within the range customarily considered acceptable or secondary school grades which have been adversely affected by events which are not indicative of a lack of application on the part of the student.

Students admitted with requirements will participate in one or more of the following activities, following an individual assessment of her particular needs:

- a series of learning skills workshops with individual counseling as necessary.
- computer tutoring programs to assist with reading, vocabulary and mathematics
- a series of sessions with the Director of the Writing Center and selected tutors to assist with papers submitted for course assignments.
- regular consultation with the student's faculty advisor and with the Associate Dean of the College.

The activities will be required during the first semester of the freshman year and ongoing as necessary. All students admitted with requirements must meet minimum Q.P.A. standards to remain enrolled. Salem is unable to meet the needs of students who possess learning disabilities which require extensive accommodations.

Advanced Placement

An entering freshman may apply for advanced placement and/or credit if she submits scores of three, four, or five (depending on the Department) on the Advanced Placement Tests of the College Board. (See page 58.)

College Honors Program

Salem provides formal opportunities for qualified students to undertake honors study. (See page 71.) Entering freshmen who are eligible to apply for admission to the College Honors Program include all Honor Scholars, and those students who rank in the upper 10% of the entering freshman class on the basis of their total SAT scores.

Early Admissions

The College offers two Early Admission 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.

The College also offers an Academic Acceleration Program with Salem Academy, a nationally recognized preparatory school whose campus is adjacent to the College. The Salem Academy and College Acceleration Program enables gifted young women to complete an advanced program of study by combining the senior year of high school with the first year of college while the student is in residence at the Academy. Admission to the Acceleration Program is highly selective and includes: general admission to Salem Academy, acceptance by the Academy English Department to Honors English IV, and approval by the Academy and College Acceleration Program Committee. Students participating in this program are expected to fulfill the normal requirements for Academy graduation and are entitled to a transcript from Salem College showing courses of college credit. To recognize and encourage students of exceptional ability, Salem College awards Founders Scholarships, in the amount of \$5,000, to students who matriculate at the College.

Additional information on Early Admission programs may be obtained by writing or calling the Dean of Admissions.

The College also participates in the Cooperative College/High School Study program, which offers advanced students in the senior high schools of Winston-Salem and Forsyth County an opportunity to enroll at Salem College in special courses not available to them in the public schools. This plan makes it possible for students to earn college credit for college



level courses while completing their requirements for high school graduation.

Additional information on this cooperative program may be obtained by writing or calling the Dean of Admissions.

Transfer Admissions

Each year students transfer to Salem College from other four-year and two-year colleges. Normally a transfer student should meet general freshman 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 \$25 application fee which is non-refundable.
2. A statement of good standing from the Dean of Students of the college previously attended.
3. Two letters of recommendation.
4. A transcript from each college attended and a transcript of secondary school record.
5. A catalog of each college attended with every course in which credit was earned clearly indicated.
6. Scores from the Scholastic Aptitude Test of the College Board or the American College Testing Program.

The academic record at the college(s) from which the student transfers must show a quality point average of 2.0 (based on a 4.0 scale) on previous work. No credit will be allowed for work of D grade in more than two courses. A student who enters as a senior must complete a full year of work in residence at Salem in order to qualify for graduation.

Transfer credits which will be accepted toward the Salem College degree are determined by the Dean of the College and the Registrar. The candidate will receive a statement of this evaluation with the proviso that all transfer credit will be regarded as tentative, pending the successful completion of at least one term at Salem. Credit for the first year of English remains tentative throughout the College program.

A student who transfers from a non-accredited institution may be required to take certain courses and/or to validate credit in subjects offered for transfer.

Services for the Handicapped

As an historic institution, not all facilities are easily accessible to the mobility-impaired. Food service is accessible. Limited housing and classroom facilities are available. All administrative and library services can be provided. Interested applicants should discuss their individual needs with the Dean of Admissions so that adequate preparations can be made to facilitate attendance.

Financial Information

Fees

Resident Students

Resident students are expected to enroll for a full academic year and pay a comprehensive fee of \$14,550.00 which includes the enrollment deposit, tuition, room and board, and laboratory and health service fees. The College expects full-year enrollment because it reserves facilities and executes contracts to provide for the needs of the student during the entire academic year. Payments are scheduled as follows:

Enrollment deposit—(non-refundable)	\$ 250.00
returning students—April 1	
new students—upon enrollment	
First billing—August 1	\$ 8,020.00
Second billing—January 15	\$ 6,280.00
Total	<u><u>\$14,550.00</u></u>

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 \$7,275.00 which also entitles the student to participate in the January Program. The January Program is designed to provide unique educational experiences, and the student may incur personal costs for travel or educational supplies.

Please read the sections of page 35 which contain information about the refund policy and installment payments.

Non-Resident Students

Non-resident students are full-time degree candidates who commute between their residence and the College. Non-resident students are charged a comprehensive fee of \$8,950.00 for the academic year, which includes laboratory fees and health service fees. Payments are scheduled as follows:

First term—August 1	\$4,475.00
Second term—January 15	\$4,475.00
Total	<u><u>\$8,950.00</u></u>

Some non-resident students are also classified as “continuing studies students.” Continuing studies students are twenty-three years of age or older. A fee of \$475.00 per course credit and \$520.00 for a directed study course is charged to continuing studies students. Additional fees for special music performance and physical education are described below. Continuing studies students should also consult publications of the Continuing Studies Office for information about services and fees.

Continuing studies students may enroll at one-half the stated course fee for their first two courses during their first semester. This fee structure does not apply to persons who hold undergraduate degrees. To become eligible for the reduced fee, students must request before or during registration that their status and number of courses taken be certified by the Registrar.

Elementary and secondary school teachers who are actively engaged in teaching under contract are charged only one-half the stated fee for courses taken for credit. Substitute teachers are ineligible for the reduced fee.

Music Fees

Music majors receive one hour of private instruction in music each week as part of the comprehensive fee. Additional private instruction is charged on the basis of \$130.00 for a one hour lesson each week per term.

Non-music majors studying without receiving college credit and continuing studies students are charged \$260.00 for private instruction in music for a one-hour lesson each week per term.

Special Fees

Continuing studies students are charged according to the duration of physical education courses as follows:

6½-week course	\$ 55.00
13-week course	\$110.00

Other special fees are charged for:

Enrollment only for January Program	\$475.00
Enrollment of Continuing Studies Students for one-half credit course	\$237.50
Auditing a course (reduced one-half for alumnae)	\$100.00
Late registration fee	\$ 25.00
Returned check fee	\$ 10.00
Graduation Fee	\$ 75.00
Room Damage Deposit (See Below)	\$ 75.00
Horseback Riding (See Below)	\$265.00
Riding Team (lesson fees per term) (See page 171)	\$220.00
Scuba Diving	\$225.00
Student Government Fee (See Below) (Subject To Revision)	\$132.00
Single Room Rate (Additional Per Term—Non-refundable)	\$250.00

Charges in addition to the comprehensive fee may be 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 room damage deposit of \$75.00 is required of each student prior to occupancy of a room in the residence halls. This deposit is refundable upon graduation or withdrawal from the institution. 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 horseback riding charge is for one semester of course instruction. Other information about horseback riding is contained in the Courses of Instruction section of this catalogue under the Department of Physical Education heading.

The Student Government Fee pays for class dues, other student organization dues, the yearbook, and other student publications. SGA issues instructions for payment before fall term registration.

Each student is entitled to one transcript of her college record. A fee of \$2.00 will be charged for each additional copy. Each student is entitled to five copies of her placement file. A fee of \$2.50 will be charged for each additional copy. Diplomas, reports of grades, and transcripts will not be issued until all college charges have been paid.

Parking Fees

Students must register automobiles with the Business Office and obtain permanent parking decals from the Security Office. If the student withdraws, refunds are made in accord with the tuition refund policy.

	Annual	Single Term
Resident	\$30.00	\$20.00
Commuter	\$20.00	\$15.00

Regularly enrolled residential or day students who wish to park on campus for a continuous period of one month or less may obtain a non-refundable monthly parking permit for \$5.00.

Installment Payments

Salem offers a monthly installment payment plan which begins each June. There are no finance charges, but a \$75.00 application fee is charged. Information about the plan may be obtained from the Business Office.

Other private companies that offer installment payment plans are listed in the Financial Aid section of this catalogue.

Other Financial Information

The purchase of textbooks may require an annual expenditure of approximately \$550.00. Checks should be made payable to Textbook Sales when books are purchased.

Transportation costs for the academic year are estimated to range between \$400.00 to \$1,000.00.

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

A personal banking account may be maintained by depositing personal funds in the student bank at the Business Office. The facilities of this office are available to students at certain hours for depositing or withdrawing money.

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.

Refund Policy

Fees for Instruction

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 and direct instructional cost has been incurred by the College.

Tuition and fees charged for instruction in course offerings for academic credit are refunded as scheduled below. Written notification of withdrawal must be submitted to the Business Office by the dates shown.

Notification Dates	Refund Rate (excludes deposit)
1st Term—August 15	100%
2nd Term—January 1	100%
Last day of drop/add period	50%
14 calendar days after drop/add	25%

The Office of Continuing Studies provides financial information which includes a refund policy for credit courses and non-credit activities.

Fees for Room and Board

The enrollment deposit of \$250.00 (double occupancy) and \$500.00 (single occupancy), which guarantees a room to the student, is not refundable.

If notification of the cancellation of first term enrollment is received at the Business Office by August 15 and second term enrollment by January 1, payments for room and meals are refunded.

Meal charges are refunded on a daily basis to students who officially withdraw during an academic term. Refunds are computed on the basis of direct daily meal costs determined at the beginning of each academic year.

There are only two special refunds for missed meals. A special refund of \$4.00 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 Registrar's 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 \$3.00 per day, by completion of 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 secretary of 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 a family financial analysis which indicates the student needs assistance in meeting educational costs. 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 they prefer. The Director of Financial Aid is available to meet with any student and her family who are interested in receiving financial information and assistance.

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. Salem believes the principal responsibility for financing a college education lies with a student and her family. The amount of aid is based on the difference between the cost of attendance and what the family can afford to pay. Educational expenses include tuition, mandatory fees, room, board, books, transportation, and personal expenses. The amount the family is able to contribute is determined by an analysis of the information provided on the Financial Aid Form (FAF) and the Salem College Financial Aid Application.

The College will attempt to meet total financial need to the extent that funds are available through a combination of resources most appropriate to the individual applicant. Ordinarily, each student's financial aid package consists of funds from several sources including scholarships and/or grants, a loan, and an on-campus work opportunity. A student may reject any portion of her financial aid offer without jeopardizing any other portion of the award. However, the College makes no attempt to replace rejected funds with aid from another source; instead, the expected family contribution is increased by an equivalent amount. 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.

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. In addition, substantial funds are available through the College's participation in federal and state aid programs and through institutional funds set aside each year specifically earmarked for financial aid.

Applying For Need-Based Financial Aid

1. Prospective students should submit an application for admission to the College, requesting financial aid information.
2. New and returning students should request aid applications as soon after mid-December as possible.
3. Complete the Salem College Financial Aid Application.
4. Complete the Financial Aid Form (FAF) as soon after January 1 as possible.
5. Submit a signed copy of the family's latest federal tax return if requested to do so by the Financial Aid Director.

Notification of Award

Estimates of possible financial aid are available throughout the year. However, official aid offers are made after a student is admitted to college and the results of the Salem application and family need analysis are reviewed, usually beginning in March. Any other financial aid award or other resources which the student receives must be reported in writing to the Financial Aid Office as soon as such awards are made, and may result in an adjustment of the financial aid package.

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, you should complete all forms as soon as possible. Applicants who complete financial aid applications by March 1 will receive priority in funding.

Returning Students: Financial aid applications must be filed by April 1 for consideration for Salem College scholarships and grants.

Award Renewal

New applications for aid must be submitted each year. In addition, students must maintain satisfactory academic progress as defined in the Catalog in the section entitled "Exclusion." 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.

Need-Based Programs

Grants/Scholarships

Pell Grant—Formerly BEOG, a federal program for low-income families. **All** applicants must apply for Pell by checking the appropriate questions on the FAF. Eligibility is calculated by a national processing center and the results (SAR) are sent directly to the student. The SAR must be turned in to the Financial Aid Office before aid is finalized. Pell Grants are available to both full-time and part-time students.

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

North Carolina Student Incentive Grant (NCSIG)—A state program administered by College Foundation, Inc. and designed to supplement the Pell Grant program. It is open to North Carolina residents attending college within the state who demonstrate high need and who apply on the FAF by March 15.

State Student Incentive Grant—Residents of Connecticut, Pennsylvania, Rhode Island, and Vermont should apply to their state grant programs as these funds can be used at institutions in other states.

North Carolina State Contractual Scholarship Fund (NCSCSF)—A state program provided by the legislature each year to North Carolina private/independent colleges and restricted to North Carolina residents with financial need; it is administered by the College.

Salem Institutional Funds—A large variety of scholarships are available to 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 provided at the end of this section.

North Carolina Legislative Tuition Grant (NCLTG)—A state program available to **all** North Carolina residents regardless of need. Details are listed in the non-need-based aid section.

Loans

Perkins (NDSL) Loan—A federally funded, low-interest loan, formerly National Direct Student Loan, administered by the College. The current interest rate is 5% with repayment and interest commencing nine months after leaving school or dropping to less than half-time study for new borrowers. Students may borrow a maximum of \$4,500 for the first two years of study and a maximum of \$9,000 for total undergraduate study.

Stafford Student Loan (formerly Guaranteed Student Loan GSL)—A federally insured loan for students enrolled at least half-time in a degree or certificate program administered by lending institutions nationwide. Eligibility for a Stafford is based on the same need-analysis form as all other need-based programs. The FAF should be filed in early spring; loan applications are generally available by mid-April from the Financial Aid Office or directly from lending institutions. A student may borrow up to \$2,625 for each of her first two years and up to \$4,000 for each of her last two years of undergraduate study. The current interest rate is 8/10% with repayment and interest commencing six months after a student leaves school or drops to less than half-time study.

North Carolina Student Loan Program for Health, Science, and Mathematics—Needy North Carolina residents enrolled full-time in one of the designated major/ degree programs may borrow up to \$2,500 for each of three years of undergraduate study. Need will be determined by the state agency based on the result of the FAF. For

each calendar year of full-time employment in designated health shortage areas, state facilities, educational systems, or designated veterinary science disciplines the recipient receives cancellation benefits for one year of the loan. The in-school interest rate is 4% and the out-of-school rate varies from 9% to 15% for those whose loans are not forgiven. Applications are available from the Financial Aid Office.

Work Programs

College Work-Study Program (CWSP)—A federally funded program which allows needy students to work on campus for minimum wage. Most financial aid awards include a work offer involving 4 to 10 hours per week.

Institutional Work-Study Program (IWP)—An institutionally funded program identical to the federally funded one.

Aid Without Regard To Need

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

Grants/Scholarships

North Carolina Legislative Tuition Grant (NCLTG)—A grant appropriated by the state legislature, worth \$1,150 in 1989-90, awarded to **all** North Carolina residents attending a private/independent college in the state on a full-time basis in a degree program who do not already have a Bachelor's degree. All eligible students must apply on the NCLTG form available at registration.

Honor Scholarships—These are competitive awards offered each year. Information and applications are available from the Admissions Office. The application deadline is January 15.

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

Presidential Scholarship—Given to incoming freshman in recognition of academic achievement. Recipients must be full-time resident students and must maintain a cumulative 3.0 GPA in their academic studies for renewal of the award.

Salem Scholar Honor Awards—Given to incoming freshmen in recognition of academic achievement. Recipients must maintain a cumulative 3.0 GPA in their academic studies for renewal of the award.

Founders Scholarship—Awarded for outstanding performance in both academic and extra-curricular activities to a Salem Academy graduate who matriculates at Salem College. Recipients must be full-time students and maintain a 3.0 cumulative GPA in their academic studies for renewal of the award.

Fletcher Music Award—Given in recognition of outstanding musical ability 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 GPA in her music courses and a 2.0 cumulative GPA.

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 GPA in her music courses and a 2.0 cumulative GPA.

Vardell Music Scholarship—Given to an incoming student intending to major in music. An audition in the student's major instrument is required. This honor award is non-renewable.

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

Tuition Exchange—Salem College is a member of this program which allows dependents of employees of participating educational institutions to receive tuition remission. Prospective applicants should contact the Tuition Exchange Liaison Officer at their parent's school for further information. Salem's Tuition Exchange Scholarships may be used only for study on the Salem College campus.

Loans

Parent Loans for Undergraduate Students (PLUS)—This is a federal loan program for parents of dependent students, particularly for those who do not qualify on a need-basis for a Stafford (GSL) Loan. Parents may borrow up to \$4,000 per grade level and/or 12-month period. For loans made between July 1, 1989 and May 1, 1990 interest is at 12% with repayment beginning within 60 days after disbursement of the funds.

Supplemental Loan for Students (SLS)—A loan, identical to PLUS, for independent students. Although interest begins to accrue within 60 days of disbursement, some lenders permit deferral of principal and capitalized interest during in-school enrollments; participation in such an option will result in a larger repayment.

North Carolina Prospective Teacher Scholarship/Loan—A state program available to North Carolina residents who intend to teach after graduation. Up to \$2,000 may be borrowed for each year of undergraduate studies. In addition to undergraduates, students with a Bachelor's degree who are planning to enroll full-time for a minimum of one year may also apply. For each full year of teaching in a North Carolina public school or a school (K-12) operated by the United States Government in North Carolina, the recipient receives cancellation benefits for one year of the loan. Applications are available from the Financial Aid Office.

Paul Douglas Teacher Scholarship/Loan—A federal program administered by each state. This honor award permits a student to borrow up to \$5,000 per year. Applicants must have been in the top 10% of their high school class and maintain a 3.0 GPA in college. Teaching according

to the program guidelines will result in cancellation benefits for the recipient; failure to do so results in a substantial interest penalty. Applications are available from the Financial Aid Office.

Work Opportunities

Paid Student Workers (PSW)—Salem has a few work positions on campus, such as life guards and laboratory assistants, available for students who do not qualify for need-based assistance. Interested students may contact the Financial Aid Office at the beginning of each semester. In addition, the Career Development Center provides assistance to students looking for off-campus work positions.

Installment Payment Plans

For families wishing 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 Financial Aid Office. Lending institutions may be contacted directly concerning home equity loans.

Salem offers an installment payment plan; see the Financial Information Section of the catalog for details. Private companies include the following: TERI Supplemental Loan Program, The Education Resources Institute, 330 Stuart Street, Boston, MA 02116; Richard C. Knight Insurance Agency, Inc., 53 Beacon Street, Boston, Massachusetts 02108; National College Payment Plan, 53 Beacon Street, Boston, Massachusetts 02108; The Tuition Plan, Inc., Concord, New Hampshire 03301; and Citizen's Bank, P.O. Box 186, Dallas, GA 30132.

Financial Aid For Study Off Campus

For the purpose of financial aid, a Salem student who plans to enroll in a Salem-sponsored program off campus may use **only** her federal and state entitlement funds on a term basis. For this policy, entitlement programs are Pell, NCLTG, NCSIG, and Stafford/PLUS/SLS. A student recipient of a Chatham Scholar Award may apply the fund on a term basis to tuition charges at any program approved in advance by Salem College.

Salem Institutional Funds

Endowment Funds

Endowed funds provide financial support for many special purposes which the College would be unable to offer without this generous assistance. The endowment and trust funds of Salem College total \$16,000,000. The endowment funds are handled by large and reputable trust concerns, the income being used to enrich the educational potential of the institution.

In addition to the general endowment fund, alumnae and other friends of the College contribute each year to a working fund known as the Salem Fund. These funds are not invested but are for immediate use by the administration for operating expenses.

Endowed Scholarships

Endowed scholarships, established by alumnae and friends, are the source of Salem's general scholarship or grant aid awards. Financial aid awards generally combine money available from several of these funds, and applicants should not apply for specifically named scholarships. Honor awards are an exception; a special application obtainable from the Admissions Office is required for the Lucy Hanes Chatham Award, Fletcher Music Scholarship, and Benjamin C. Dunford Music Awards.

Alumnae Scholarships

The following funds were made available through the Alumnae Association or the Alumnae chapters for the support of General Scholarships:

- Alamance County Alumnae
- Alumnae Fund
- Atlanta Alumnae
- Bethania
- Charlotte Alumnae
- Durham-Chapel Hill Merit Scholarship
- Adelaide L. Fries
- Greater Tampa Bay Alumnae
- Greensboro Alumnae
- High Point Alumnae
- Mrs. Stonewall Jackson
- Knoxville Alumnae
- Martinsville Alumnae
- Raleigh Alumnae
- Roanoke Alumnae
- Rocky Mount Alumnae
- Katherine B. Rondthaler
- Winston-Salem Alumnae

Class Memorial Scholarships

The following funds were made available through gifts from classes as support for General Scholarships:

- Class of 1912 Memorial Scholarship
- Class of 1923 Memorial Scholarship
- Class of 1926 Memorial Scholarship

Faculty Memorial Funds

The following endowed scholarships were established by alumnae and friends in honor or in memory of longtime Salem faculty and staff members:

- Jess Byrd
- John H. Clewell
- Ivy May Hixson
- John Christian Jacobson
- Howard E. Rondthaler
- Jennie Richardson Shaffner
- Minnie J. Smith
- Mary Louise Stroud
- Amy Van Vleck
- Sara A. Vogler
- Dr. Lucy Leinbach Wenhold

Alumnae Memorial Funds

Scholarship endowment funds have been established in honor or in memory of the following Salem College alumnae:

- Eva Sue Hodges Ambler
- Maye McMinn Houston Anderson
- Jane Armfield
- Sallie Millis Armfield
- Carrie Bahnson
- Louise P. Biting
- Cam Boren Boone Family
- Adele Pannill Carter
- Lucy Hanes Chatham
- Rhoda Ware Cobb
- Ruth Hanes Craig
- Thomas and Mary Elrick Everett
- Thomas B. and Mary Neal Dixson*
- Bessie W. Duncan
- Virginia (V. V.) Garth Edwards
- Mary Ruth Fleming

**Preference for the Dixson Scholarship is given to students who evidence the intention of entering the field of Christian education or ministry of the United Methodist Church.*

Marguerite and Rosa Mickey Fries
Florence Clement Gaither
Marion Norris and Wensell Grabarek
Dewitt Chatham Hanes
Lizora Fortune Hanes
Nancy C. Hayes
Elizabeth McRaven Holbrook
Frances Goodwin Frye Howard
Claudia Duval Jarrett
Lyman and Maggie May Jones
Mary Ann Wolff Jones
Senah and C. A. Kent
McEachern Sisters
Helen Johnson McMurray
Mabel McInnis McNair
Ruth Virginia Neely
Freda Dietz Newman
Corinne B. Norfleet
Ruth Willingham Norfleet
Frances Caldwell Prevost
Elizabeth Windsor Scholze
Helen Shore
Michele Siebert
Ann M. Weaver
Elizabeth N. Whitaker
Tom and Ted Wolff Wilson
Edith Willingham Womble Fund
Edith Willingham Womble Trust
Beulah May Zachary

Restricted Scholarship Funds

The following endowed scholarships, established by alumnae and friends, are restricted in their use:

Marjorie H. Bailey (Foreign Language)
Stuart A. and Marie V. Bellin (Music)
Marilyn Shull Brown (Music)
Margaret M. Copple (Music)
Mildred Ellis Culbreath (Music)
Emily McClure Doar (English)
Benjamin C. Dunford (Music)
Nan Norfleet Early (Art)
Fogle Organ Fund (Music)
Jessica T. Fogle (Music)
Nell Folger Glenn (Music)
Louise Bahnson Haywood (Music)
Margaret Louise Johnson (Music)
Mary Virginia Jones (Music)

Marjorie Roth Kennickell (Piano)
James T. Leinbach (Moravian)
Margaret Mason McManus (Music)
Ruth Virginia Neely (Education)
John Frederick Peter (Music)
Charles B. and Mary J. Pfohl (Music)
Constance Pfohl (Moravian)
H. A. Shirley (Music)
Gertrude Siewers (Moravian)
Margaret and Ralph M. Stockton (Music)
Luther E. and Ruby N. Tesh (Music)
Charles G. Vardell (Music)

Other Scholarship Funds

These following endowed funds were established to support the general scholarship program:

Mabel Douglas Bowen Fund
Bradley Scholarship Fund
Chatham Foundation Fund
Caroline Covington
Correll-Brown Fund
Nellie R. Seewald Doe Fund
Elaine Fasul Fund
Future Daughters of Salem
Kyle Pace
Rosalie Hanes Moore Rice Fund
Charles Shober and Clara Vance Siewers
Sims Scholarship
Harry and Hannah Smith
Minnie J. Smith
Hattie M. Strong Fund (Foreign Students)
Webb Zenor

Annual Scholarships

The following scholarships are presented annually for the specified purposes:

A. J. Fletcher Foundation (Music)
Jarmila "Mila" Kabatnik (Interior Design)
Lettie Pate Whitehead Foundation

Special Purpose Endowment Funds

Endowment funds, restricted in purpose to sustain and enrich certain aspects of College operation, include the following:

Library Endowment Funds:

Missouri Alston Library Fund
Mary Shober Boyden Library Fund
Class of 1961 Memorial Book Fund
Clarence E. Clewell Rare Book Room
Archie K. Davis Collection of Southern History and Literature
Frances Conrad Davis Library Fund
Nan Norfleet Early Library Fund
Caroline Gramley Library Book Fund
Dale H. Gramley Library Fund
Katherine Jane Hanes Library Fund
Lewis Edwin Harvie Memorial Book Fund
Linda Bashford Lowe Memorial Book Fund
The 1924 Book Fund
Mary Gorrell Riggins Confederate Book Fund
Lorraine F. Rudolph Music Library
Eleanor Siewers Fund
Will H. Watkins Book Fund
Lucy Leinbach Wenhold Memorial Book Fund
Pearl V. Willoughby Library Fund

Endowed Chairs:

Ivy May Hixson Chair in the Humanities
Emma Lehman Chair in Literature
Louise Shaffner Chair in Mathematics
Clarkson Shields Starbuck Chair in Religion

Endowment in Support of Faculty Salaries:

Virginia Dowdell Shober Anderson Fund
Faculty Education Enrichment Fund
James A. Gray Endowment Trust
Chloe Freeland Horsfield Fund
Salem Distinguished Professorship
Anna Louise Hege Spaugh Memorial Fund

Endowment Lectureships:

Katherine Graham Howard Lectureship
Mary Lou Morris Parker
Rondthaler Lectureship

Other Special Purpose Funds:

Agnew Hunter Bahnson Jr. Memorial Organ Fund (Music)
Marian Hunter Blair Fund (Faculty Development)
Covington-Blair Fund (Faculty Loans)
Ruth Hanes Craig Memorial Fund (Campus Beautification)
Charles & Harriet Elbersen Fund (General Endowment)

Faculty Research Fund
Dale H. Gramley Excellence Fund (Faculty Development)
Dale H. Gramley Fund (Contingency)
Laura Thomas Hall Fund (Furnishings)
Katherine Jane Hanes Fund (for Hanes House)
D. W. and Tilla E. Harmon Fund (General Endowment)
William R. Kenan Jr. Fund (General Endowment)
Leila Graham Marsh Fund (General Endowment)
Lily C. Morehead Fund (General Endowment)
Kate B. Reynolds Trust Fund (Bitting Residence Hall)
Rominger Church Music Fund (School of Music)
Spirit of Salem (Extracurricular Programs)
Mr. and Mrs. Robert D. Shore Fund (Inspector's House)
J. C. Whitaker and L. D. Long Fund (Bitting Residence Hall)
Eleanor Fries Willingham Fund (General Endowment)



Degrees and Requirements

Salem College confers three degrees: the Bachelor of Arts, the Bachelor of Science, and the Bachelor of Music. Candidates for each degree must complete thirty-six courses, including four January courses, and four terms of physical education. Two of the January courses must be chosen from the following categories: experimental, interdisciplinary, internships, independent study, and travel. All degree candidates must complete certain basic distribution requirements designed to insure breadth of study, a major, and electives. Every student must earn a quality point average of 2.0 (C) on all courses attempted at Salem College to qualify for a degree.

The Bachelor of Arts degree offers the student the opportunity to major in one or more of the following fields: American Studies, Art, Arts Management, Biology, Chemistry, Classical Languages, Classical Studies, Communications, Economics, English, Foreign Language-Management, French, German, History, Interior Design, International Relations, Latin, Management, Mathematics, Music, Philosophy, Psychology, Religion, Sociology and Spanish.

A student pursuing a Bachelor of Arts degree may, along with her major, complete a course of study leading to North Carolina teacher certification in the following education areas: early childhood, intermediate, secondary, learning disabilities, emotionally handicapped, and art.

The Bachelor of Science degree offers the student the opportunity to major in Biology, Chemistry, Mathematics, or Medical Technology.

The Bachelor of Music degree, professionally accredited by the National Association of Schools of Music, provides an opportunity to major in Music Performance or Music Education. Performance majors may pursue study in piano, organ, violin, cello, harp, harpsichord, or voice. Music Education majors may complete teacher certification requirements for both elementary and secondary education.

Requirements for a Second Baccalaureate Degree

Each degree offered at Salem College requires the completion of thirty-six courses including basic distribution requirements, four January courses, a major, and electives. A student who wishes to earn a second bachelor's degree may submit for credit no more than twenty-eight courses previously completed in fulfillment of the first degree's requirements. She must satisfy the basic distribution, major, and elective requirements for the second degree. Her major must be in a different area of study from the one completed for the first degree.

4-1-4 Program

The academic program for each degree is organized into a 4-1-4 calendar which includes a fall term of fourteen weeks, a January

term of four weeks, and a spring term of fourteen weeks. Students normally enroll in four courses in the fall and spring terms and one course in the January term. The unit of instruction at Salem College is the course which is equivalent, for credit purposes, to four semester hours. Conversion policies, based on three or four semester hours, will be applied to the record of transfer students, continuing education students, and others who seek credit for work already completed.

Bachelor of Arts

Major in American Studies, Art, Arts Management, Biology, Chemistry, Classical Languages, Classical Studies, Communications, Economics, English, Foreign Language-Management, French, German, History, Interior Design, International Relations, Latin, Management, Mathematics, Music, Philosophy, Psychology, Religion, Sociology, Spanish.

Thirty-six courses including a major, basic distribution requirements, four January courses, and electives are required for the Bachelor of Arts degree. Four terms of physical education including a full term course in fitness must also be completed.



For the B.A. degree, a major should require eight to eleven courses in a single discipline, or ten to fourteen in two or more disciplines. No major may require more than eleven courses in a single discipline nor more than sixteen in two or more disciplines. The careful selection of elective courses will provide a foundation for a variety of careers in such areas as law, library work, medical fields, personnel work, research, teaching, and social work. At least six elective courses of the student's program must be outside the major.

The basic distribution requirements provide latitude of study and allow flexibility in the programs of individual students. The two courses in English must be taken in the freshman year and the other requirements must be completed before the beginning of the senior year. The individual program is determined in accordance with the student's interest, possible major, and long-range goals.

Basic distribution requirements for the Bachelor of Arts degree

English	Two courses
Foreign language (classical or modern)	Two or three courses
History	Two courses
Mathematics	One course
Natural Science with Laboratory	One course
Mathematics, Computer Science, or Natural Science	One course
Social Science	Two courses in two different disciplines
Fine arts	One course
Philosophy, religion	One course

These requirements may be met by completing appropriate courses or by establishing proficiency in accordance with departmental standards.

Notes:

English

The basic requirement will be fulfilled usually by the English 10, 20 sequence.

Credit for English 10 and 20 remains tentative throughout the College program. Whenever a student's written work shows that she has not mastered the basic principles of composition, she will be required to repeat English 10.

The entering student who does not present an AP score in English of 4 or 5 and who is eligible for the College Honors Program will take English 30H and one course in English or American literature above the 100 level. The entering student who presents an AP score in English of 4 or 5 will receive one course credit in English. She will take English 30H to complete the English requirements.

Foreign Language

A student must establish proficiency at the intermediate level in a foreign language. The student who begins a foreign language to fulfill basic distribution requirements must complete two courses in a classical language (the equivalent of Latin 10, 20 or Greek 111, 112) or three courses in a modern foreign language (the equivalent of French, German, or Spanish 10, 20, 30).

The student who has had previous training in the language in which she wishes to establish proficiency will be placed in the proper level course in accordance with scores on the College Entrance Examination Board Achievement Tests, scores on the Modern Language Association Cooperative Level M Tests, or appropriate scores on Greek or Latin tests. Information concerning the score ranges for placement in each course level may be obtained from the Dean of the College.

The student who presents no more than two high school units in a modern foreign language and who does not qualify for level 20 may enroll for credit in level 10 of that language. If a student presents three or more high school units in a modern foreign language and she is placed in or enrolls in level 10 of that language, she may not receive credit.

Students readmitted to Salem College should be placed in the proper level course in classical or modern foreign language in accordance with performance in courses previously taken at Salem College.

History

The history requirement may be fulfilled by one of the following sequences: History 101, 102; 105, 106; or 107, 108. With the approval of the department, the student may establish proficiency in one or two terms of the area chosen to meet the requirement.

Social Sciences

The social science requirement may be fulfilled by two courses in two different areas, from introductory courses in Anthropology, Economics, Political Science, Psychology, or Sociology. If proficiency is established for one or both courses, the requirements will be met accordingly.

Mathematics, Computer Science, and Natural Science

The three required courses in Mathematics, Computer Science, and Natural Science must include one course in mathematics and one course in natural science with laboratory (biology, chemistry, or physics). A computer science course in programming, e.g. Computer Science 110 and 111, 130 or 140, may be elected as the third course.

Fine Arts

The fine arts requirement may be met through selected courses in art, drama, and music. One course elected from Art 121, 122, 140, 150, 243, 244, 263, 264, 265; English 208, 223; Music 100, 113, 114, 115; and P.E. 104. Independent study courses may not be used to satisfy the fine arts requirement.

Philosophy-Religion

Any of the courses offered in the Department of Religion-Philosophy will satisfy the philosophy and religion requirement.*

Physical Education

The physical education requirement is the completion of four terms including a full term course in fitness, normally to be taken during the freshman and sophomore years. Juniors and seniors may elect additional terms. Participation in Dansalems or intercollegiate teams for one season counts as one term of physical education.

Internships

The maximum number of internship course credits allowed for graduation is four.

Bachelor of Science

Major in Biology, Chemistry, Mathematics, or Medical Technology

The degree program which provides a major in biology, chemistry, or mathematics is designed to prepare students for positions as biologists, chemists, mathematicians, bacteriologists, public health workers, or technicians in laboratories and hospitals. It provides premedical training and preparation for professional careers in the areas of biology, chemistry, mathematics, and medical technology.

Students seeking admission to medical colleges should plan carefully with their faculty advisers, the premedical adviser, and with the Dean of the College. Registration should be made in the junior year for the Medical College Admission Test of the Association of American Medical Colleges.

The basic distribution requirements given below vary from fourteen to seventeen courses depending upon the courses needed to support the designated major. The major requires a minimum of ten courses in the major, four January courses, and electives to complete the thirty-six courses necessary for the degree. Four terms of physical education including a full term course in fitness must also be completed.

*By meeting the proficiency standards, the student may waive individual courses and thus reduce the total number of basic distribution requirements.

Basic Distribution Requirements for the Bachelor of Science Degree:

English	Two courses
Modern foreign language	Three courses
Social sciences, history	Two courses
Fine arts, philosophy, religion	One course

Science, mathematics

- A. PhysicsTwo courses
- B. Biology, chemistry, mathematics
 - a. For the biology major:
 - ChemistryFour courses
(10, 20, 101, 102)
 - MathematicsTwo courses
(10, 30, or 30, 101)
 - b. For the chemistry major:
 - MathematicsThree courses
(through Mathematics 102)
 - c. For the mathematics major:
 - Chemistry and/or biology
and/or computer scienceFour courses

These requirements may be met by completing appropriate courses or by establishing proficiency in accordance with departmental standards.

Notes:

Refer to the notes following the basic distribution requirements for the Bachelor of Arts degree, page 51.

By meeting the proficiency standards, the student may waive individual courses, and thus reduce the total number of basic distribution requirements.

The basic distribution requirements should be completed before the beginning of the senior year.

See *Courses of Instruction*, pages 99–181 for suggested programs of study for a major in biology or chemistry. The student who is considering both biology and chemistry as possible majors is advised to register for Biology 10 and Chemistry 10 in the fall term of the freshman year.

Major in Medical Technology

Through affiliation with Bowman Gray School of Medicine of Wake Forest University (since 1941), and with Forsyth Memorial Hospital (since 1970), both located in Winston-Salem, and with Duke University (since 1983), located in Durham, North Carolina, a program in medical technology may constitute the fourth year of the student's program for the Bachelor of Science degree. The student may also apply for

permission to enroll in an approved medical technology program of an institution located elsewhere. Applications for admission should be made in the fall of the junior year. The required Allied Health Professions Admission Test should also be taken during this fall term. Students are advised that admission to the fourth year program is not automatic. Admissions are based upon competitive application.

Approved programs in medical technology must be recognized by the National Accrediting Agency for Clinical Laboratory Sciences. Before beginning courses in medical technology, the student must complete the three-year prescribed program at Salem College, followed immediately by twelve to fourteen months in the medical technology program. Salem College confers the Bachelor of Science degree when the twelve-to fourteen-month program is completed. The graduate is eligible to take a national certifying examination, such as that given by the American Society of Clinical Pathologists.

The student who seeks the Bachelor of Science degree with a major in medical technology must complete twenty-four courses, three January courses, four terms of physical education (including a course in fitness), and a fourth year in an approved school of medical technology. The major requires a minimum of six courses in biology before the student enters a school of medical technology.

Basic distribution requirements for the Bachelor of Science in Medical Technology:

English	Two courses
Modern foreign language	Three courses
Social sciences, history	Two courses
Fine arts, philosophy, religion	One course
Mathematics (10, 30 or 30, 101)	Two courses
Chemistry (10, 20, 101, 102)	Four courses
Physics (10, 20)	Two courses

Notes:

Refer to the notes following the basic distribution requirements for the Bachelor of Arts degree, page 51.

By meeting the proficiency standards, the student may waive individual courses, and thus reduce the total number of basic distribution requirements.

See the section of biology in *Courses of Instruction* for a suggested program of study for the first three years.

In the fourth year the medical technology program will include the equivalent of nine courses with three courses in microbiology (including bacteriology, mycology, and parasitology), three courses in clinical biochemistry, two courses in hematology and clinical microscopy, and one concerned with the blood bank and serology.

The student may continue in her senior year to participate in the activities of Salem College as much as her schedule and proximity

allow. In May or June of the senior year, a certificate in Medical Technology is presented by the school of medical technology and the Bachelor of Science degree is awarded by Salem College.

Bachelor of Music

Major in Music Performance or in Music Education

The program of courses for the Bachelor of Music degree provides a major in music performance or a major in music education. A total of thirty-two courses (including basic distribution requirements and the major), four January courses, and four terms of physical education (including a course in fitness for music students) must be completed.

The major in music education provides teacher training on both the elementary and the secondary school levels and fulfills requirements for the North Carolina Special Area Certificate in Music.

Basic distribution requirements for the Bachelor of Music:

Music theory (Courses numbered

1, 2, and 101, 102, 201, and 203)	Six courses
English	Two courses
Music performance (10, 20, 110, 120)	Four courses
Music history (113, 114, 115)	Three courses
Ensemble 150 (two consecutive terms)	One-half course
Ensemble (150, 160, 170, 180, 190, or 280)	One-half course

These requirements may be met by completing appropriate courses or by establishing proficiency in accordance with departmental standards.

Notes:

The courses which fulfill basic distribution requirements, with the exception of Music 115, 201, and 203, should be completed before the junior year.

Performance majors should note additional required courses which are included in the programs listed on pages 156-160.

Academic Regulations

Registration

In order to receive credit for a course, a student must be officially registered.

Each student is expected to register at the appointed time. If this is not possible, the Registrar must be notified. The student is charged a fee of \$25 for late registration and is subject to the appropriate penalty and regulations of the College. Permission for late registration may be allowed without payment of the fee if a satisfactory statement from a physician is submitted to the Registrar by the student.

Drop/Add Policy

A student may drop a course with the following conditions:

1. Without a grade—during the first two complete weeks of class.
2. With the grade of Withdrawal Passing or Withdrawal Failing—after the first two weeks and through the eighth week of the term. A student will receive a Withdrawal Passing or a Withdrawal Failing depending on her grade at the time she drops the course.
3. With an automatic grade of F after the eighth week of the term (unless excused from the penalty by the Sub-Committee on Academic Appeals).
4. With a Withdrawal—at any point during the term provided that the Sub-Committee or the Dean of the College excuses her on the basis of health, emergency, etc.

A student who wishes to exercise these drop options is required to consult with the Dean of the College.

A student who has dropped a course may add another during the first week of the term. She may add a course during the second week with permission of the Dean of the College or Associate Dean and the instructor. A course may not be added after the second week.

Degree Requirements

To qualify for a degree, a student must complete a total of thirty-six courses, including four January courses, and four terms of physical education, including a full-term course in fitness. Continuing Education students are exempt from the physical education requirements. A quality point average of 2.0 on all courses attempted at Salem College is required for the degree.

A degree program normally requires four years with four courses each term and one January course each academic year.

To qualify for a degree a student must take eight of her last ten courses at Salem.

The student who enters as a senior must complete a full year's work in residence at Salem College in order to qualify for a degree.

A major must be completed according to the requirements of the degree and of the department which offers the major. Three term courses in the major must be taken in the junior and senior years.

The student who, after the first three term courses toward a major, has failed to make a 2.0 quality point average in that work forfeits the right to continue that major unless permission is granted by the department concerned.

Courses taken in approved summer schools are applicable to the degree in accordance with faculty regulations concerning summer courses.

The maximum number of internship course credits allowed for graduation is four.

After the student has declared her major (normally at the end of her sophomore year), her entire program, including major, basic

distribution requirements, and electives, must have the approval of the department of the major.

No credit will be given for correspondence courses.

Advanced Placement/Credit

An entering student who has had an opportunity for advanced work in one or more subjects may apply for advanced placement and/or course credit depending on her score on the Advanced Placement Tests of the College Entrance Examination. (See page 29.)

<i>Department</i>	<i>Minimum Score for Placement into Higher Level Course</i>	<i>Minimum Score for Course Credit</i>
Art	4 or 5	4 and 5
Biology	3, 4, 5	4 and 5
Chemistry	3, 4, 5	4 and 5 placement + 2 course credits
Classics	4 or 5	4 or 5—one course
English	4 or 5	4 or 5—two courses after completion of English 30H
History	4 or 5, 3 qualified placement	4 and 5
Mathematics	AB—3, 4 or 5 = credit for one course; placement in 2nd course BC—3, 4 or 5 = credit for two courses; placement in 3rd course	
Modern Foreign Language	3, 4 or 5	4 or 5
Music	3, 4 or 5	3, 4 or 5 = one course credit

In addition, proficiency tests are offered by individual departments. Successful performance on these tests may lead to placement into a higher level course.

Proficiency Examinations

Courses which satisfy basic distribution requirements may be waived if proficiency standards are met, and the total number of requirements is reduced accordingly. Proficiency examinations may include examinations and tests of the College Entrance Examination Board, the College-Level Examination Program, the Modern Language Association Cooperative Tests, other standardized tests, or individual departmental testing programs.

Senior Seminar

A Senior Seminar is required of all students who major in Art, Biology, Chemistry, Economics, Interior Design, International Relations, Management, Music, Philosophy, or Religion. The seminar enables the student to integrate the advanced level work in her major with study in an area of particular interest to her. It also provides an opportunity for seniors and the faculty to explore current research in the major field in a setting which stimulates the development of the student's intellectual independence as a scholar.

Beginning with the class of 1995, an evaluative senior experience will be required of all majors. The senior experience may take a variety of forms, such as a senior seminar, an examination, or a major research paper or other forms as deemed appropriate by each department and the Dean of the College. The method of grading and the amount of credit will be determined by the department.

Teacher Education

The student who wishes to qualify for a teaching certificate should make application in the spring term of the sophomore year. The committee on Selection of Student Teachers will give consideration to the intellectual, physical, and personal qualities of each applicant and make appropriate recommendation. For information about requirements for certification in North Carolina, the section on education in the Courses of Instruction should be consulted.



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 at the beginning of each term. Students assume responsibility for class attendance by meeting the standards set by their instructors.

Academic Load

The normal load for each student is four courses in the fall term and four courses in the spring term. With the approval of her faculty adviser she may carry an additional one-quarter or one-half course in any fall or spring term.

Students, upon recommendation of the faculty adviser, may petition the Committee on Academic Appeals for permission to carry a program above or below the normal load. Three courses in each fall and spring term constitute the minimum full-time registration.

The student who holds a major office in any college organization must have a quality point average of 2.0.

The special, continuing education student who does not earn a quality point average of 2.0 in any term must reduce the academic load in the next term in which she enrolls.

Seniors who are enrolled in the senior seminar or who are scheduled for a public graduating recital may carry a minimum of three courses in the term in which the seminar or recital is scheduled. A student enrolled in the teacher education block program of four courses carries no additional work in that term.

No student may take more than three courses (exclusive of senior seminar) in any one subject in any term.

No student may repeat a course in which she has earned a passing grade.

Auditing Courses

Registration as an auditor permits a student to enroll in a course without working for a grade or credit. An auditor is expected to attend class regularly and participate in class discussions or activities as invited by the instructor. The auditor is not required to take tests and examinations and is not usually expected to submit papers. If the auditor properly fulfills conditions expected by the instructor, a notation of "audit" is entered in place of a grade on the instructor's final grade report. For the regularly enrolled student, this notation is also entered on her permanent record. An auditor who finds it necessary to 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 judgments of underload or overload for full-time students. The full-time student may not audit more than one course each term, and audit

courses cannot be taken for academic credit at a later date unless approved by the Dean of the College. An audit course may be changed to a credit course prior to the normal deadline for adding a new course, and a credit course may be changed to an audit status prior to the normal deadline for dropping a course.

Auditors may not register for research courses, seminars, practicums, workshops, or courses where, in the instructor's opinion, auditing would be inappropriate. The final decisions for admittance to the class and for judgment of satisfactory completion of the audit registration rest with the instructor.



Latin Honors

College graduation honors are awarded in accord with the graduation quality point average given below. The quality point average must be achieved on all work attempted at Salem as well as summer school course credit and transfer credit.

Cum Laude	3.5—3.699
Magna Cum Laude	3.7—3.899
Summa Cum Laude	3.9—4.0

A transfer student must have completed sixteen courses at Salem to be eligible for College honors.

All degree students who have achieved a 3.5 average in a given term for a study program including at least three course credits in which

grades were given qualify for the Dean's List. Degree students enrolled in the professional semester of student teaching may qualify for the Dean's List if they complete four courses, two of which are student teaching, and earn at least a 3.5 average on the equivalent of two graded courses.

Grading System

Grades

Salem College uses the following system of grading:

A—Exceptional (93-100)

B—Good (85-92)

C—Average (78-84)

D—Passing (70-77)

E—Conditional (65-69)

I—Incomplete, grade deferred

F—Failure (below 65)

The passing grade is D. The quality point system is as follows: A, four quality points per course; B, three quality points per course; C, two quality points per course; D, one quality point per course; E and F, no quality points. The quality point average is calculated by dividing the total number of quality points earned by the total number of courses attempted. Plus and minus grades are used for qualitative evaluation only.

By vote of the faculty, certain courses are evaluated as Pass or Fail. These include Education 349, Music 170, and 240. Students have the option of registering on a Pass-Fail basis or a grade basis in music performance other than for an instrument that is their major.

During January on-campus courses and courses taken at other 4:1:4 institutions which are taken to satisfy basic distribution and major requirements will be given letter grades. Experimental and interdisciplinary courses, internships, independent study, and travel courses will be graded pass/fail. Graded courses will be calculated in the student's G.P.A.

All grades earned after the completion of the requirements for a degree are not included in the quality point average."

Pass-Fail

During her junior and senior years a student may elect up to four courses, but no more than one course in a given term, with the stipulation that grades for these courses will not be counted in computing the quality point ratio. A grade of Pass carries full academic credit; a grade of Fail carries no academic credit. Courses selected for Pass-Fail grades must be other than those submitted by the student to satisfy basic distribution requirements or requirements for the major. A student may elect to take a course Pass-Fail at any time during the first four weeks of class in the fall or spring term, by filing the appropriate form with the registrar. After the four-week period, she may not

change it to a letter grade basis. To elect Pass/Fail during January a student must file the appropriate form by the end of the first week of classes.

Examinations

The final week of the fall term and of the spring term is set aside for term examinations taken in accordance with the regulations of the faculty and the Committee on Self-Scheduled Examinations.

Re-examinations are allowed according to regulations given in the section which follows.

Conditions, Failures, and Incompletes

E—Conditional

A student who receives an E in a term course is entitled to re-examination. The re-examination grade is valued as one-third of the term's course, but if the student fails to pass the re-examination, she receives an F for the course. An E automatically becomes an F if the re-examination is not taken at the scheduled time.

Re-examination for term courses is normally given within the first week of the following term. A senior who makes an E in the spring is entitled to one re-examination not later than one week after the regular examination period.

In a continuation course, a grade of E automatically becomes an F if the course is not continued in the term immediately following.

A student who makes an E in the first term of a year course may remove that condition by making in the second term a grade of C or better in order to raise her average for the year to a passing grade. A student who passes the second term of a year course, but with a grade not sufficiently high to raise an E of the first term to a passing average for the year, is entitled to a re-examination in the fall on the work of the first term.

A student who makes an E in the second term of a year course, and yet has passed in the first term, is required to take a re-examination in the fall in order to remove the condition of the second term.

Re-examinations in year courses (either hyphenated or comma courses) are given only in the fall shortly before the opening of the college year.

A student who makes a grade of E in each term of a year course is considered as having failed the course. An E in the second term does not entitle the student to a re-examination if the first term of a year course was failed.

F—Failure

A grade of F indicates that no credit is given. It will, however, be included when computing the quality point average. If the course is required, it is to be repeated; if the course is elective, it may be repeated or another course may be substituted.

I—Incomplete

A grade of I indicates that the requirements of the course have not been completed for justifiable reasons. The I becomes an F unless the work is completed by the date of the mid-term reports of the term immediately following. An Incomplete grade in a January term course must be made up by the first day of fall term classes.

A grade of I may be granted by a faculty member to a student who cannot complete her course work due to illness, accident, or death in her family. Requests for an I grade for reasons other than these conditions should be referred to the Sub-committee on Academic Appeals. Such requests should be made by the student and accompanied by a written recommendation from the faculty member.

Academic Standing

Classification

Classification is determined at the beginning of each fall term. Classification as a sophomore requires credit for a minimum of seven courses and a cumulative quality point average of 1.5. Junior classification requires a minimum of seventeen courses and a cumulative quality point average of 1.7. Senior classification requires the completion of all but two basic distribution requirements, including Physical Education, and the completion of twenty-six courses with a cumulative quality point average of 2.0.

Academic Probation

Conditions of probation are based on the quality point average of one term only. If a student is on academic probation for two consecutive terms and fails to earn a quality point average high enough to remove her from probation by the end of the academic year in which the second probation occurs, she is automatically excluded unless she petitions for and is granted special exception from the Exclusion Committee.

The student who is on academic probation may not hold a major office while on probation.

Exclusion

Freshmen must pass, in the college year, at least six courses and earn a 1.2 cumulative quality point average. Sophomores and second-year-college students must have credit for thirteen courses at the end of the year and a cumulative quality point average of 1.5. Juniors and third-year-college students must have credit for twenty courses at the end of the year and a quality point average of 1.7. Seniors and fourth-year-college students must have credit for twenty-seven courses at the end of the year and a quality point average of 1.8.

A student who fails to meet any or all of the above minimum requirements automatically excludes herself from college unless she petitions for and is granted special exception from the Exclusion Committee.

A student who has been excluded may apply for re-admission after one or more terms or semesters of full-time academic work at an accredited institution. If a student excludes herself from the college and by going to summer school can meet the minimum requirements, she can apply for readmission for the following fall. Any student who excludes herself more than once is ineligible to apply for readmission as a regular full-time student at Salem College.

Transcripts

One full transcript of courses and credit recorded for each student registered at Salem College will be furnished without charge. Additional transcripts will be made upon receipt of a fee of two dollars each.

Dismissal/Withdrawal

A statement of honorable dismissal will be granted to any student in good standing who may desire to withdraw from Salem College. Students withdrawing are required to fill out a form in the Registrar's Office.

The College reserves the right to request, at any time, the withdrawal of a student who does not maintain the required standards of scholarship, whose presence tends to lower the standard of conduct of the student body, or who, in the judgment of the College physician, could not remain without danger to her own health or the health of others.

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

Summer Study

Salem College offers a non-residential, two-session, evening program of college courses during the summer. The courses are standard college courses which meet four days a week for five and one-half weeks. Information about specific courses will be available early in the spring term. Independent study and internship programs are also offered according to student and faculty interest. The School of Music offers individual instruction in music during the summer. Credit may be earned to the extent of one-quarter or one-half course. A student may take no more than two courses per session in summer school at Salem.

Salem College will assist students in planning courses in approved summer schools. 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 Dean of the College.

The Salem College student who plans summer study abroad must observe the regulations that apply to summer school work in the United States and should work out her program of study through advance consultation with the Dean of the College.

In summer school work, three or four semester hours will be interpreted as equivalent to one term course. It will be the responsibility of the student's faculty adviser 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 twelve weeks.

Credit will be granted for summer school work at another institution only when the grade is the equivalent of a C grade or better at Salem College. 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.



Continuing Studies and Evening College

Dr. Martha Hinkle Fleer, Dean of Continuing Studies and The Evening College

Salem College offers a wide variety of continuing studies programs for credit. Continuing Studies students may enroll on a full- or part-time basis. A degree student enrolled full-time (defined as taking three or more course credits per term) is eligible for consideration for financial aid. Maintaining financial aid is dependent on academic standing. North Carolina residents are eligible for the North Carolina Legislative Tuition Grant.

Adults interested in attending Salem should request admissions and descriptive materials from the Office of Continuing Studies (919) 721-2631.

Special Adult Student—Women and men, twenty-three and over, may take courses for credit at Salem in a special student status. This category is appropriate for college graduates, teachers preparing for certification, and others not pursuing a degree who want to take courses for academic credit. A student in special adult student status is not eligible for financial aid.

Auditors—Registration as an auditor permits a student to enroll in a course without working for a grade or credit. Complete information on auditing may be found in the current catalog under Academic Regulations.

Adult Degree Program—The Adult Degree program at Salem College is the first external degree program for adult *women* in North Carolina. In this program, women twenty-three and older may earn a B.A., B.S., or B.M. degree in one of the thirty-three majors offered at Salem.

Degree requirements may be met by a combination of educational options. The most exciting and distinctive option is the directed study. Students work with a Salem faculty member or approved off-campus tutor on a course listed in the Salem catalog or of their own design in a tutorial process. In addition, courses may be taken on the Salem campus or other approved institutions, and consideration is given to prior learning and CLEP exams. The degree requirements are the same as those for traditional age students with the exception of the physical education requirement.

Evening College

Salem offers a non-residential degree program in which the requirements can be met by attending class only in the evening. Open to men and women over the age of twenty-three, the Bachelor of Science in Business Administration can be completed in four years. Of course, there is no pressure to finish the degree on any particular schedule.

Students in the evening program may meet degree requirements through the same options available to Adult Degree Program students: courses at Salem, directed studies, prior learning, courses at other approved institutions, and CLEP exams. They are also eligible for the same financial aid considerations.

The Salem evening schedule is particularly attractive to working adults. Classes meet once or twice per week. This schedule enables students to take up to three full courses per term. By taking three courses each term (fall, spring, and summer) a student can graduate in four years.

Bachelor of Science in Business Administration

Major in Business Administration with Specialty in Marketing/Advertising, Accounting, Organizational Theory, or Informational Systems; Major in Accounting (CPA Preparatory)

The degree requirements for the Bachelor of Science in Business Administration reflect a concern for both breadth and depth of study. The program gives students the opportunity to explore a variety of subject areas in the field of business administration; the standard degree requirements in the liberal arts and sciences also are included. A total of thirty-six courses is required for graduation.

Basic Distribution Requirements for the Bachelor of Science in Business Administration and Accounting:

English	Two courses
Language/communication (Two foreign language courses or two from the following: English 120, 211, 212; Communications 215; or Philosophy 121; or a computer language which is in addition to the computer course required for basic distribution)	Two courses
History, social science (One history course and one other course in history, psychology, sociology, or political science)	Two courses
Math (included in the requirements for the major)	One course
Philosophy, religion, fine arts (excluding Philosophy 121 if used to fulfill language/communication requirement)	One course
Science	One course

Business Administration Major Requirements

A. Economics (110, 120, 230)	Three courses
B. Management (120, 130, 201, 220, 230, 240 250, 302, 350)	Nine courses
C. Math, Computer science (Math 30 or 70, CS 150)	Two courses

D. Ethics (Phil 122 or 124 or Rel 166)	One course
<i>Specialty in Marketing/Advertising</i> Mgmt 231, Mgmt 232, Mgmt 233 Relations	Three courses
<i>Specialty in Accounting</i> Mgmt 140, 150, 160	Three courses
<i>Specialty in Organizational Theory</i> Soc 205, 235, 260	Three courses
<i>Specialty in Informational Systems</i> CS 130, 140, Mgmt 280	Three courses
<i>Accounting Major Requirements</i>	
A. Economics 110, 120	Two courses
B. Management 120, 130, 201, 220, 230, 240, 302 3 Management electives	Ten courses
C. Math, Computer Science Math 30 or 70, CS150	Two courses
D. Ethics Phil 122 or 124 or Rel 166	One course
E. Concentration in Accounting Mgmt 140, 150, 160, 301, 303	Five courses

Please see appropriate department listing for course descriptions.

Bachelor of Arts in Communication

See page 51 for basic distribution requirements and page 78 for major requirements.

Academic Program

An Introduction

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 (1) complete the appropriate level of work in writing, (2) meet specified distribution requirements in the humanities, arts, mathematics, social sciences, and natural sciences, and either (3) select a disciplinary or interdisciplinary major from among the thirty-two offered by the College or (4) design a special major with the approval of the Dean of the College. In addition, with the approval of the appropriate faculty, a student may elect to complete major programs of study in two disciplines. Every student must complete four January Term courses.

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

January Program

Associate Dean Farris, Director

The 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. Additionally, students have the option of enrolling in courses or programs at other 4-1-4 institutions. 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 and architecture, harpsichord performance, beginning harp, American fiction, meditation, consumer economics, human sexuality, and Spanish conversation. Recent travel programs have included: European Panorama;

January in London; Southern Florida: An Ecological Adventure; and The Ecology of East Africa.

Qualified students may elect to participate in internships. Second year students must have a cumulative quality point average of 1.5; third year students, 1.7; fourth year students, 2.0. Internships are not open to Freshmen. 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, investment houses, banks, hospitals, museums, and schools. Prospective interns will be screened by the faculty sponsor as to the necessary course prerequisites and minimum cumulative quality point average.

Independent study provides an additional option for students to explore in detail a specific interest.

Every regular, full-time student must register for a January course each year. The degree requires successful completion of four January courses.

Candidates for each degree must complete thirty-six courses, including four January courses, and four terms of physical education. Two of the January courses must be chosen from the following categories: experimental, internships, independent study, and travel.

Regular on-campus courses and courses taken at other 4:1:4 institutions which are taken to satisfy basic distribution and major requirements will be given letter grades. Experimental and interdisciplinary courses, internships, independent study, and travel courses will be graded pass/fail. Graded courses will be calculated in the student's G.P.A.

Salem 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 level 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. Science and humanities students may conduct original research projects which lead to the preparation of a research paper. Completion of the College Honors Program results in graduation with College Honors.

Entering freshmen who are Chatham, Salem, or Presidential Scholars are eligible for admission to the College Honors Program, as are current Salem College students who have a 3.5 cumulative or higher quality point average.

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 quality point average, and be recommended

by the Honors Program Committee. The six honors courses must include one interdisciplinary honors seminar, two disciplinary honors courses, and two Honors Independent Study courses in the major.

To be graduated with Departmental Honors, a student must complete two Honors Independent Study courses, be recommended by her department, and maintain a cumulative quality point average of 3.0 or above in the discipline.

Aside from the Honors Independent Study courses, which are offered by the various departments, honors course offerings are coordinated by the Honors Program Committee. Each semester two courses are offered. One of the fall semester offerings is Freshman Honors English (English 30H), and one of the four yearly offerings is an interdisciplinary honors seminar. 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 3.5 cumulative quality point average may elect to enroll in honors courses without completing all the components of the College Honors Program. Only students who complete the entire program will be eligible for graduation with College Honors.

Honors Courses Offered In 1989-90

English 30 (Honors)

(Staff)

An intensive study of selected genres; the writing and presentation of critical analyses. Open to qualified students only. Fall.

Honors 210. The Sacred and the Profane:

Teresa of Avila and Jane Austen.

(Litzenburg)

An exploration, using the works of two seemingly disparate writers, of the universal traits of written expression and the relationship of writing to the female experience. Employing philosophical, literary, linguistic, and feminist perspectives, the course will focus on the multiple ways in which writers use language to describe and explain their experiences and the world in which they live. Prerequisites: Students must be in the Honors Program or have a 3.5 quality point average. Freshmen must be in the Honors Program.

Honors 210 is an interdisciplinary humanities seminar for fall semester, 1989. The course will provide elective credit.

Honors 220A. Humanity, A Biologist's Perspective.

(Edwards)

A critical analysis of the human condition, with special reference to the cosmology of science, human evolution, human genetics, human ecology, and human biochemistry; although particulate in reference from DNA through natural selection, the focus is holistic and no topic affecting the human condition is *a priori* inappropriate for the mission of the course. Prerequisites: Students must be in the Honors Program or have a 3.5 quality point average. Freshmen must be in the Honors Program.

Honors 220A is a disciplinary honors course in science for spring semester, 1990. The course will provide elective or non-laboratory science distribution credit.

Honors 220B. French Existentialist Writers. (Ljungquist)

Reading, analysis, and discussion of the literary works of the French existential movement. Focus will be placed on Sartre, Camus, and Simone de Beauvoir, as well as on the Theater of the Absurd and the New Novel (Ionesco, Beckett, Genet, Robbe-Grillet). Emphasis will be given to the literary manifestations of such key existentialist themes as freedom, commitment, the absurd, revolt, death, suicide, the irrationality of existence, the meaning and futility of life, and the need for individual moral choice. Novels, short stories, and plays will be read in English translation. Prerequisites: Students must be in the Honors Program or have a 3.5 quality point average. Freshmen must be in the Honors Program.

Honors 220B is a disciplinary honors course in humanities for spring semester, 1990. The course will provide elective credit.

Opportunities for Interdisciplinary Study

Salem offers a variety of opportunities for interdisciplinary study. One form of interdisciplinary study is the academic major. Interdisciplinary majors, which combine advanced level study from two or more fields, are offered in American Studies, Arts Management, Communications, Foreign Language-Management (available in French, German and Spanish), Interior Design, International Relations, and Management. Each of these majors offers students a variety of options: formal courses, independent study, internships, and research projects.

Another form of interdisciplinary work at Salem is the program—defined as a cluster of courses, internships, and independent study in a particular area designed to support the work in an academic major and provide a career focus to undergraduate study. Programs are offered in Computer Science, Women's Studies, and Archaeology. Students may elect to complete a portion or all of the courses offered in the program. Appropriate transcript notation certifying completion will be made for students who elect the Women's Studies programs.

Students may also elect to design an individual interdisciplinary major which combines work from a variety of fields. Students have completed self-designed majors in Studio Art with a Photography Emphasis, Music Theory and Performance, to cite a few examples.

Interdisciplinary Majors

American Studies

Professor Clauss, Coordinator; Professor Byers; Associate Professor Jordan; Assistant Professor Zebr.

The American Studies major is an interdisciplinary major offered by the departments of Art, English, History-Political Science, Sociology, and Religion-Philosophy. The focus is on major features of American society and culture, both past and present. The major explores the interrelationship of cultural forces such as the literary and artistic developments of a given time period. Also the focus is on different life experiences and social and intellectual concerns from the colonial age to the contemporary world.

The major in American Studies requires 13½ courses (see appropriate department listing for course description).

Requirements

American Studies 210.

American Studies 270.

American Studies 390.

History 105, 106. United States History

English 292, 294. American Literature

History 203. Early American Social and Intellectual History

or 204. American Social and Intellectual History since 1865

Sociology 220. Social Stratification

or 230. Sex Roles in Modern Society

Art 263. American Art

Religion 240. Religion in America

American Studies 210.

(Staff) One course

An introduction to the subject and methods of American Studies. Focus on interdisciplinary investigation of a selected period of American culture.

American Studies 270.

One course

Internship in American Studies

Internships in either restoration work or museum work may be taken at Old Salem, Reynolda House, or MESDA. Other types of internship programs may be taken elsewhere as approved by the American Studies faculty. The internship offers an opportunity to use the knowledge and skills the student has learned in coursework to solve problems in the 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 junior and senior majors.

American Studies 390 (Senior Seminar) (Staff) One-half course

Electives

The additional three courses necessary to complete the major are to be selected from the following list of courses at Salem College:

American Studies 200. Independent Study in American Studies (½-2 courses)
American Studies 290. Honors Independent Study
Anthropology 202. Technology and Material Culture
Archaeology 101. Introduction to Archaeology
Archaeology 202. Historic Archaeology
Art 243, 244. Modern Art
Art 264. American Architecture
Art 265. Modern Architecture
Economics 110. Introduction to Macroeconomics
Economics 120. Introduction to Microeconomics
English 220. Contemporary American Fiction
English 295. Southern Literature
English 297. Twentieth-Century American Novel
English 298. Twentieth-Century American Poetry
History 201. The Old South
History 202. The Changing South since 1865
History 203, 204. (either, if not selected as a required course)
History 219. U.S. Diplomatic History
History 220. Problems in American Diplomatic History
History 230. American and British Women
History 259. Law in Early American Society
History 260. Law in Modern American Society
History 269. America in our Time: 1945 to Present
Political Science 120. American Government
Religion 260. The Moravian Experience
Religion 280. Religion and the South
Sociology 201. Sociological Theory
Sociology 204. Social problems
Sociology 220. (if not selected as a required course)
Sociology 230. (if not selected as a required courses)
Sociology 235. Business and Society
Sociology 280. Urban Community
Conferences and Honors courses

Suitable Wake Forest courses may be substituted in the elective category, with approval of the American Studies Faculty.

Arts Management

Associate Professor Borwick, Coordinator

The Arts Management major is an interdisciplinary one which combines liberal arts study in history, the arts, management, and organizational behavior with specific courses in the field of arts management. Students

complete a core of four courses in either the visual or the performing arts. In addition, majors are required to complete seven courses in management and arts management. Opportunities are available for majors to do internships in a variety of local, state, and national arts organizations.

Visual Arts Concentration (Choose 4 courses) (Required courses*)

- Art 20. 2-Dimensional DesignOne course
- *Art 121, 122. Survey of Western ArtTwo courses
- Art 243, 244. Early Modern Art, Late Modern ArtTwo courses
- Art 263. American ArtOne course

Performing Arts Concentration (Choose 4 courses)

- English 208. Theatrical Backgrounds of DramaOne course
- English 223. Modern Drama
 (Only if taken in addition to English 208)One course
- Music 100. Survey of Music LiteratureOne course
- Music 113, 114. History of MusicTwo courses
- Music 115. Music History-1900-Present
 (Only if taken in addition to Music 113, 114)One course
- Music 10, 20, 110, 120, 210, 220, 310, 320 (solo performance)
 Music 150, 160, 170, 180, 190, 280 (performing ensembles)Two
 courses
- Phys. Ed. 103. History and Techniques of Selected Twentieth Century
 Modern Dancers (Only if taken in addition to Phys. Ed. 104)One
 course
- Phys. Ed. 104. History of DanceOne course

Historical (Both courses are required)

- History 101, 102. Survey of Modern Western Civilization.
 (This should be taken as part of the basic
 distribution requirement.)Two courses

Management Courses (All seven courses are required)

- Arts Management 100. Introduction to Arts ManagementOne course
- Arts Management 240. The Not-For-Profit CorporationOne course
- Arts Management 270. Arts Management InternshipOne course
- Arts Management 301. Principles of Arts ManagementOne course
- Management 120. Financial Accounting and Analysis IOne course
- Management 201. Principles of ManagementOne course
- Management/Sociology 250. Organizational Behavior
 and ManagementOne course

Recommended Electives

- Arts Management 280. Topics in Arts ManagementOne course
- Communications 120. Oral CommunicationOne course

Communication 215. Managerial CommunicationsOne course
Economics 120. Introduction to MicroeconomicsOne course
Management 130. Financial Accounting and Analysis IIOne course
Management 230. MarketingOne course
Sociology 208. Sociology of the Mass MediaOne course

In addition, students are strongly encouraged to take elective courses in art and/or music history.

Arts Management 100.

Introduction to Arts Management (Borwick) One course

An overview of the field of arts management. The student will be introduced to basic concepts and skills in the discipline and will be shown the array of professional opportunities requiring those skills. Management principles and practices in the performing and visual arts will be presented. (Students with experience in arts management may be allowed, with consent of Coordinator, to substitute Arts Management 200 for this requirement.) Fall.

Arts Management 200.

Independent Study (Staff) One-half to Four courses

Independent study under the guidance of a faculty adviser. Open to students with a 2.0 cumulative average. Independent study may take the form of readings, research, conference, project, and/or field experience. Ordinarily it may not be used to substitute for a regular course in the curriculum. Independent study may be taken for a total of four courses, no more than two in any term. Prerequisite: Permission of Coordinator. Fall and Spring.

Arts Management 240. The Not-For-Profit

Corporation (Borwick) One course

An analysis of the not-for-profit corporation: the history of its development, its place in today's society, its characteristics, its structure, the roles of the manager, the professional, and the Board as well as tax and legal considerations. Fall.

Arts Management 270. Arts Management

Internship

The arts management internship provides the arts management major with on-site experience in national, state, and local arts organizations and the opportunity to perform a number of functions at various levels of the organization. In addition, the student selects an on-campus project with one of the college art programs. Open to sophomores, juniors, and seniors; maximum credit per term is one course; admission by application only.

Arts Management 280. Topics in

Arts Management (Borwick) One course

In-depth study of an issue (or issues) of special current importance in the field of arts management. (Examples: Public Policy and the Arts;

The Arts and Business; The Arts and the Urban Environment; Marketing the Arts.) Prerequisite: Arts Management 100 or permission of instructor. Spring.

Arts Management 301. Principles of

Arts Management

(Borwick) One course

A study designed to teach and develop skills essential to managing arts organizations. The course will also introduce topics crucial to the growth and development of the field of arts management in the near future. Practical experience will be provided in such areas as grant-writing and long-range planning as they apply to arts organizations. Prerequisite: Arts Management 100 or permission of instructor. Spring.

Classical Studies

Dean of the College, Salem College; John Andronica, Chairman, Classical Languages Department, Wake Forest University; Coordinators.

The Departments of Art, Classical Languages and Literature, English, History, and Religion and Philosophy offer an interdisciplinary major in classical studies. This major requires proficiency in one classical language and emphasizes a broad approach to the study of the humanities. The program is offered in conjunction with the Classical Languages Department at Wake Forest University.

A student who majors in classical studies will take two courses in either Latin or Greek above the 10-20 level, and the following five courses:

- 101. Greek Literature in Translation (Wake Forest Classics 265)
- 107. History of Greece
- 108. History of Rome
- 116. The Epic Tradition (Wake Forest Classics 253 or 254)
- 207. Greek Philosophy

Two courses will be chosen from the list of electives below.

The classical studies program, in addition to the courses listed above, offers the following group of electives.

- Art 231. Ancient Art (Wake Forest Art 241)
- Classics 101. Introduction to Archaeology
- Classics 106. Classical Mythology (Wake Forest Classics 251)
- English 208. Theatrical Backgrounds of the Drama
- History 233. Medieval Civilization
- Philosophy 210. Individual Philosophers

Communications

Assistant Professor Booth, Coordinator; Professors Fay, Bray; Associate Professor Jordan; Assistant Professors Ersoff, Holderness, Moehle, Trask, Adjunct Instructor Smith.

The Communications major is an interdisciplinary course of study, with primary emphasis on written communications, designed to meet

the needs of students who are interested in preparing for careers in journalism, advertising, organizational communications, or public relations.

Beyond the basic group of six courses required of all majors, the major is divided into three tracks: Track I emphasizes the print media, Track II emphasizes organizational communications, and Track III emphasizes communications methodology. The student must select one track. Four courses are required to complete the selected track.

In addition to the six basic courses and four track courses, one internship is required during the student's junior or senior year. Internships are an integral part of the Communications major, permitting the student to link her knowledge of communications and liberal arts with practical experiences in a variety of institutional and organizational settings.

Major in Communications: Eleven courses required: six core courses, four track courses, and one internship.

Core Courses (six courses)

Communications 100. Introduction to Communication Theory (Booth)

Communications 105. Journalism (Booth)

Communications 120. Oral Communications (Booth)

Communications 211. Advanced Composition (Jordan)

Communications 215. Managerial Communications (Booth)

Sociology 208. Mass Media (Trask)

A student must select one of the following three tracks. Three courses must be taken within the selected track and the fourth course may be selected from within the course listings of one of the other two tracks. Four courses are required to complete each track.

I. *Advertising and Public Relations*

Art 20. 2-Dimensional Design (Bates)

*Communications 214. Fundamentals of Advertising (Booth)

English 212. Creative Writing (Booth)

*Management 233. Public Relations (Staff)

Management 240. Business Statistics (Staff)

Philosophy 122. Ethics (Moehle)

II. *Organizational Communications*

*Management 230. Marketing (Holderness)

Management 240. Business Statistics (Staff)

Philosophy 122. Ethics (Moehle)

Psychology 130. Social Psychology (Fay)

*Sociology 250. Organizational Behavior and Management (Holderness, Trask)

III. *Communications Methodology*

*Art 20. 2-Dimensional Design (Bates)

An art course in one of the following areas:

Graphic Design

Mixed Media

Photography

*Communications 157. Communications Technology (Bray)

Computer Science 150. Computer Applications (Ersoff)

Management 240. Business Statistics (Staff)

Philosophy 121. Logic (Moehle)

Internships: Required in Junior or Senior year (Course requirements—
completion of four courses in the core.)

*Required courses in track.

**Communications 100. Introduction to
Communication Theory (Booth) One course**

An introduction to models of communication. Attention will be given to transactional phenomena, such as patterns of interpersonal communication and primary message systems. Small group and organizational communications will also be included. Fall.

**Communications 105. Fundamentals of
Journalism (Booth) One course**

A basic course in journalistic composition and procedures. Fall, 1989 and alternate years.

**Communications 120. Oral
Communication (Booth) One course**

A basic course in preparing and making speeches for various purposes. Spring.

**Communications 157. Communication
Technology (Bray) One course**

The basic concepts and theories involved in the use of communication media in society; planning and production of still pictures, graphics, displays, transparencies, audio-recordings, and video tapes. Spring.

**Communications 211. Advanced
Composition (Jordan) One course**

A practical course in writing designed to develop clarity, facility, and taste in writing. Reading of contemporary prose, chiefly essays, for stimulation to thinking and for models of good composition; writing; class discussion, and evaluation of student papers. Required of all English majors. Recommended for junior year. Fall.

**Communications 212. Creative
Writing (Booth) One course**

Experience in writing poetry and fiction. The course is adapted to the needs of the students. Reading in contemporary literature. Spring.

**Communications 214. Fundamentals of
Advertising (Booth) One course**

A course to introduce students to the theories and basic concepts of advertising. Attention will be given to designing advertising campaigns and to familiarizing students with the reference materials and general

financial practices of the advertising industry. Fall, 1990 and alternate years.

Communications 215. Managerial

Communications

(Booth) One course

Instruction and practice in writing business letters, proposals, technical reports, advertising copy, and résumés. This course is designed to acquaint students with business communications and procedures, so they may take full advantage of their communications internships. Spring.

Communications 250, 251. Internships in

Communications

(Booth) One course

A course designed to permit the student to link her knowledge of communications and liberal arts with practical problems in a variety of institutional settings. The settings may be media organizations, banks, corporations, government and private agencies. A written project is required. Prerequisites are four courses in the required communications core and approval of faculty sponsor.

Communications 200. Independent Study in

Communications

One-half to four courses

Independent study, under the guidance of a faculty adviser, is available to students with a 2.0 cumulative average and permission of the communications coordinator. Independent study may take the form of readings, research, conference, project and/or field experience. Previous study in communications required. No more than one course per term.

Foreign Language-Management

Assistant Professor Ljungquist, Coordinator.

The major in foreign language-management is designed to meet the needs of students who are interested in combining study in foreign language with preparation for careers in international business and economics. Such careers may be in various kinds of businesses, including travel agencies, import-export companies, banks, and manufacturers and involve such activities as sales, market analysis, financial transactions, and correspondence.

The goal of the program is to provide students with a working knowledge of a foreign language and of the culture and history of the countries where the language is spoken, along with a foundation in economics and management. Students will be able to prepare for graduate school, professional school, or corporate training programs by combining courses in foreign language with work in economics, mathematics, history, management, and accounting. Study in foreign language and culture is available in French, German, or Spanish.

Students who elect this program are strongly advised to plan to spend at least a term studying in a foreign country to increase their language proficiency and knowledge of the foreign culture. Students should consult

with the faculty in the Modern Foreign Language Department for help in selecting foreign study programs. (See also page 149).

January internships are available in the international departments of various businesses. These internships offer the student an opportunity to apply what she has learned in the classroom and to explore career possibilities. A student may also investigate areas not included in the regular course offerings through independent study.



Requirements

French 105, 106, 206
French 207, 208 (2 half-courses)
French 120 or 220

Or

German 111, 211
German 223, 224
German 207, 208 (2 half-courses)

Or

Spanish 105, 106, 206
Spanish 207, 208 (2 half-courses)
Spanish 222 or 228

And

Economics 110
Economics 120
Economics 260 (International Trade)
Management 201 (Principles)
Management 120, 130 (Accounting)

Requirements in related fields:

History 101, 102 Western Civilization (will satisfy basic distribution requirements in history).

Recommended:

Additional courses in history, literature, and culture of appropriate area

Political Science 110. Modern International Relations

Political Science 223. Governments of Europe (French and German only)

Computer Science 140. Introduction to Programming I

Computer Science 150. Computer Applications

Sociology 254. Technology and Social Change

Economics 201. Money and Banking

Psychology 101. Statistics

Art 121, 122. Survey of Western Art

History 238. Contemporary Europe in a World Setting

Political Science 240. American Foreign Policy

Communications 105. Fundamentals of Journalism

English 120. Oral Communications

Communications 215. Managerial Communications

Sociology 250. Organizational Behavior and Management

Interior Design (See page 104)

International Relations (See page 140)

Management (See page 123)

Interdisciplinary Programs

Computer Science Program

Associate Professor Ersoff, Director of Academic Computing; Associate Professor Pate.

The course offerings in Computer Science are designed to supplement and enrich the liberal arts study of the Salem student. Computer Science courses and courses which integrate computer use into disciplinary content afford the student the opportunity to pursue study in Computer Science in ways consonant with her academic and career goals. All students are encouraged to undertake some form of Computer Science study during their undergraduate years in standard courses, internships, or January Term courses.

Two transcript notations are possible in the Computer Science Program: Computer Science and Computer Applications. The notation in Computer Science is obtained by completing Soc 254, CS 140, CS 141, CS 240, CS 241, Math 122, and Math 140. This program provides a good foundation for graduate study in Computer Science or employment in the area of Computer Science. To obtain the notation in Computer Applications a student must complete CS 110 and 111 or CS 140, Soc 254, CS 150, CS 210, CS 220, and one additional course in Computer Science. As a result of completing this program the student will understand the applications, functions, and social impact of the computer, be able to use software packages (e.g. word processors, spread sheets), and be able to use the computer as a tool in her major field.

Computer Science 110. BASIC

Computing

(Ersoff, Pate) One-half course

Beginning programming in BASIC. Topics include elementary control structures, strings, user defined functions, and program development techniques. Prerequisite: Math 10 or Math 40, or permission of the instructor. Fall.

Computer Science 111. BASIC

Computing

(Staff) One-half course

A continuation of BASIC Programming to include arrays, sequential files, and random access files. Prerequisite: CS 110. Spring.

Computer Science 130. COBOL

Programming

(Staff) One course

Introduction to the business-oriented programming language COBOL. Related topics include computer hardware, general data processing, and report generation. Prerequisite: permission of instructor. Spring, 1992 and alternate years.

Computer Science 140. Introduction to Programming I

(Ersoff) One course

Computer programming in a high level structured language such as Pascal. Elementary procedures, control structures, and data types. Emphasis on algorithm design, structured code, and internal documentation. Requires competence in high school algebra. Fall.

Computer Science 141. Introduction to Programming II (Ersoff) One course

A second course in programming emphasizing program modularization, data abstraction, and top-down design. Treats techniques not covered in CS 140, namely recursion and pointers. Introduces more advanced topics such as analysis of algorithms, and data structures. Prerequisite: CS 140. Spring.

Computer Science 150. Computer Applications (Ersoff) One course

Introduction to computers and how they may be used. Treats the primary categories of applications software: word processing, spread sheets and database managers. Contrasts the use of single-user and multiuser systems. Spring.

Computer Science 200. Independent Study (Staff) One-half to four courses

Independent study under the guidance of a faculty adviser. Open to students with a 2.0 cumulative average, permission of the chairman of department. Independent study may take the form of readings, research, conference, project, and/or field experience. Ordinarily it may not be used to substitute for a regular course in the curriculum. Independent study may be taken for a total of four courses, the maximum in any one term being two course credits. Prerequisite: Previous study in Computer Science or permission of instructor. Fall and Spring.

Computer Science 210. Computer Applications Project (Staff) One to four courses

The student will review the software available in her major field. A research project utilizing the computer in her major field will be developed and completed. May be included in the major, with departmental permission. Prerequisite: CS 150 and permission of instructor. Fall and Spring.

Computer Science 220. Topics in Computer Applications (Ersoff) One course

An issue or problem in the field of computer applications will be studied intensively. The specific content and methods of study will be announced prior to the beginning of the course. Possible topics include computer simulation, artificial intelligence. May be taken more than once, with permission of the instructor. Prerequisite: permission of instructor.

Computer Science 240. Data Structures and Algorithms (Ersoff) One course

Designing and implementing algorithms associated with abstract data

structures such as linked lists, stacks, queues, and trees. Run-time analysis of fundamental algorithms such as sorting and searching. Prerequisite: CS 141. Fall.

Computer Science 241. Selected Topics in

Computer Science

(Ersoff) One course

A topic in contemporary computer science will be covered in depth. Typical topics include operating systems, programming languages, automaton and complexity theory. Prerequisite: CS 240.

Computer Science 270. Internship in

Computer Science

(Staff) One to two courses

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

Women's Studies

Assistant Professor Ljungquist, Coordinator. Professors Byers, Russell; Associate Professors Kelly, Shearburn; Assistant Professors Farris, Trask, Zebr.

The women's studies curriculum is designed for students who wish to explore the new scholarship on women. Basic issues discussed are sex roles; the concepts of femininity and masculinity; women's roles in society, past and present; women and work; feminist theory, the image of women in literature; and women and religion.

Students are required to complete six women's studies courses to achieve transcript notation of the program. Everyone is required to complete the introductory core course, *Women and Modern Society*. In addition, to assure breadth in studies, two of the remaining courses must be in the humanities and two in the social sciences.

The following courses currently offered at Salem College might be chosen to meet the requirements:

English 288. Twentieth Century Women Writers

History 230. American & British Women since 1700

Philosophy 220. Special Topics. Philosophy and Feminism

Psychology 160. Human Sexuality

Religion 220. Special Topics. Religion and Women

Sociology 230. Sex Roles

Sociology 232. Marriage and the Family

Women's Studies 200. Independent Study in Women's Studies

Women's Studies 220. Special Topics in Women's Studies

Women's Studies 270. Internship in Women's Studies

Women's Studies 200. Independent Study in

Women's Studies

(Staff) One-half to four courses

Independent study under the guidance of a faculty adviser. Open to students with a 2.0 cumulative average, permission of the co-ordinator of the program. Independent study may take the form of readings, research, conference, or project. Independent study may be taken for a total of four courses, no more than two in any term.

Women's Studies 202. Women and Modern Society

(Staff) One course

An interdisciplinary course that will explore the many changes taking place in modern society affecting women. The course will draw content from history, sociology, psychology, education, religion, and literature to examine contemporary women's status and issues. No prerequisites.

Women's Studies 220. Special Topics in Women's Studies

(Staff) One course

An issue or problem in women's studies will be studied intensively. The specific content and methods for study will be announced prior to the beginning of the course. Annually.

Women's Studies 270. Internship in Women's Studies

(Staff) One course

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

Additionally, students are free to select women's studies courses at Wake Forest University.

Student Designed Major

Dean of the College, Coordinator

The student designed major provides an opportunity for a student with particular academic interests to pursue an individual plan of study by combining courses in two or more disciplines. A student interested in developing a student designed major should meet with at least one faculty member from each discipline in the proposed major to discuss her tentative program. The program must include a minimum of ten but no more than sixteen courses in the major. The content of the program must be within the liberal arts and must be substantially different from any of the established majors and/or programs.

The following procedures should be used by students who wish to be considered for undertaking a student designed major:

1. Proposals for a student designed major are welcome at any time prior to mid-term of the first term of her junior year. Students must have a 2.5 QPA to apply for a student designed major.

2. The following materials must be submitted by the student to the Dean of the College two weeks before the deadline:

a. A written proposal which describes the academic goals of the program, the proposed plan of study and justification that the content of the program is appropriate for a student designed major. The proposed plan must include advanced courses in the disciplines involved and must demonstrate that the courses included represent the most appropriate means available at Salem to achieve the proposed goals. The plan of study must include satisfactory completion of basic distribution requirements including physical education, four January terms, electives, and specific courses for the major.

b. The plan of study, with appropriate alternative courses in the major, should be approved by two faculty advisers in the areas represented who have agreed to submit letters of recommendation to the Dean of the College on behalf of the plan. The faculty will be actively involved in the teaching of the proposed major.

c. The Dean of the College will interview the student and send a letter of recommendation to the subcommittee on Academic Appeals.

d. The subcommittee on Academic Appeals will review the student's proposal and all supporting materials and decide whether the program meets the requirements for a student designed major. The subcommittee will send the student, faculty advisers, and Dean of the College a letter describing its action. All materials will be retained in the student's file in the Registrar's office.

e. A student may appeal the decision of the subcommittee on Academic Appeals to the Academic Council. The Academic Council will send the student and her faculty advisers a letter describing its action.

f. Any changes in the course of study of a student designed major must be approved by the faculty advisers, the Dean of the College, and the subcommittee on Academic Appeals.

Note: Education and Physical Education are not possible areas for the student designed major.

Special Courses

Humanities

Humanities 210

(Staff) Four courses

An interdisciplinary investigation of a selected topic. The schedule and structure of the investigation is governed by the nature of the inquiry. Opportunity for travel when pertinent.

Pre-Professional Programs

Pre-Medical Program

Professor Noblgren, Adviser.

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 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, histology, microbiology, organic and biochemistry, math through calculus, and general physics are recommended to provide the fundamental prerequisites and background for success in the medical school curriculum.

The faculty pre-medical adviser and a pre-medical committee 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, auto-tutorial tapes, 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 medical school should contact the pre-medical adviser early in their academic programs to ensure that they may take full advantage of the opportunities which Salem provides.

A student in a pre-dental or pre-veterinary program will find that the preceding statements are true for her program.

Pre-Law Program

Professor Pubantz, Adviser.

The curriculum for a student interested in pre-law is not prescribed. Any undergraduate major in the liberal arts will provide the necessary background to meet the expectations of law schools. Law schools themselves emphasize that they seek students with well developed analytic, communication, and interpretative skills. Courses in history, political science, logic, English, sociology, and management 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.

History 101, 102, 203, 204, 229, 259, 260

Political Science 120, 230

Political Science 130 or Philosophy 208

Economics 110, 120

Philosophy 101, 121

English 211

Psychology 130

Sociology 250, 260

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

English 120

Management 220

Economics 280

Sociology 232, 235, 270

A social science internship in a law office; local, state, or national government or a social service agency.

Salem offers students interested in law as a career an advising program aimed at assisting them in preparing for law school. Freshman students interested in pre-law should see Dr. Pubantz during their first term at Salem.

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.

Students interested in preparing for law school should contact the pre-law adviser early in their academic programs to insure that they can take full advantage of the services which Salem provides.

Pre-Engineering Programs

Salem College seeks to afford students the opportunity to obtain a liberal arts education, to acquire a solid background in mathematics and science, and to prepare for professional education in engineering. To this end, Salem has established 3:2 articulation programs with Duke and Vanderbilt Universities by which students can complete study in the liberal arts and in a variety of engineering fields in about five years. The student will spend three years at Salem College and at least two years in an approved engineering program.

A Salem student who intends to prepare for admission to one of the Salem College 3:2 programs in engineering must complete the following core courses during her three years at Salem:

Mathematics 30, 101, 102

English 10, 20 or 30H and one course in English or American literature above the 100 level

Physics 10, 20
Chemistry 10, 20
Modern Foreign Language—three courses
Social Sciences and History—two courses
Fine Arts, Philosophy, or Religion—One course

In addition, a student must complete appropriate courses towards her undergraduate major as follows:

In Chemistry: Chemistry 101-102, 107 and one additional course

In Mathematics: Two courses in Biology, Computer Science, or Chemistry

Four courses beyond Mathematics 102 including 109, 221, one from 240, 321, 330

In Biology: Chemistry 101-102

Biology 10, 113, 116, 311 and one other upper level course

The student must complete three January courses and elective courses for a total of twenty-seven courses at Salem College with an average of 2.0. A Salem student who successfully completes the equivalent of nine approved courses in engineering school will be awarded a Bachelor of Science degree from Salem College. A student who successfully completes nine approved courses in engineering school will be exempt from the requirement that seven out of her last nine courses be taken at Salem College. Admission of Salem students to one of the 3:2 programs depends upon her grade point average, successful completion of the pre-engineering program and recommendation by Salem to the engineering school and acceptance by the engineering school.

Specific course requirements for each of the engineering schools vary. Details about each program are available from the Office of the Dean of the College or from the Coordinator of Pre-Engineering Programs at Salem College. Courses in computer science, economics, and literature (four courses) are required for the student interested in the Duke University program. A student who wants to prepare for the Duke program must maintain a 3.0 quality point average in her work at Salem and at least a 3.0 in her mathematics courses at Salem.

For certain programs, summer study may be required of individual students in preparation for beginning the professional engineering courses in the fall of the fourth year.

Medical Technology

Professor Noblgren, Adviser.

Salem offers a cooperative (3 years/1 year) program in medical technology through continuing affiliations with The Bowman Gray School of Medicine of Wake Forest University, Forsyth Memorial Hospital, and Duke University, or by temporary contractual affiliations with other approved schools of medical technology. Salem College confers the Bachelor of Science degree when the program is complete. The

graduate is eligible to take a national certifying examination, such as that given by the American Society of Clinical Pathologists.

Teacher Certification

Professor Russell, Director of Teacher Education.

Teacher certification is offered in Elementary Education (K-6), and secondary education, and in the special areas of music, learning disabilities, second languages (French, Spanish) and emotionally handicapped. Secondary education (9-12) programs are offered in biology, chemistry, English, mathematics, and social studies. All student teaching assignments are made in the Winston-Salem/ Forsyth County school system.



Off-Campus Programs

The Salem College-University of Oxford Summer Academic Session at St. Peter's College

Salem College has entered into a formal agreement with St. Peter's College, University of Oxford, to establish a summer study program. Admission to the summer session at St. Peter's is by petition to or nomination by the Fellowship Committee of Salem College. Enrollment is limited to students of exceptional ability and preference is given to rising seniors.

Courses are taught in weekly tutorials, and students are expected to write papers, based on guided but independent research, for each tutorial. In addition to the weekly tutorial, students are expected to attend a joint interdisciplinary seminar. The academic standards for both the tutorials and the seminar are the same as those to be met by Oxford students during the regular terms.

Formal evaluation of student academic performance is provided by the tutors at St. Peter's College. A full written assessment, together with a grade based on the Oxford system, is provided to the Dean of the College, Salem College, for the awarding of the appropriate credit.

For further information contact the Dean of the College.

Junior Year Abroad

A Salem College student may plan a course of study abroad for one or two terms of the junior year.

It is recommended that the student enroll in one of the established programs sponsored by American colleges and recognized by the Institute of International Education. In such cases, the program should be worked out in advance in consultation with her faculty adviser and the Dean of the College, who will evaluate credits earned before the student enrolls again at Salem College. The student will be considered to be on leave of absence for study abroad and will be entitled to re-enrollment at Salem.

A student who wishes to study independently—not in one of the recommended established programs—may also apply for a leave of absence after consultation with her adviser and the Dean of the College. She may request independent study credit through an academic department for such study, and the program of study will be evaluated for possible credit when the student enrolls again at Salem.

Credit for work done abroad is tentative pending completion of one term of work after return to Salem.

Spring Term in Paris

Salem College, in affiliation with Guilford College, offers a semester of study at the Sorbonne to students who have had one or more

courses in French. All students will receive language instruction at the "cours de civilisation française de la Sorbonne" at a level determined by a placement test. Depending on their interests and linguistic skills, students may choose among a variety of courses offered by the Sorbonne, in French, or by the group leader, in English. Students may earn from three and one-half to four and one-half course credits, applicable to various majors or toward the basic distribution requirements, depending on the courses chosen.

Following a week of orientation and sight-seeing as a group, students will be housed in dormitories with French and other students or with French families.

Students with a grade point average of 2.0 may be recommended by appropriate faculty members and the Dean of the College to participate in this program. An application for a Salem sponsored program, available from the members of the Department of Modern Foreign Languages, must be filed by October 15.

For further information, please see a member of the Department of Modern Foreign Languages.

Fall Term in Guadalajara, Mexico

Salem College, in affiliation with Guilford College, offers a semester of study at the Universidad de Guadalajara, Guadalajara, Mexico for students who have completed the minimum of two terms of college-level work in Spanish. The academic program consists of courses in Spanish language; topical courses in literature, culture, history, economics, and political science; and a supervised internship in the city. Topical courses which vary from year to year are taught in English and have included Economic Development in Mexico, History of Mexico, and Mexican Culture, to cite recent examples.

Students interested in participating in this program will meet for preorientation seminars during the spring to prepare them for obtaining the maximum benefit from the academic, cultural, and personal experiences which await them in Mexico. Once in Mexico the program begins with a one-week orientation program conducted by the Salem-Guilford faculty leader. At the end of the orientation, students will take up residence with families selected by the Programa para Extranjeros.

In order to participate in this program, students must have a grade point average of 2.0, successful completion of two Spanish language courses, and be recommended by a faculty member from the Department of Modern Foreign Languages. An application for a Salem-sponsored program, available from the Registrar's office, must be filed by March 15.

For further information, please contact a member of the Department of Modern Foreign Languages.

Summer Study Abroad

The student who wishes to study in an organized summer program abroad is encouraged to do so. Her work should be planned in consultation with her faculty adviser and/or with the Dean of the College.

Summer Internship Program

Salem College is affiliated with the summer internship program of the Washington Institute of Mount Vernon College. The Institute sponsors supervised internships and seminars in public policy, business administration, and communications for undergraduates.

The Washington Institute Internship is open to Salem students in any academic major who have had at least three courses from any of the following fields: history, political science, economics, management, or communications appropriate to the internship. Students must have completed at least 23 courses with a cumulative grade point average above 2.5. The internship and seminar are equivalent to one and one-half courses. Salem College course fees will be applied to students who are selected for the Institute. Students will pay room and board fees to Mount Vernon College.

Interested students should contact the Dean of the College for application information.

Washington Semester Program

Professor Pubantz, Adviser.

In cooperation with other colleges and universities, Salem College provides an opportunity for a student interested in public affairs to spend a semester in Washington, D.C.

The program, sponsored and coordinated by American University, includes: "Government in Action," "Urban Affairs," "Foreign Policy," "International Development," "Economic Policy," and other topics. Eligibility is based on a minimum quality point average of 2.5, 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 faculty adviser, are due by March 15 or October 15.

Charges in addition to the comprehensive fee may be assessed for off-campus study programs. Charges for these programs will be announced approximately one month before the program begins. For 1990-91 the estimated additional costs for tuition and fees will be \$1,300-\$2,650 depending on room and board choices. Other expenses to be considered are transportation, books, and miscellaneous expenses.

United Nations Semester Program

Professor Pubantz, Adviser.

Salem College participates in a program designed to familiarize students with the intricacies and functioning of the United Nations.

The program is directed by Drew University in Madison, New Jersey, where additional courses may be taken and where students participate in the suburban campus life.

Sophomores and juniors are eligible to apply. Eligibility is based on a minimum quality point average of 2.5.

Charges in addition to the comprehensive fee may be assessed for off-campus study programs. Charges for these programs will be announced approximately one month before the program begins.

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. The Department of History and Political Science offers an interdisciplinary major in International Relations which combines courses in politics, history, economics, and foreign language. Salem also offers a Foreign Language-Management major which provides a working knowledge of a foreign country's language, history, and culture as well as a foundation in economics and management. Students may also participate in Salem's Model United Nations program which annually sends a student delegation to the National Model U.N. in New York City.

In addition to regular coursework Salem offers many special programs in the international field. Salem students may participate in the United Nations Semester at Drew University or in the foreign policy component of the Washington Semester Program, sponsored by Salem in affiliation with American University. She may also plan a course of study abroad for one or two terms of the junior year. In addition, students may study in organized summer programs abroad as well as participate in international travel or internship projects during the January term. In recent years Salem has sponsored study trips to many countries including Mexico, the People's Republic of China, and West Germany.

Cooperation with Nearby Institutions

Salem College is affiliated with Bowman Gray School of Medicine, Forsyth Memorial Hospital, and Duke University for professional training in medical technology. Students may apply for permission to enroll in approved medical technology programs of institutions located outside Winston-Salem.

A full-time student regularly enrolled at Salem College may register at Wake Forest University for courses offered at that institution and not offered by the faculty of Salem. The same privilege is extended to

a full-time student regularly enrolled at Wake Forest. No additional fee is required for on-campus courses, and all grades earned are transferred at face value.

Salem College and Wake Forest University cooperate in offering a program of courses in Latin, Greek and Classics, and majors in these fields.

Salem College and Wake Forest University cooperate in placement interviews and in the exchange of career planning information.

Salem College shares, with other North Carolina colleges and universities, the use of certain facilities of the Computer Center of the Research Triangle of North Carolina.

Salem College offers 3:2 engineering programs in cooperation with Duke and Vanderbilt Universities.

Undergraduate Research Program at Bowman Gray School of Medicine

(Biology 391, 392)

The Undergraduate Research Program in the Department of Physiology and Pharmacology is a program for serious upper division students in biology. It can be taken by biology majors with junior or senior standing having completed Biology 113, and Chemistry 205, 209 or 211, 212 and with an overall G.P.A. of 3.0 and a science G.P.A. of 3.2 or greater. The program as designed allows qualified students to take up to 2 course credits in Undergraduate Research. These course credits will be accredited as biology credits for the major. Students meeting these criteria and interested in participating must also get the permission of the chairman of the biology department.

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. Several academic programs at Salem require internships as an integral part of the student's program. For example, students in American Studies, Arts Management, and Communications complete internships during their program of study.

In recent years Salem students majoring in the following subjects have completed internships: *American Studies*—Historical Preservation, Old Salem; *Arts Management*—Kennedy Center for the Performing Arts, Washington, D.C.; Museum of Modern Art, New York City; *Biology*—Department of Medicine, Bowman Gray School of Medicine; *Economics*—NCNB, Wachovia Bank and Trust; *English*—Children's Theatre, Old Salem; *History*—N.C. Supreme Court; *Mathematics*—St. Elizabeth's Hospital, Washington, D.C.; *Music*—Winston-Salem Symphony; *Religion*—Trinity Center; *Sociology*—Merrill Lynch, Maryland School for the Deaf.

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.



Courses of Instruction

Courses numbered from 1 through 99 are primarily for freshmen; those numbered from 100 through 199 are primarily for freshmen and sophomores; those numbered 200 through 299 are primarily for sophomores, juniors, and seniors; those numbered 300 through 399 are open to seniors only, unless special permission is granted. Generally, odd-numbered courses indicate work offered in the fall term and even-numbered courses indicate work offered in the spring term.

American Studies (See page 74)

Department of Art

Assistant Professor Griffin, Chairman; Assistant Professors Bates, Burpitt; Instructor Hutton.

The courses of the Department of Art are designed to provide a broad background in art for both the major and non-major. Students may major in art history, studio art, and interior design.

All art majors are required to take Art 20, Art 30, Art 121, Art 122, Art 244, and Art 390 plus the courses listed below for each concentration. An exhibit of work or a thesis in art history is required of each student at the end of her senior year. Students considering majoring in Studio Art and Interior Design are strongly advised to take two of the following their freshman year—Art 20, Art 30, Art 111, and Art 112.

Additional course requirements are outlined below:

Art History

Five additional courses in art history chosen from the following under the guidance of the student's adviser and Art 270—Internship in Art History.

Art 140. Survey of the Art of Japan	One course
Art 150. Survey of the Art of China	One course
Art 231. Ancient Art	One course
Art 232. Medieval Art	One course
Art 243. Early Modern Art	One course
Art 245. Renaissance Painting 1300–1500	One course
Art 246. European Painting and Sculpture 1550–1750	One course
Art 247. European Painting and Sculpture 1750–1850	One course
Art 263. American Art	One course
Art 264. American Architecture	One course
Art 265. Modern Architecture	One course

Studio Art

Art 111. Drawing	One course
Art 112. Life Drawing	One course

Art 113. Painting	One course
Art 135. Introduction to Printmaking	One course
Art 210. Tutorial in Studio Art or Art 290. Honors	One course
Art 211. Sculpture or Art 233. Ceramics	One course
Art 270. Internship in Studio Art or Art History	One course

A sequence of at least three courses in the area of concentration (for example Painting 113, 114, 213, 214) is strongly recommended.

Suggested electives include:

Additional Art History courses

Art 110. Photography I

Art 220. Special Topics (Watercolor, Graphic Design)

Art 230. Photography II

Interior Design

Art 101. Interior Design I

One course

Art 102. Interior Design II

One course

Art 160. Textiles

One course

Art 201. Interior Design III

One course

Art 202. Interior Design IV

One course

Art 248. History of Interiors

One course

Art 265. Modern Architecture

One course

Biology 50. Human Ecology

One course

Sociology 280. Urban Sociology

One course

Art 280. Internship in Interior Design

One course

Suggested electives include:

Art 110. Photography

Art 113. Painting

Art 211. Sculpture

Art 233. Ceramics

Art 263. American Art

Art 264. American Architecture

Art History

121 122. Survey of Western Art (Hutton, Griffin) Two courses

The history and interpretation of architecture, sculpture, and painting in the West from prehistoric times to the present. Fall and Spring.

140. Survey of the Art of Japan (Griffin) One course

Japanese art from the beginning of its civilization through the eighteenth century, including sculpture, painting, and printmaking. Fall, 1990 and alternate years.

150. Survey of the Art of China (Griffin) One course

Chinese art from prehistoric through the Ching Dynasty including sculpture, painting, ceramics, and bronzes. Fall, 1989 and alternate years.

190. Freshman Seminar: Art and Design (Staff) One course

Topics relating to the philosophy of Art, current issues in art theory and the history of design.

200. Independent Study One-half to two courses

Independent study under the guidance of a faculty adviser. Open to students with a 3.0 cumulative average, and permission of the chairman of the department. Independent study may take the form of readings, research, conference, project, and/or field experience. Ordinarily it may not be used to substitute for a regular course in the curriculum. Independent study may be taken for a total of two courses, the maximum in any one term being one course credit.

231. Ancient Art (Hutton) One course

Architecture, city planning, sculpture, painting and related arts from the beginning of civilization in the Near East until the fall of the Roman Empire. Emphasis upon the relationship of the visual arts to other aspects of intellectual history. Cross registration with Wake Forest University.

232. Medieval Art (Hutton) One course

Architecture, sculpture, and painting from the beginnings of the Christian era until the Renaissance. Emphasis upon the relationship of the visual arts to other aspects of intellectual history. Cross registration with Wake Forest University.

243. Early Modern Art (Griffin) One course

Early movements in modern art: Impressionism, Cubism, Symbolism, Dada, and Expressionism. Prerequisite: Art 122. Fall, 1990 and alternate years.

244. Late Modern Art (Griffin) One course

Art Movements from the 1930's to the present, including: surrealism, abstract expressionism, minimal art, pop, post-painterly, and realism. Prerequisite: Art 122. Spring.

245. Renaissance Painting 1300–1500 (Staff) One course

The development of form and content in painting from the rebirth of humanism to the Reformation. Accent on Giotto, Mantegna, Bruegel, and Giorgione. Prerequisite: Art 121 or 122. Fall, 1989 and alternate years.

246. European Painting and Sculpture 1550–1750 (Griffin) One course

Baroque and Rococo art in Spain, Italy, France, Holland, and Flanders, including works by Bernini, Velasquez, Rubens, Rembrandt, and Vermeer. Prerequisite: Art 121 or 122. Fall, 1990 and alternate years.

247. European Painting and Sculpture 1750–1850 (Griffin) One course

Art in Europe with analysis of various movements: Neoclassicism, Romanticism, and Realism, including works by David, Ingres, Turner, and Delacroix. Prerequisite: Art 121 or 122. Fall, 1989 and alternate years.

248. History of Interiors**(Burpitt) One course**

Introduction to period styles, history of furniture, and the decorative arts. European and American 1650–1820. Spring, 1991 and alternate years.

263. American Art**(Griffin) One course**

The history and interpretation of architecture, sculpture, and painting from colonial times to the present.

264. American Architecture**(Staff) One course**

History of architecture in the United States from the Colonial period to the present. Fall, 1989.

265. Modern Architecture**(Staff) One course**

Trends and developments in modern architecture beginning c. 1750. Emphasis on the late 19th and 20th centuries. Spring, 1990.

Studio Art**20. 2-Dimensional Design****(Bates) One course**

Introduction to two-dimensional design, including elements of design, gestalt principles of design, basic color theory and their integrated application to design. Six-hour studio. Fall and Spring.

30. 3-Dimensional Design**(Staff) One course**

Introduction to three-dimensional design and composition. Students will learn to describe three-dimensional form through the use of line, plane, and mass. Six-hour studio. Fall and spring.

110. Photography I**(Winnett) One course**

A basic course in photography, including a history of photography, camera mechanics, camera techniques, composition, film processing, proofing techniques, enlarging procedures, and methods of matting and mounting. No prerequisite.

111. Drawing**(Bates) One course**

Introduction to fundamentals of drawing. Exploration of black and white, dry and wet media and their varied descriptive applications. To include the examination of linear perspective, still life, nature and the human form. Six-hour studio plus outside assignments. Fall or Spring.

112. Life Drawing**(Bates) One course**

Concentration on the human form, using both color and black and white media. Development of individual style. Six-hour studio plus outside assignments. Fall or Spring.

113. Painting**(Bates) One course**

Introduction to painting problems using acrylics. Historical and contemporary approaches to the building of a painted surface will be explored. Six-hour studio plus outside assignments. Prerequisite Art 20 or 111 or with permission of instructor for non-major elective. Fall.

114. Painting**(Bates) One course**

Painting in medium/media of your choice—acrylics, watercolors,

gouache, combines, etc. Encouragement of individual stylistic growth. Focuses on individual development of an ongoing series. Six-hour studio plus outside assignments. Prerequisite Art 20 and Art 111 or with permission of instructor for non-major elective. Spring.

135. Introduction to Printmaking (Bates) One course

Various relief and intaglio processes for black and white, and color printmaking, including linoleum and woodcuts, etchings and collographs. Prerequisite: Art 20 and Art 111 or Art 112, or the equivalent.

210. Tutorial in Studio Art One to three courses

Work in student's area of emphasis. Further development of personal style and media experimentation. Minimum one semester required of all studio art majors. Prerequisite: permission of instructor, and junior or senior status. Repeatable for credit for 3 semesters. Honors students may substitute Art 290 for a maximum of two semesters. Fall and Spring.

211, 212. Sculpture (Staff) Two courses

An introductory course in figure and portrait modelling. Through direct observation students will learn a structural, anatomical approach to figure modelling. Prerequisite: Art 30 or permission of instructor. Six-hour studio. Spring, 1991.

213, 214. Advanced Painting (Bates) Two courses

Advanced work in painting; may include drawing. Student chooses medium/ media of specialization and explores in depth, including researching historical precedents. Medium or approach may be nontraditional, ie. media combines, environmental or conceptual. Six-hour studio plus outside assignments. Prerequisites: Art 113 and 114 or equivalent.

220. Special Topics in Studio Art (Staff) One course

This course provides the opportunity for students to become familiar with a variety of media and techniques in studio art. Topics will change each year. Topic for 1989-90—Graphic Design. Spring. Prerequisites: Art 20 and Art 111 or Art 112 or permission of the instructor.

230. Photography II (Winnett) One course

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

233, 234. Ceramics (Staff) Two courses

Introductory instruction in clay technology, clay body preparation, wheel throwing, coiling, slab building, loading and firing kilns. Discussions also include design instruction and exposure to historical and contemporary pottery and ceramics. Six-hour studio. Spring, 1990.

235. Etching**(Bates) One course**

Various intaglio processes including hard and soft ground, aquatint, engraving, and monoprinting. Prerequisite one of the following: Art 20 or 111 or 112 or equivalent.

270. Internship in Art or Art History **One-half to one course**

An opportunity to use the knowledge and skills the student has learned in coursework to solve problems in a real work setting; the apprenticeship aspect of the internship implies that the student has some base of knowledge and will increase her knowledge and skills by direct contact with an experienced, knowledgeable mentor. Open to juniors and seniors with a 2.5 cumulative average; maximum credit per term is one course; admission by application only.

290. Honors Independent Study in Art **(Staff) One course**

Advanced independent study under the guidance of a faculty adviser. Normally open to juniors and seniors with a 3.5 average in art. Subject to the approval of the department chairman. Honors work may be taken for a maximum of two courses.

390. Senior Seminar **(Griffin, Staff) One course**

Senior thesis work in area of concentration. Prerequisite: senior standing in Department of Art. Required of all students with a major in the Department of Art. Spring.

Interior Design**101. Interior Design I** **(Burpitt) One course**

Lecture and projects relating to the fundamentals of interior design. One course. Six-hour studio. Prerequisites: Art 30 required, Art 20 recommended. Fall.

102. Interior Design II **(Burpitt) One course**

Introduction to drafting and drawing techniques with emphasis on isometric and interior/exterior perspective drawing. Six-hour studio. Prerequisites: Art 101. Spring.

160. Textiles **(Burpitt) One course**

Introduction to textile fibers, including contemporary and historical textiles, design and production. Fall, 1990 and alternate years.

201. Interior Design III **(Burpitt) One course**

Space planning for residential interiors, including interior specifications, lighting, and special situation interiors. Six-hour studio. Prerequisite: Art 102. Fall.

202. Interior Design IV **(Burpitt) One course**

Space planning of non-residential buildings, including consideration of general layout problems, energy use, lighting, furnishings, and special population interiors. Six-hour studio. Prerequisite: Art 201. Spring.

280. Internship in Interior Design One-half to one course

An opportunity to use the knowledge and skills the student has learned in coursework to solve problems in a real work setting; the apprenticeship aspect of the internship implies that the student has some base of knowledge and will increase her knowledge and skills by direct contact with an experienced, knowledgeable mentor. Open to juniors and seniors with a 2.5 cumulative average; maximum credit per term is one course; admission by application only.

Arts Management (See page 75)

Department of Biology

*Professor Nohlgren, Chairman; Professors Edwards and Mowbray;
Laboratory Instructor Keane.*

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

Courses that are suggested to be used to fulfill the basic distribution requirement in science are Biology 10, 50, 60, 112, 114, and 118. Biology 10 is a prerequisite for all courses in the department.

The student who seeks the Bachelor of Arts degree must complete eight biology courses for the major, including Biology 10, 112, 113, 114, 116, 311, and 390. Two courses in general chemistry (Chemistry 10 and 20) are also required.

The student who seeks the Bachelor of Science degree must complete a minimum of ten biology courses for the major, including Biology 10, 112, 113, 114, 116, 311, and 390. Four courses in chemistry (Chemistry 10, 20, 101, and 102), two courses in physics (Physics 10 and 20), and two courses in mathematics (Math 10 and 30, or 30 and 101) are also required for the Bachelor of Science degree in biology. The student should note the following suggested program of study:

Freshman Year

English 10, 20 or English 30H

and one course in English or American

literature above the 100 level*	Two courses
Biology 10, 112	Two courses
Chemistry 10, 20	Two courses
Modern Foreign Language or Math 10, 30 or 30, 101	Two courses

Sophomore Year

Biology 114, 116, or 118	Two or three courses
Chemistry 101, 102	Two courses

*See **Notes**, page 51.

Math 10, 30 or 30, 101; or Modern Foreign LanguageTwo courses
 Fine Arts, Philosophy, Religion (or Language)One course

Junior Year

Biology 113, 213 and Biology electivesTwo or three courses
 Physics 10, 20Two courses
 Social Science and/or HistoryTwo courses
 Electives (or Language)One or two courses

Senior year

Biology 311, 390 and Biology electivesThree or four courses
 ElectivesFour or five courses

The student who seeks the Bachelor of Science degree with a major in medical technology must complete six biology courses for the major, including Biology 10, 113, 118, 213, and two of the following: 112, 214, or 216. Four courses in chemistry (Chemistry 10, 20, 101 and 102), two courses in physics (Physics 10 and 20), and two courses in mathematics (Math 10 and 30, or 30 and 101) are also required for the Bachelor of Science degree in medical technology. The student should note the following program of study for the twenty-seven courses (including three January Term courses) preceding entrance into the school of medical technology:

Freshman Year

English 10, 20 or English 30H
 and one course in English or American
 literature above the 100 level*Two courses
 Biology 10, 112Two courses
 Chemistry 10, 20Two courses
 Modern Foreign Language or Math 10, 30 or 30, 101Two courses

Sophomore Year

Biology 118, 214 or 216Two courses
 Chemistry 101, 102Two courses
 Math 10, 30 or 30, 101; or Modern Foreign LanguageTwo courses
 Fine Arts, Philosophy, Religion (or Language)One course

Junior Year

Biology 113, 213Two courses
 Physics 10, 20Two courses
 Social Science and/or HistoryTwo courses
 Electives (Chemistry 205 recommended)Two courses

*See *Notes*, page 51.

Senior Year

The typical program for the senior year in an approved school of medical technology will probably include the equivalent of nine courses in the following:

- Clinical Microscopy (includes hematology, urinalysis, etc.)
- Microbiology (includes bacteriology, mycology, serology, and parasitology)
- Clinical Chemistry or Biochemistry
- Blood Bank

Students seeking teacher certification in Biology (9-12) are required to complete a major in Biology which for teacher certification must include Biology 112, 113, 114, 116, 118, 213, 311, Chemistry 10, 20, Physics 10, 20, and Mathematics 30. Professional Education requirements are listed under the Education Department.

All courses offered every year in either Fall and/or Spring.

10. Principles of Biology (Edwards, Mowbray, Nohlgren) One course

The biological sciences with emphasis on general principles, including biochemistry, photosynthesis, respiration, cytology, classical and molecular genetics, development, ecology, and evolution. Three lectures, one two-hour laboratory. Fall and Spring.

50. Human Ecology (Mowbray) One course

Designed for non-majors (available only as elective credit for majors in biology). Seeks to relate the basic principles of ecology to human beings. Consideration of such problems as world population, limited resources such as food, minerals and fossil fuels, pollution and waste disposal, land use and conservation, and potential solutions to such problems. Human ecology will not substitute for Biology 116 for biology majors. Three lectures. Prerequisite: Biology 10 or equivalent or in the case of special students, permission of the instructor. Fall.

60. Human Genetics (Edwards) One course

A course designed for non-majors with emphasis on general principles including: gene transmission, cytogenetics, genes and metabolism, population and quantitative genetics, and special topics in applied areas including: genetic counseling, *in vitro* fertilization, cloning, recombinant DNA, intelligence, and the general impact of genetics on society. Human genetics will not substitute for Biology 113 for biology majors. Three lectures. Prerequisite: Biology 10 or permission of the instructor. Spring.

112. General Zoology (Edwards) One course

Comparative anatomy and physiology of the major animal phyla with emphasis on the basic principles of animal dissection, observation, and experimental problems. Three lectures, one three-hour laboratory. Prerequisite: Biology 10. Spring.

113. Genetics**(Edwards) One course**

Principles of genetics, including an examination of gene chemistry and function, transmission genetics and cytogenetics, mutation, developmental and population genetics. The laboratory consists of experiments with *Drosophila*, *Ascobolus*, bacteria and bacteriophage. Three lectures and one three-hour laboratory. Prerequisite: Biology 10. Fall.

114. General Botany**(Mowbray) One course**

The structure and function of plants with emphasis on angiosperms. Designed to provide the student with a broad survey of the plant activities. Growth, differentiation, nutrition, and reproduction are studied in representative members of the major divisions. Three lectures, one three-hour laboratory. Prerequisite: Biology 10. Fall.

116. Ecology**(Mowbray) One course**

The principles underlying the interrelations of groups of organisms with their environments, including the population, community, ecosystem, and biosphere levels of organization. The laboratory includes studies of the different levels of integration, with extended field trips to the seashore and the mountains. Three lectures, one three-hour laboratory. Prerequisite: Biology 10. Spring.

118. Anatomy and Physiology**(Nohlgren) One course**

Basic anatomy and physiology, with emphasis on the structure and function of the integumentary, skeletal, articular, muscular, nervous, circulatory, respiratory, digestive, excretory, endocrine, and reproductive systems. Anatomy by dissection and experimental concepts of physiology are studied in the laboratory. Three lectures, one three-hour laboratory. Prerequisite: Biology 10. Fall.

200. Independent Study**(Staff) One-half to four courses**

Independent study under the guidance of a faculty adviser. Open to students with a 2.0 cumulative average and permission of the chairman of department. Independent study may take the form of readings, research, conference, project, and/or field experience. Ordinarily it may not be used to substitute for a regular course in the curriculum. Independent study may be taken for a total of four courses, the maximum in any one term being two course credits. Prerequisite: Previous study in biology or permission of the department. Fall and Spring.

212. Plant Taxonomy**(Mowbray) One course**

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 extended trips to the seashore and the mountains. Three lectures, one three-hour laboratory. Prerequisite: Biology 114 or permission of instructor. Spring.

213. Microbiology**(Nohlgren) One course**

A systematic study of the more important groups of microorganisms: the bacteria, yeasts, molds, blue-green bacteria, 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: Biology 113 and 116, and Chemistry 101 and 102, or permission of instructor. Spring.

214. Animal Embryology**(Nohlgren) One course**

The principles of animal embryology, both descriptive and experimental aspects, with emphasis on mollusk, echinoderm, amphibian, avian, and mammalian development studies in the laboratory. Three lectures, one three-hour laboratory. Prerequisite: Biology 112 or 118, or permission of instructor. Fall.

216. Histology**(Nohlgren) One course**

The microscopic and ultrastructural characteristics of cells, intercellular substances, tissues and organs, with emphasis upon the functional implications of structure. Throughout the course the principles of efficient microscopy are stressed. The preparation of tissues for light and electron microscopy is also discussed and demonstrated. Three lectures, one three-hour laboratory. Prerequisite: Biology 112 or 118, or permission of instructor. Spring.

220. Special Topics in Biology**(Staff) One course**

An investigation of a topic of importance in contemporary biology. The specific course content and methods of study will vary in response to recent developments in the life sciences and current needs of students majoring in biology; the topic will be announced prior to registration for the course. Anticipated topics include genetic engineering, immunology, medical parasitology, plant physiology, and global ecology. Three lecture-discussions, one three-hour laboratory or field experience. Prerequisite: Biology 10 and permission of the instructor. Example:

220. Special Topics in Biology:**Ornithology****(Mowbray) One course**

A lecture-discussion, laboratory and field course on the biology of birds. The lecture/laboratory will stress concepts and principles of structure and physiology, distribution, behavior, migration and evolution, while the field portion will emphasize identification and recognition of the local bird fauna. Field trips will be taken to the different vegetative provinces of the Carolinas.

The following one-half courses involve only readings and one discussion period per week in the subject matter indicated. These are typically junior-senior electives with a minimum prerequisite of Biology 10, although exceptions may be made by the instructor for unusually well-motivated students. Fall and Spring.

- 240. Human Genetics
- 241. Animal Physiology
- 242. Plant Physiology
- 243. Biochemical Genetics
- 244. Immunology
- 245. Population Ecology
- 246. Developmental Biology
- 247. Animal Behavior
- 248. Radiation Biology
- 249. Comparative Vertebrate Anatomy
- 250. Invertebrate Biology
- 251. Evolutionary Theory
- 252. Plant Morphology

262. On the Genetics of a Species (Edwards) One-half course

An investigation of the genetics of a local species, including a thorough literature search and paper. The information assembled may be used as a basis for the term paper required in Biology 311. Co-requisite or prerequisite is Biology 113. Fall and Spring.

263. On the Ecology of a Species (Mowbray) One-half course

An investigation of the ecology of a local species, including a thorough literature search and paper. The information assembled may be used as a basis for the term paper required in Biology 311. Co-requisite or prerequisite is Biology 116. Fall and Spring.

270. Internship in Biology (Staff) One to two courses

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

290. Honors, Independent Study in Biology (Staff) One to four courses

Advanced independent study under the guidance of a faculty adviser. Normally open to juniors and seniors with a 3.5 or greater average in biology, subject to the approval of the department chairman. Honors work may be taken for a maximum of two courses per term. Fall and Spring.

311. Evolution (Edwards) One course

A study of the historical aspects of the theory of evolution, including a critical analysis of the *Origin of Species*, and an understanding of the modern theory with emphasis on the mechanisms involved. A term paper is required. Three lectures-discussions. Prerequisite: Biology 113 and 116, or permission of instructor. Fall.

390. Senior Seminar

(Staff) One-half course

Fundamental problems in the biological sciences with emphasis on current research. Open only to seniors for credit, but sophomores and juniors are encouraged to attend the course meetings. Spring.

391, 392. Undergraduate Research Program at Bowman

Gray School of Medicine (Staff) One to two courses

The Undergraduate Research Program in the Department of Physiology and Pharmacology is a program for serious upper division students in biology. It may be taken by biology majors interested in participating in ongoing basic and/or applied research who have completed Biology 113 and Chemistry 205, 209 or 211, 212, and who have an overall G.P.A. of 3.0 and a science G.P.A. of 3.2 or greater. The program as designed allows qualified students to take up to 2 course credits in Undergraduate Research. These course credits will be accepted as biology credits for the major. Students meeting the criteria and interested in participating must also have the approval of the chairman of the biology department. Fall and Spring.

Department of Chemistry

Major in Chemistry

Associate Professor McKnight, Chairman; Associate Professors Miller, Pate.

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.

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 (pre-medicine, biology, economics, management, science writing, communications, etc.). The degree requires the completion of six courses for the major in addition to Chemistry 10 and 20 and must include Chemistry 101, 102, 107, and 390.

Students seeking teacher certification in Chemistry (9-12) are required to complete a major in Chemistry including Chemistry 205, Biology 10, Physics 10, 20, and Math 30. Professional Education requirements are listed under the Education Department.

The Bachelor of Science degree is designed for the student interested in a career as a professional chemist. The degree requires the completion of a minimum of eight courses beyond Chemistry 20 for the major and must include Chemistry 101, 102, 107, 209, 210, 211, 212, 213, and 390. The following program of study is suggested:

Freshman Year

Chemistry 10, 20	Two courses
English 10, 20	Two courses

Mathematics 30, 101	Two courses
Language	Two courses

Sophomore Year

Chemistry 101, 102	Two courses
Chemistry 107	One course
Physics 10, 20	Two courses
Mathematics 102	One course
Language	One course
Fine Arts, Philosophy, Religion	One course

Junior Year

Chemistry 209, 210	One course
Chemistry 211, 212, or Chemistry 213	Two courses or one course
History, Social Science	Two courses
Electives	Three or four courses (Computer Science is recommended)

Senior Year

Chemistry 211, 212, or Chemistry 213.....	Two courses or one course
Chemistry 390	One-half course
Chemistry Electives	One-half course
Electives	Five or six courses

Well-qualified students who have taken the advanced placement examination in chemistry may receive advanced placement and/or credit in Chemistry 10 and 20. Students with scores of 3 on the AP examination will receive advanced placement while a score of 4 or 5 merits advanced placement and credit in Chemistry 10 and 20. The department reserves the right to require students deficient in laboratory skills to complete the laboratory portions of Chemistry 10 and 20.

Chemistry

All courses offered every year in Fall and/or Spring unless otherwise indicated.

10. General Chemistry (McKnight) One course

Introduction to stoichiometry, thermochemistry, the gas laws, atomic structure, and ionic bonding. Three lectures, one laboratory. Fall.

20. General Chemistry with Qualitative and Quantitative Analysis (McKnight) One course

A continuation of chemistry 10 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. Three lectures, one laboratory. Prerequisite: Chemistry 10. Spring.

50. Modern Chemistry and Society (Staff) One course

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. Selected topics are treated which illustrate the impact of chemistry on the individual as well as society as a whole. Not included in the major. Students who have taken one semester of general chemistry can not take this course for credit. Three lectures per week. Fall and Spring.

101. Organic Chemistry (Miller) One course

The chemistry of carbon compounds with an emphasis on structural theory, reaction mechanisms, and energetics. The laboratory stresses separation and identification techniques typical for organic compounds, including chromatography and spectrophotometry.

102. Organic Chemistry (Miller) One course

The continuation of Chemistry 101 with emphasis on the reactions characteristic of various functional groups. The laboratory stresses identification techniques (largely spectrometric) and kinetic and thermodynamic measurements.

107. Solutions (Staff) One course

Principles of chemical equilibrium as applied to gas phase reactions, acid-base reactions, solubility equilibria, complex ion formation, and oxidation-reduction reactions. Four lectures, Prerequisite: Chemistry 20 and Math 10 or equivalent. Spring.

200. Independent Study One-half to four courses

Independent study under the guidance of a faculty adviser. Open to students with a 2.0 cumulative average, permission of the chairman of department. Independent study may take the form of readings, research, conference, project, and/or field experience. Ordinarily it may not be used to substitute for a regular course in the curriculum. Independent study may be taken for a total of four courses, no more than two in any term. Prerequisite: Previous study in chemistry or permission of the department. Fall and Spring.

205. Biochemistry (Miller) One course

Modern biochemistry with emphasis on the structure, chemical properties and metabolism of biologically important molecules. Four lectures. Prerequisite: Chemistry 102 and Biology 10, or permission of the instructor. Fall.

208. Spectroscopy (Miller) One course

Basic principles of ultraviolet, infrared, nuclear magnetic resonance, and mass spectroscopy and their use in the identification of organic compounds. Three lectures. Prerequisite: Chemistry 102. Spring, 1990 and alternate years.

209. Physical Methods Laboratory (Pate) One-half course

Methods of chemical analysis including spectroscopy, chromatography, polarimetry, and electrophoresis. Prerequisite: Chemistry 102. Fall.

210. Physical Methods Laboratory (Pate) One-half course

A continuation of Chemistry 209 with emphasis on electronics and instrumentation. Prerequisite: Chemistry 209 and Physics 20. Spring.

211. Physical Chemistry (Pate) One course

Thermodynamics, gas laws, and colligative properties. Three lectures. Prerequisite: Four chemistry courses, Physics 20, and Mathematics 102, or permission of the instructor. Fall, 1990 and alternate years.

212. Physical Chemistry (Pate) One course

Kinetics, quantum mechanics, and spectroscopy. Three lectures. Prerequisite: Chemistry 211. Spring, 1991 and alternate years.

213. Inorganic Chemistry (McKnight) One course

Introduction to the wave mechanical approach to atomic structure and covalent bonding; ionic bonding; acids, bases and solvents; acid-base reactions; transition metal chemistry: crystal field theory, molecular orbital theory, electronic structures and spectra. Four Lectures, Prerequisite: Chemistry 20 and junior standing. Fall, 1989 and alternate years.

The following one-half courses involve only readings and one discussion period each week in the subject matter indicated. These are typical junior-senior electives with prerequisites consistent with the content of the courses. Fall and Spring.

- 241. Stereochemistry
- 242. Organic Reaction Mechanisms
- 243. Drugs and Metabolism
- 244. Environmental Chemistry
- 245. History of Natural Science
- 246. Symmetry and Chemistry
- 247. Quantum Mechanics
- 248. Computers in Chemistry
- 249. Chemical Industry

270. Internship in Chemistry

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 cumulative average; maximum credit per term is one course; admission by application only.

290. Honors Independent Study in Chemistry (Staff) One to four courses

Advanced independent study under the guidance of a faculty adviser. Normally open to juniors and seniors with 3.5 average in chemistry. Subject to approval of the chairman of the department. Honors work may be taken for a maximum of two courses per term.

390. Senior Seminar

(Staff) One-half course

Discussion of special topics in chemistry with emphasis on current research. Required of majors in the department. Spring.

Physics

10. General Physics

(Pate) One course

The fundamental principles of mechanics, heat, and sound. Three lectures and one two-hour laboratory. Prerequisite: Mathematics 30 (or equivalent). Fall.

20. General Physics

(Pate) One course

The fundamental principles of light, electricity, magnetism, and modern physics. Three lectures and one two-hour laboratory. Prerequisite: Physics 10. Spring.

Department of Classical Languages and Literature

Dean of the College, Salem College; John Andronica, Chairman, Classical Languages Department, Wake Forest University; Coordinators.

The Latin or Classical Languages major will be thoroughly prepared in the analytical skills of linguistic study as she gains an appreciation for the languages and culture of the Greeks and the Romans which are the very foundations of the English language and Western Civilization as a whole. With this background she may enter graduate study in the humanities or be in a commanding position to pursue such professional studies as law, medicine, or education.

Salem offers course work in Latin, Greek, and Classics in cooperation with the Classical Languages Department at Wake Forest University. Major work in Latin, Greek, and Classical Studies is available through this program. Interested students should consult the Dean of the College to plan their course of study.

The student who majors in Latin will take History 108, Latin 10-20 at Salem and Latin 250, Classics 288, and six courses beyond Latin 10-20 at Wake Forest University. She may substitute Wake Forest Greek 111-112 for two of the advanced courses required in Latin.

The Classical Languages major will take Latin 10-20, History 107 and 108 at Salem and four courses in Greek, three courses in Latin beyond Latin 10-20 and Classics 288 and Classics 253 or 254 or 265 at Wake Forest University.

Latin and Classics

Latin 10-20. Elementary Latin

(Staff) Two courses

Latin forms and syntax and the etymological influence of Latin on English and the Romance languages. Four or five meetings per week. Offered annually at Salem.

Classics Courses (in English)

Archaeology 101. Introduction to Archaeology

(Staff) One course

A survey of excavation and analytical techniques relating to both artifactual and non-artifactual remains, designed to familiarize students with the basic methodologies and theoretical concepts of archaeology. Emphasis on how archaeology aids in understanding various stages of cultural development. Spring, 1988 and alternate years.

Archaeology 202. Historic Archaeology

(Staff) One course

A survey of major historical sites with special emphasis on Salem sites. A comparison of historical documentation and archaeological evidence will contribute to a fuller understanding of material culture, architecture and documentary evidence from historic time periods. Prerequisites: Archaeology 101, History 105, Religion 260, recommended. Spring, 1989 and alternate years.

Classics 107. History of Greece

(Staff) One course

The political, economic, artistic, and social development of ancient Greece. This course when followed by Classics 108 meets both the basic requirement in history and the requirement for a major in classical languages. Offered annually, Fall at Salem.

Classics 108. History of Rome

(Staff) One course

The political, economic, and social aspects of the growth and decline of Rome. Attention is given also to Rome's contribution to architecture, government, law, and literature. Three meetings per week. Offered annually, Spring at Salem.

Classical Languages

(number in parentheses equals number of credit hour meetings)

Greek

111, 112. Elementary Greek. (5,5) Greek grammar; selections from Greek prose writers and poets.

153. Intermediate Greek. (4) Grammar and Xenophon's *Anabasis*. Thorough drill in syntax.

211. Plato. (4) Selections from the dialogues of Plato.

212. Homer. (4) Selections from the *Iliad* and the *Odyssey*.

221, 222. Selected Readings. (3, 3) Intensive reading courses designed to meet individual needs and interests.

231. The Greek New Testament. (4) Selections from the Greek New Testament.

241. Greek Tragedy. (3) Euripides' *Medea*. This course includes a study of the origin and history of Greek tragedy, with collateral reading of selected tragedies in translation. Seminar.

242. Greek Comedy. (3) Aristophanes' *Clouds*. This course includes a study of the origin and history of Greek comedy, with collateral reading of selected comedies in translation. Seminar.

291, 292. Honors in Greek. (2, 2) Directed research for honors paper.

Latin

111, 112. Elementary Latin. (4, 4) Introduction to Latin grammar.

113. Intensive Elementary Latin. (5) Introduction to Latin grammar. Covers material of Latin 111 and 112 in one semester. Not open to students who have had Latin 111 or 112.

153. Intermediate Latin. (5) Grammar review and selected readings.

211. Introduction to Latin Poetry. (4) Readings primarily from Vergil's *Aeneid*, with an introductory to literary criticism.

212. Introduction to Latin Prose. (4) Readings primarily from the orations of Cicero, with attention to the elements of rhetoric in Roman public discourse.

216. Roman Lyric Poetry. (4) An interpretation and evaluation of lyric poetry through readings from the poems of Catullus and Horace.

221. Roman Historians. (4) Readings in the works of Sallust, Livy, or Tacitus, with attention to the historical background and the norms of ancient historiography.

225. Roman Epistolography. (4) Selected readings from the correspondence of Cicero and Pliny the Younger and the verse epistles of Horace and Ovid.

226. Roman Comedy. (4) Reading of selected comedies of Plautus and Terence, with a study of the traditions of comedy and dramatic techniques.

231. Roman Elegy. (4) Readings from the poems of Tibullus, Propertius, and Ovid, with study of the elegiac tradition.

241. Roman Satire. (4) Selected readings from Horace and Juvenal, with attention to the origin and development of hexameter satire.

243. Latin Readings. (2-4) A course designed to meet individual needs and interests.

250. Prose Composition. (2) Exercises in writing of Latin prose, with an introduction to prose stylistics.

Seminars

The following seminars are offered by members of the faculty on topics and authors of their choice. A paper is required.

261. Seminar in Poetry of the Republican Period. (3)

262. Seminar in Prose of the Republican Period. (3)

281. Seminar in Augustan and Later Poetry. (3)

282. Seminar in Augustan and Later Prose. (3)

291, 292. Honors in Latin. (2, 2) Directed research for honors paper.

Classics

151. Ethics in Greece and Rome. (2) Reading and discussion of Aristotle's *Ethics* and Cicero's *On Moral Duties* with attention to our own ethical dilemmas. A knowledge of Greek and Latin languages is *not* required.

220. Greek and Latin in Current Use. (3) A systematic study of Greek and Latin loan words, roots, prefixes, and suffixes as elements of English and specialized vocabularies (e.g., scientific and legal). A knowledge of the Greek and Latin languages is *not* required.

251. Classical Mythology. (4) A study of the most important myths of the Greeks and Romans. Many of the myths are studies in their literary context. A knowledge of the Greek and Latin languages is *not* required.

252. Women in Antiquity. (3,4) The course explores the place of women in Greek and Roman society, men's views of them, their views of themselves, and their contribution to society, through primary source readings from the ancient authors. A knowledge of the Greek and Latin languages is *not* required.

253. Greek Epic Poetry. (4) Oral epic poetry, with primary emphasis on the *Iliad* and the *Odyssey* of Homer and the later development of the genre. A knowledge of the Greek language is *not* required.

254. Roman Epic Poetry. (4) A study of the Latin treatment and development of the literary form, with emphasis on Lucretius, Vergil, Ovid, and Lucan. A knowledge of the Latin language is *not* required.

263. Tragic Drama. (4) A study of the origins and development of Greek tragedy and its influence on Roman writers, with readings from Aeschylus, Sophocles, and Euripides. A knowledge of the Greek and Latin languages is *not* required.

264. Greek and Roman Comedy. (4) Representative works of Aristophanes, Menander, Plautus, and Terence, with attention to the origins and development of comedy. A knowledge of the Greek and Latin Languages is *not* required.

265. A Survey of Greek Literature. (4) A study of selections from Greek literature in English translation. A knowledge of the Greek language is *not* required.

270. Greek Civilization. (3) Lectures and collateral reading upon those phases of Greek civilization which have particular significance for the modern world. A knowledge of the Greek language is *not* required.

271. Roman Civilization. (3) Lectures and collateral reading upon the general subject of Rome's contribution to the modern world. A knowledge of the Latin language is *not* required.

272. A Survey of Latin Literature. (4) A study of selections from

Latin literature in English translation. A knowledge of the Latin language is *not* required.

280. Topics in Greek History. (4) The course will examine three central events in Greek history: the Persian War (490-479 B.C.), the Peloponnesian War (431-404 B.C.) and the career of Alexander the Great (356-323 B.C.), through close study of the works of Herodotus and Thucydides and of the Alexander Tradition. Particular attention will be devoted to literary form and historiographical method. A knowledge of the Greek language is *not* required.

288. Individual Study. (2-4)

291, 292. Honors in Classical Studies. (2, 2) Directed research for honors paper.

Classical Studies (See page 78)

Communications (See page 78)

Computer Science Program (See page 84)

Department of Economics and Management

Assistant Professor Holderness, Chair; Visiting Assistant Professor Vonsiatsky.

Major in Economics

A basic knowledge of economics will provide the student with the tools to understand and analyze current events and trends in economics, different market structures and their ramifications in American business, governmental fiscal and monetary policy, and consumer behavior in the marketplace and beyond. The development of decision-making, quantitative, and analytical skills will prepare the student for active participation in business or government as well as graduate study.

All economics majors are required to take Economics 110, 120, 230, 240, 250, 280, 320, and 390 as well as Math 30 or 70. Three electives must be chosen from the following: Economics 200, 201, 205, 220, 260, 270, 290, and 310.

Major in Management

The major in management provides a means to make the links between the liberal arts and the world of work more explicit, and prepares liberally educated women for leadership positions in public and private institutions as well as graduate study. Thirteen courses, encompassing the social sciences, management, mathematics, and computer science are required. Electives are suggested in areas that will broaden the student's understanding of organizational structure and function.

The student majoring in management is required to take Economics

110, 120 and 230, Management 120, 130, 201, 230, 250, 302 and 350, Computer Science 140 or 150, Mathematics 60 or Psychology 101, and Math 70 or 30. Three electives in related areas are to be chosen from the following:

- Sociology 235—Business and Society
- Sociology 260—Modern Complex Organizations
- Psychology 130—Social Psychology
- Economics 201—Money, Banking, and Monetary Policy
- Economics 205—Labor Economics
- Economics 260—International Trade
- Economics 320—Econometrics
- Computer Science 130—COBOL Programming
- Communications 120—Oral Communications
- Arts Management 240—The Not-For-Profit Organization
- Management 210—Introduction to Retailing
- Management 220—Business Law
- Management 260—Special Topics in Management
- Management 270—Internship
- Management 340—Case Studies in Managerial Accounting

The following is a suggested outline of study for the management major beginning with her sophomore year:

Sophomore Year:

Management 120 and 130	Two courses
Mathematics 30 or 70	One course
Mathematics 60 or Psychology 101	One course
Economics 110	One course
Basic Distribution Requirements or Electives	Four courses

Junior Year:

Economics 120	One course
Management 201	One course
Management 250	One course
Economics 230	One course
Computer Science 140 or 150	One course
Management Elective	One course
Basic Distribution Requirements or Electives	Three courses

Senior Year:

Management 230	One course
Management 302	One course
Management 350	One courses
Management Electives	Two courses
Electives	Four courses

Economics

110. Introduction to Macroeconomics (Staff) One course

The basic principles of supply and demand and the determination of the basic principles of income determination and distribution as

well as policies that influence the national economic environment. Particular emphasis on current economic problems and policies. Fall and Spring.

**120. Introduction to
Microeconomics**

(Staff) One course

The basic principles of supply and demand and the determination of price as they apply to individual decision-making units such as consumers, firms, and resource suppliers. Prerequisite: Economics 110. Fall and Spring.

140. Consumer Resources and Problems

(Staff) One course

Economic theory related to consumer problems. Professional speakers discuss topics in taxation, state planning, consumer counseling and specifics in housing, transportation, investments, and consumer law. Does not fulfill the basic distribution requirement in the social sciences.

**200. Independent Study
in Economics**

(Staff) One to four courses

Independent study under the guidance of a faculty adviser. Independent study may take the form of assigned readings, research, conferences and projects. Ordinarily 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: a 2.0 cumulative average, sufficient background in economics, and permission of the department.

201. Money, Banking and Monetary Policy

(Staff) One course

The role of money and credit in modern society. The relationship of the Federal Reserve System and the Treasury, the activities of commercial banks and other financial institutions, and monetary theory and policy will be examined. Prerequisite: Economics 120. Spring, 1991 and alternate years.

205. Labor Economics

(Staff) One course

Analysis of labor markets to include: labor demand and supply, the determination of wages and productivity, unions and collective bargaining, worker alienation and its consequences, the changing role of women and minorities in the labor market, and alternative approaches to labor market theory and policy. Prerequisite: Economics 130. Spring, 1990 and alternate years.

220. Public Finance

(Staff) One course

Revenue and expenditure principles of governmental units with special emphasis on the impact of taxation and governmental expenditures on the wealthy and the poor, governmental bureaucracy, and inter-governmental fiscal relations. Prerequisite: Economics 110 and 120. Spring, 1991 and alternate years.

230. Intermediate Microeconomics

(Staff) One course

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: Economics 110 and 120. Spring.

240. Intermediate Macroeconomics (Staff) One course

Modern and classical theories of employment, national income determination, and governmental monetary and fiscal policy. Prerequisite: Economics 110 and 120. Fall.

250. Mathematical Economics (Staff) One course

Quantitative methods used in economics. Fundamental applications of algebra and calculus to macro- and microeconomics. Prerequisites: Mathematics 30 or 70, Economics 110 and 120 or permission of the instructor. Fall.

260. International Trade (Staff) One course

The basic principles of international economic relations. Subjects covered include the economic basis for international specialization and trade, the economic gains from trade, the balance of international payments, problems of international payments, international finance and investments. Prerequisite: Economics 110 and 120. Fall.

270. Internship in Economics (Staff) One course

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

280. History of Economic Thought (Staff) One course

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. Prerequisite: Economics 110 and 120. Fall.

290. Honors Independent Study in Economics (Staff) One to four courses

Advanced independent study under the guidance of a faculty adviser. Normally open to juniors and seniors with a 3.5 average in economics, subject to the approval of the department chairman. Honors work may be taken for a maximum of two courses.

310. Current Issues (Staff) One course

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: Economics 110 and 120. Spring, 1990 and alternate years.

320. Econometrics

(Staff) One course

Statistical methods as the vehicle for examining the validity of the principles of economics. Topics covered include multiple regression techniques, problems associated with dummy and lagged variables, problems arising from multi-collinearity, heteroscedasticity and autocorrelation, and the analysis of time series data. Prerequisites: Mathematics 30 or 70, Economics 110 and 120. Spring.

390. Senior Seminar

(Staff) One course

Intensive study of selected topics in economics with emphasis on current research. Students will be required to complete and present a major research paper. Required of all senior majors. Spring.

Management

120. Principles of Financial Accounting and Analysis I

(Vonsiatsky) One course

An introduction to the procedures and processes through which financial data are generated, stored, synthesized, and presented to management and to the public in the form of financial statements: income statements, balance sheets, and sources and uses of funds statements. 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 decisions about the allocation of economic resources. Fall.

130. Principles of Financial Accounting and Analysis II

(Vonsiatsky) One course

The procedures and processes learned in Financial Accounting I are expanded and extended to include the development and analysis of internal financial statements used in managerial decision-making. 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: Management 120 or permission of instructor. Spring.

140. Intermediate Accounting I*

(Vonsiatsky) One course

An in-depth study of traditional financial accounting theory and related problems as well as recent developments in accounting valuation and reporting practices. Emphasis on the conceptual framework of accounting, the accounting process, financial statements, current assets and current liabilities, plant assets, long-term liabilities, and stockholders' equity. Prerequisite: Management 130. Fall.

150. Intermediate Accounting II*

(Vonsiatsky) One course

A continuation of Intermediate Accounting I with emphasis on dilutive securities and earnings per share, investments, issues related to income measurement, pension costs, leases, changes in financial position, and current value accounting. Prerequisite: Management 140. Spring.

**For BSBA students only. Others may enroll with the permission of the Dean of Continuing Studies and the Evening College.*

160. Cost Accounting***(Staff) One course**

The uses of 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. Prerequisite: Management 150. Fall.

**200. Independent Study
in Management****(Staff) One to four courses**

Independent study under the guidance of a faculty adviser. Independent study may take the form of readings, research, conferences, and projects. It may not be used to substitute for regular courses in the curriculum. Independent study may be taken for a total of four courses, usually not more than two per term. Prerequisites: 2.0 cumulative average, previous study in management, permission of the department.

201. Principles of Management**(Holderness) One course**

Analysis of the internal organization and the process of management. Attention is focused upon the application of concepts such as leadership, motivation, decision-making, communications, etc., within the work elements of management planning, organizing, directing and controlling. Prerequisite: Economics 110 and 120 or permission of instructor. Spring.

210. Introduction to Retailing**(Staff) One course**

A study of retail management for the satisfaction of consumer needs. Alternatives in merchandise selection, pricing policies and promotional activities. Current legislation in retailing. Field experience is provided with experts in local retail establishments for a four-hour laboratory per week. Prerequisites: Management 201 and permission of the instructor.

220. Business Law**(Staff) One course**

The American legal system and the law as it relates to the conduct of business in our society. A survey of our federal and state court systems and an examination of the constitutional foundations of the American judicial structure. Specific attention to torts, contracts, property, and other legal concepts integrally related to commercial enterprise. Prerequisite: English 10. Spring.

230. Marketing**(Holderness) One course**

An introduction to the functions and agencies of marketing research, product planning, channels of distribution, marketing organizations, pricing, promotion, and relation of government to marketing functions. Prerequisite: Economics 110 and 120 or permission of instructor. Fall.

231. Marketing Research Methods***(Staff) One course**

In-depth study of techniques for detecting and assessing actionable forces in the marketplace. Design, execution, analysis, and critical evaluation

**For BSBA students only. Others may enroll with the permission of the Dean of Continuing Studies and the Evening College.*

of quantitative and qualitative research strategies will be explored.
Prerequisite: Management 230. Fall.

232. Strategic Marketing* (Staff) One course

Application of strategic management principles for planning and executing marketing programs. Attention will be given to market segmentation, product innovation and positioning, pricing, promotion, and distribution.
Prerequisite: Management 201 and 230. Spring.

233. Advertising and Public Relations (Staff) One course

The development of an understanding of major types of advertising, steps in developing an advertising campaign and the selection of appropriate media, and evaluation of advertising effectiveness. Attention will be given to the techniques, purposes, and dynamics of public relations and the role public relations plays in the success of a business. Prerequisite: Management 230. Spring.

240. Business Statistics* (Hatzopoulos) One course

An introduction to statistics as applied to business and economics. Emphasis on sampling and probability distributions, measures of central tendency and dispersion, hypothesis testing, linear and multiple regression analysis, and analysis of variance. Prerequisite: Knowledge of basic algebra. Fall.

250. Organizational Behavior and Management (Holderness) One course

Major social and psychological factors and processes producing stability and change in organizations. Attention is given to interpersonal behavior, small groups, leadership, cooperation, conflict, and organization development. (See Sociology 250.) Fall.

260. Special Topics in Management (Staff) One course

An intense examination of a specialized topic in contemporary management. A research paper and oral presentation will be required. Possible topics for this course include, but are not limited to, small business management, personnel management, production and operations management, retail management, and leadership.

270. Internship in Management (Staff) One course

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

**For BSBA students only. Others may enroll with the permission of the Dean of Continuing Studies and the Evening College.*

280. Introduction to Management Information Systems*

(Staff) One course

An introduction to the means by which information systems are superimposed on organizational functions to aid managerial decision-making in a dynamic business environment. Included will be a study of the decision-making process, levels of decision-making, information analysis, the design of an information system, and the social implications of the implementation of such a system. Prerequisite: Computer Science 150.

290. Honors Independent Study in Management

(Staff) One to four courses

Advanced independent study under the guidance of a faculty adviser. Normally open to juniors and seniors with a 3.5 average in management, subject to the approval of the department chairman. Honors work may be taken for a maximum of two courses.

301. Auditing

(Vonsiatsky) One course

A basic study of the plan and conduct of the actual audit work: the use of the working papers, the writing of reports, certification, the control and prevention of fraud through internal check systems, and the moral and legal responsibilities of the auditor. Prerequisite: Management 150.

302. Corporate Finance

(Vonsiatsky) One course

A course of study concerned primarily with the management of capital sources and uses, and factors influencing the financial structure, capital budgeting administration, and analysis methods. Prerequisite: Mathematics 60 or Psychology 101 or Management 240, Management 130. Fall.

303. Income Taxation

(Vonsiatsky) One course

A study of the basics of federal income taxation, with emphasis on individuals and small business owners, the tax legislative process, and the IRS audit and appeals process. Prerequisite: Management 130.

340. Case Studies in Managerial Accounting

(Vonsiatsky) One course

A course of study utilizing cases drawn from actual business situations to acquaint the student with the uses of accounting data in setting plans and objectives, controlling operations and financial decision-making. Emphasis will be on the student as decision-maker and, thus, will require research to reach an appropriate and defensible position. Prerequisite: Management 130.

350. Senior Seminar in Organizational Policy and Strategy

(Holderness) One course

Capstone course based on case studies in top management policy and strategy determination. Students will utilize conceptual tools learned in Corporate Finance, Marketing, Principles of Management, Intermediate

**For BSBA students only. Others may enroll with the permission of the Dean of Continuing Studies and the Evening College.*

Microeconomics, and Accounting to analyze actual case studies on corporate strategy. Cases will be researched, written, and presented orally. Prerequisites: Graduating senior status, Economics 230, Management 130, Management 250, Management 302. Spring.

Department of Education

Professor Russell, Chair & Director of Teacher Education; Professor Bray; Associate Professors Baker, Shearburn; Assistant Professor Kea; Instructor Sherrill. Professional Education Faculty: Professors Clauss (Social Studies) and Edwards (Science), Associate Professor Pegg (Music), Assistant Professor Ljungquist (Second Languages), and Instructor Harrell (Mathematics).

The Teacher Education Program at Salem College is built upon a firm foundation in the liberal arts. There is no major in education at Salem College, instead, each prospective teacher must meet the college's general education requirements as well as the requirements for an academic concentration in a major discipline.

We believe that an understanding of liberal studies provides the prospective teacher with a firm content base, intellectual independence, creative and critical thinking abilities, and the knowledge and skills to solve problems. Further, we believe these abilities are crucial to the prospective teacher of the 21st century, regardless of grade level or subject area.

The Education Department is committed to promoting the cognitive development of each prospective teacher. A developmental theme undergirds the entire Teacher Education program providing coherence, purpose, and process.

The Professional Education Program at Salem College combines theoretical knowledge and research and sound practice. Each specialty area within the program is planned sequentially to introduce the student to the content, research, and best practices of teaching.

Specifically, the objectives of the Teacher Education Program are:

1. To promote growth in cognitive-developmental level.
2. To demonstrate ability to plan, implement, and evaluate instruction effectively for a variety of learners including exceptional students.
3. To demonstrate understanding of and appreciation for students from a wide variety of socio-economic and cultural backgrounds.
4. To demonstrate understanding of the operation of the public schools, including the roles and responsibilities of the many persons engaged in the educational process.
5. To demonstrate knowledge of the large variety of resources both in the school and community which are available to the classroom teacher.

Goals for each individual program area are available in the Teacher Education Office, FAC 303.

Salem offers the following teacher education programs leading toward North Carolina certification:

Elementary Education (K-6)
Learning Disabilities (K-12)
Emotionally Handicapped (K-12)
Music (K-12)
Second Languages (French, Spanish) (K-12)
Secondary (9-12)
 Biology
 Chemistry
 English
 Mathematics
 Social Studies

The programs in teacher education at Salem are approved by the North Carolina State Board of Education making possible reciprocity in certification with approximately thirty states.

Students desiring teacher certification should apply for entrance into the program in the spring of their sophomore year. To be accepted into the teacher education program, a student must present two positive recommendations from faculty other than those in the Education Department, achieve a cumulative grade point average in Salem courses of 2.5 by the end of her sophomore year, and complete an Introductory Practicum of at least twenty hours. Additionally, she must achieve a satisfactory score on Core Batteries I and II of the National Teacher's Examination. Courses above the 250 level may not be taken until a student has been accepted into the teacher education program. Questions regarding entrance requirements and procedures should be addressed to the Director of Teacher Education.

A student must apply for student teaching during the spring which precedes the fall in which she expects to student teach. A cumulative grade point average of 2.5 in all Salem courses is necessary to student teach. All education course requirements must be met prior to student teaching. A satisfactory score on the Professional Knowledge Examination plus the Specialty Area Test of the National Teacher's Examination must be achieved for certification as well as a 3.0 grade point average in professional education courses.

Students with baccalaureate degrees pursuing teacher certification need a 2.5 quality point average on their undergraduate work to be admitted fully to the Teacher Education Program. Students not meeting this requirement must achieve a 3.0 quality point average on the first four courses taken at Salem College.

Requirements

To be recommended for certification, a Salem degree candidate must complete the graduation requirements of the college: thirty-six courses, including four January programs and four terms of physical education. The degree program must include study which satisfies the basic distribution requirements and a major field.

Certification requires the achievement of competencies in the areas

designated by the State Department of Public Instruction, general education, professional education, and teaching specialty.

A. *General Education (For Bachelor of Arts and Bachelor of Science. Note degree requirements for Bachelor of Music.)*

As stated in the Guidelines for State Approval, the general studies component "...is regarded as that learning which meets the fundamental needs of all teachers, both in the role of teachers and as citizens in a democracy...the program of preparation in general education should provide the understandings, the knowledge, the appreciation and the sensitivity attained through experiences and the study of a broad range of materials and concepts ranging across the humanities, the arts, the social sciences, the natural sciences, and mathematics."

Certification only students must meet the same distribution requirements as degree students with the exception of Foreign Language. Students must make an appointment with the Director of Teacher Education for Transcript assessment.

The Salem College general education program for teacher education includes:

English 10, 20	Two courses
Fine Arts (music or art appreciation, drama)	One course
Literature (English or foreign language)	One course
Religion-Philosophy	One course
Foreign language (modern or classical)	Proficiency at the intermediate level
*History (105, 106; 107, 108; or 101, 102)	Two courses
Social Science	Two courses each from a different area (sociology, anthropology, economics, political science, psychology, geography)
**Science (laboratory course required)	One course
**Mathematics	One course
Physical and health education	Four terms

Voice proficiency for classroom use will be monitored throughout the Teacher Education Program.

A student should note that the general education requirements for education differ from the college basic distribution requirements for the Bachelor of Arts degree. Students must complete both the basic distribution requirements and the general education requirements for certification. Courses may apply toward the general education requirement and a major or other requirements for certification. Students are encouraged to seek assistance from the Director of Teacher Education in planning their programs.

*History 101 and 102 or 105 and 106 are required for Elementary Education.

**A student must complete a minimum of three courses in science, mathematics, or computer science.

B. Professional Education

All teacher education programs require completion of the following courses:

***Education 150. Human Development and Education	One-half course
Education 152. Principles of Learning in Education	One-half course
Education 154. Survey of the Exceptional Child	One-half course
Education 156. Educational Technology	Three-Fourths course
Education 301. Educational Systems and the Law	One-half course
Education 303. Classroom Management	One-half course
Education 349. Student Teaching	Two courses

C. Specialty Area

Additional requirements for each teaching area are as listed below.

Elementary Education (K-6)

Education 207. Elementary School Reading Methods	One-half course
Education 246. Children's Literature and Drama	One-half course
Education 256. Remedial Reading	One-half course
Education 258. Methods and Materials of Teaching Social Studies	One-half course
Education 260. Methods and Materials of Teaching Math	Three-fourths course
Education 262. Methods and Materials of Teaching Science and Health	One-half course
Education 305. Fine and Practical Arts	One course

Learning Disabled or Emotionally Handicapped

Education 207. Elementary Reading Methods	One-half course
Education 246. Children's Literature and Drama	One-half course
Education 252. Characteristics of the Learning Disabled and Emotionally Handicapped	One course
Education 254. Educational Assessment of the Learning Disabled and Emotionally Handicapped	One course
Education 256. Remedial Reading	One-half course
Education 260. Methods and Materials of Teaching Math	Three-fourths course
Education 315. Advanced Special Education Techniques	One-half course
Education 317. Specialized Management Strategies	One-half course

***Students may substitute Psychology 100. Developmental Psychology.

Students desiring certification in Learning Disabilities will student teach in a learning disabilities classroom; students desiring certification for the Emotionally Handicapped will teach in a classroom for the emotionally handicapped.

Music (K-12)

For certification in music, a major in music education (Bachelor of Music) is necessary. Students are advised to consult with the Dean of the School of Music and to familiarize themselves with the statement of requirements for a Music Education major under the School of Music.

The additional education requirements are:

- Education 209. Reading in the Content
AreasOne-half course
- Education 337. Music Education SeminarOne course

- Second Languages (French, Spanish) (K-12)
- Psychology 100. Developmental PsychologyOne course
- Education 207. Elementary School Reading Methods.....one-half course
- Education 335. Methods and Materials of Second
Language Acquisition K-12one course

Secondary (9-12)

For the secondary teaching certificate, students are required to complete a major in the area in which certification is desired. Special course requirements in the major or additional to the major are noted below.

- Education 209. Reading in the Content
AreasOne-half course
- One of the following:
 - Education 331. Specific Teaching Methods—English
 - Education 339. Specific Teaching Methods—Sciences
 - Education 341. Specific Teaching Methods—Mathematics
 - Education 343. Specific Teaching Methods—Social Studies
 - Biology—Major in Biology including Biology 112, 113, 114, 116, 118, 213, 311, Chemistry 10, 20, Physics 10, 20, and Mathematics 30.
 - Chemistry—Major in Chemistry including Chemistry 205, Biology 10, Physics 10, 20, and Mathematics 30.
 - English—Major in English which includes English 292 or 294, English 216, Education 246. Recommended electives, Sociology 208 and English 288.
 - Mathematics—Math 30, 101, 102, 109, 221, 202, 110, 122, and one course from 330, 321, 240. Computer science 110, 111, or 140. Physics 10.
 - Social Studies—Major in History, Economics, or American Studies. Course work must include History 105, 106, 101, 102, Economics 110, Political Science 120, 110, Geography, one course in non-western cultures, and proficiency in research, references, and writing

skills in the social sciences. Geography is available through Wake Forest University. Forty percent of the students' total undergraduate program must be in the social sciences.

Proficiency

If the student establishes proficiency or otherwise demonstrates competency in any of the above requirements, the number of course requirements is reduced accordingly.

Courses leading to a teaching certificate include opportunity for extensive observation in area schools and directed teaching in the Winston-Salem/ Forsyth County Public Schools.

150. Human Development and Education

(Bray) One-half course

Behavioral development of the individual, prenatal through adolescence. Required of all candidates for teacher certification. Students may substitute Psychology 100, Developmental Psychology. Spring.

152. Principles of Learning in Education

(Bray) One-half course

Psychological principles of development, motivation, and learning applied to contemporary education. Required of all candidates for teacher certification. Spring.

154. Survey of Exceptional Children

(Shearburn, Kea) One-half course

Survey of children with special needs considering characteristics, etiology, and incidence of the handicapping and gifted condition. Special emphasis on teaching the exceptional child in the regular classroom. Required of all candidates for teacher certification. Observation or equivalent required. Spring.

156. Education Technology

(Bray) Three-fourths course

The basic concepts and theories involved in the use of communication media in society; planning and production of still pictures, graphics, displays, transparencies, and audio recordings for instructional use; the design and application of materials related to current theories of instruction. Exploration of the computer as applied to education. Required of all candidates for teacher certification. Fall and Spring.

200. Independent Study in Education

One-fourth to two courses

Independent study under the guidance of a faculty adviser. Open to students with a 2.0 cumulative average with the permission of the chair of the department. Independent study may take the form of readings, research, project or field experience. Ordinarily it may not be used to substitute for a regular course in the curriculum.

207. Elementary School Reading**Methods****(Baker) One-half course**

Principles, methods and materials for developing effective reading skills in grades K-6. Required of all candidates for teacher certification in Elementary Education, Learning Disabilities, and Emotionally Handicapped. Observation or equivalent required. Fall.

209. Reading in the Content Areas**(Baker) One-half course**

An introduction to teaching the basic reading skills utilized in the content areas: vocabulary, comprehension, selection of texts, and critical and interpretive reading. Diagnosis of reading problems and techniques for correcting these problems in specific subject areas. Required of all students in secondary education programs as well as music. Observation or equivalent required. Fall.

**220. Special Topics
in Education****(Staff) One-half to one course**

An investigation of a topic of importance in contemporary education. The specific course content will vary in response to new developments in education—either in technology, research, or practice. Possible topics include computers and education, beginning teachers seminar, or research on teacher effectiveness. Directed towards teachers in-service.

**246. Children's Literature
and Drama****(Baker) One-half course**

A study of the way in which children's literature is used to stimulate the reading interests of students. Criteria for evaluation of children's literature are stressed. Includes techniques of integrating drama into the basic curriculum. Required of all candidates for teaching certificates in elementary education, learning disabilities, emotionally handicapped and secondary English. Spring.

**252. Characteristics of the Learning Disabled and
Seriously Emotionally Handicapped****(Kea) One course**

Concepts associated with history, definitions, diagnosis, theories, issues and trends in the fields of Learning Disabilities and Emotionally Handicapped. Includes a field experience. Required of all candidates for teacher certification in Learning Disabilities or Emotionally Handicapped. Prerequisite: Education 154 or permission of the instructor. Observation or equivalent required. Spring.

**254. Education Assessment of the Learning Disabled and
Seriously Emotionally Handicapped****(Kea) One course**

Examination of formal and informal tests available for educational assessment. Familiarization with procedures for administration, interpretation, and reporting of test results. Required of all candidates for teacher certification in Learning Disabilities or Emotionally Handicapped. Recommended for all other candidates for teacher certification. Observation or equivalent required. Spring.

256. Remedial Reading (Baker) One-half course

Characteristics of diagnostic and remedial teaching of reading. Students will become acquainted with diagnostic and remedial procedures, special materials, and evaluation devices used with remedial or corrective reading programs in grades K-12. Includes a field experience. Required of all candidates for teacher certification in Learning Disabilities, Emotionally Handicapped, and Elementary Education. Prerequisite: Education 207.

258. Methods and Materials of Teaching Social Studies (Baker) One-half course

A study of the goals, content, and methodology for teaching social studies in the elementary school. Emphasis will be placed on developing thinking skills and problem solving. North Carolina history included. The relationships of the social studies to other areas of the K-6 curriculum will be stressed. Required of all candidates for teacher certification in Elementary Education. Prerequisite: History 101, 102 or 105, 106. Spring.

260. Methods and Materials of Teaching Mathematics (Russell) Three-fourths course

Study of the content, materials, and strategies for teaching mathematics in the elementary school (K-6). Includes developmental and remedial techniques. Emphasis on problem solving. Required of all candidates for teacher certification in Elementary Education, Learning Disabilities, and Emotionally Handicapped. Prerequisite: Mathematics 10 or permission of the instructor. Spring.

262. Methods and Materials of Teaching Science and Health (Shearburn) One-half course

Lecture, laboratory, and observation of materials and techniques for teaching science and health in grades K-6. Required of all candidates for Elementary Education certification. Prerequisite: Laboratory science. Observation or equivalent required. Spring.

301. Educational Systems and the Law (Bray) One-half course

A study of the significant events in the history of American education that shape practice today. Focus on the role of federal, state, and local governments. Legal aspects will be stressed. Required of all candidates for teacher certification. Fall. (Block course)

303. Classroom Management (Shearburn) One-half course

An examination of theories, models and contributors in the field of behavior management. Includes practices using observation tools, institutional management techniques, group management systems, and self-control techniques. Required of all candidates for teacher certification. Fall. (Block course)

305. Fine and Practical Arts (Shearburn) One course

Art, music, physical education and movement for the elementary schools. Required of all candidates for teacher certification in Elementary Education. Observation or equivalent required. Fall. (Block course)

315. Advanced Special Education Techniques (Kea) One-half course

The relationship of various intellectual, personal, social, and developmental characteristics of exceptional children to the development and evaluation of educational plans, special class organization, teaching procedures, and the curriculum of the special class. Includes training in consultation and conducting conferences. Includes a field experience. Required of all candidates for teacher certification in Learning Disabilities or Emotionally Handicapped. Fall. (Block course)

317. Specialized Management Strategies (Kea) One-half course

An examination of theories, models, and practical application of specific techniques for enhancing motivation and managing behavior of seriously emotionally handicapped or learning disabled students. Includes a field experience. Required of all candidates for teacher certification in Learning Disabilities or Emotionally Handicapped. Fall. (Block course)

331. Specific Teaching Methods—English (Bray) One course

Instructional techniques, materials, and resources for teaching secondary English.

335. Methods & Materials of Second Language Acquisition K-12 (Ljungquist) One course

Instructional techniques, materials, and resources for teaching foreign languages—K-12.

337. Music Education Seminar (Pegg) One course

History of Music Education in the United States as well as new trends in music education. Includes an overview of computer hardware and software available to music teachers and discussion of organizational skills necessary for successful teaching. Fall.

339. Specific Teaching Methods—Sciences (Edwards) One course

Instructional techniques, materials, and resources for teaching secondary sciences.

341. Specific Teaching Methods—Mathematics (Harrell) One course

Instructional techniques, materials, and resources for teaching secondary mathematics.

343. Specific Teaching Methods—Social Studies (Claus) One course

Instructional techniques, materials, and resources for teaching secondary social studies.

349. Student Teaching (Elementary, Secondary, Learning Disabilities, Emotionally Handicapped, and Music) (Staff) One or two courses

Supervised internship. Required of all candidates for teacher certification. Fall.

Department of English and Drama

Associate Professor Meehan, Chair; Associate Professor Jordan; Assistant Professors Booth, McAlister, Zebr.

This department offers students the opportunity to develop competence in expression, both written and oral, through courses in composition and speech. Various courses in literature offer students the opportunity to understand their cultural history, to study literature as an art, and to develop ethical values.

The major in English requires eight courses above the 10, 20, 30 level and must include English 211, 231, 232, either 243 or 244, and two of the following: 251, 262, 271, 276.

Unless otherwise indicated, all courses will meet three times a week.

All students who must take the basic courses in English are required to take the 10, 20 sequence in their first year. These courses are prerequisite to all courses numbered 200 and above, except for those students who have completed English 30H.

10. Reading, Thinking, and Writing (Staff) One course

Study of the structure of the language, study of literature of various types, writing of themes based on the reading. Three or four meetings per week. Fall.

20. Reading, Thinking, and Writing (Staff) One course

Study of literature of various types, writing of themes, and a research paper. Three or four meetings per week. Spring.

30H. Freshman Honors English (Staff) One course

An intensive study of selected genres; the writing and presentation of critical analyses. Open to qualified students only. Fall.

120. Oral Communication (Staff) One course

A basic course in preparing and making speeches for various purposes. Does not count towards English major. Spring.

200. Independent Study in English One-half to four courses

Independent study under the guidance of a faculty adviser. Open to students with a 2.0 cumulative average, permission of the chairman of the department. Independent study may take the form of readings,

research, conference, project and/or field experience. Ordinarily it may not be used to substitute for a regular course in the curriculum. Independent study may be taken for a total of four courses, no more than two in any term. Prerequisite: Previous study in English or permission of the department.

208. Theatrical Backgrounds of the Drama (McAlister) One course

Theatre and drama from the beginnings in Greece to the present. Study of representative dramas of important eras and cultures. Spring, 1991 and alternate years.

211. Advanced Composition (Jordan) One course

A course designed to develop clarity, facility, and taste in writing. Weekly themes of various types to be written, discussed, evaluated, and revised. Required of all English majors. Fall.

212. Creative Writing (Booth) One course

Experience in writing poetry and fiction adapted to the needs and interests of the students. Reading in contemporary literature. Does not count toward English major. Spring.

215. Major British and American Writers (Zehr) One course

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. Fall, 1989 and alternate years.

216. History of the English Language (Meehan) One-half course

Study of the historical development of English. Offered as a conference course upon demand.

220. Contemporary American Fiction (Jordan) One course

Representative works by Barth, Bellow, Malamud, Oates, Pynchon, Updike, Vonnegut, and others. Fall, 1989 and alternate years.

223. Modern Drama (McAlister) One course

Major trends in Continental, British, and American drama from 1850 to the present. Fall, 1989 and alternate years.

231. Master Works of English Literature, 1370-1789 (Meehan) One course

Selected works of major English writers and important literary movements of the period. Fall, 1989 and alternate years. Required of all English majors.

232. Master Works of English Literature, 1789-Present (Zehr) One course

Selected works of major English writers and important literary trends of the period. Spring, 1990 and alternate years. Required of all English majors.

243. Shakespeare and Other Renaissance Dramatists (Meehan) One course

Shakespeare's early comedies and history plays and plays by such dramatists as Marlowe, Jonson, Webster, Dekker, and Ford. Fall, 1990 and alternate years.

244. Shakespeare (Meehan) One course

The tragedies and later comedies. Spring.

251. Early Seventeenth-Century Literature and Milton (McAlister) One course

The poetry of Donne and Jonson and its influence on works of other poets. Major emphasis on Milton's poetry and prose. Fall, 1990 and alternate years.

262. Restoration and Eighteenth-Century Literature, 1660-1786 (Jordan) One course

Poetry and prose representative of eighteenth-century thought and of significant literary trends in Dryden, Pope, Swift, Addison, Steele, Johnson, and others. Spring, 1991 and alternate years.

271. The Romantic Era, 1786-1832 (Jordan) One course

Social and aesthetic ideas of the period in the poetry and prose of Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats. Fall, 1989 and alternate years.

276. The Victorian Era, 1832-1900 (Zehr) One course

Poetry and prose of the chief Victorian writers with consideration of the political, religious, and social problems of the period as they are exhibited in the literature. Spring, 1990 and alternate years.

280. The English Novel, 1720 to the Present (Staff) One course

The development of the English novel with an emphasis on changing literary techniques. Novelists may include Fielding, Smollett, Austen, Dickens, Thackeray, Bronte, Eliot, Hardy, Conrad, Joyce, Woolf. Spring, 1990 and alternate years.

284. The Quest for Values in Recent British and American Fiction (Meehan) One course

Ethical dilemmas in the areas of politics, religion, and science as explored by twentieth century writers including Graham Greene, Ernest Hemingway, and Aldous Huxley. Spring, 1991 and alternate years.

288. Twentieth Century Women Writers (Zehr) One course

A study of the novels, short stories, poetry and essays of notable women authors such as Virginia Woolf, Doris Lessing, Isak Dinesen, Simone de Beauvoir, and Adrienne Rich. Spring, 1991 and alternate years.

290. Honors Independent Study in English (Staff)

Advanced independent study under the guidance of a faculty adviser. Open to juniors and seniors with a 3.5 quality point average in English. Subject to the approval of the chairman of the department. Honors Independent Study may be taken for a maximum of two courses.

292. American Literature before 1870 (Jordan) One course

Major American writers to about 1870. Emphasis on such writers as Poe, Emerson, Thoreau, Hawthorne, Melville, and Whitman. One term of American literature is required for prospective teachers of English. Spring, 1990 and alternate years.

294. American Literature from 1870 to the Present (Zehr) One course

Major American writers and their contributions to an evolving American literature. Emphasis on such writers as Dickinson, Twain, James, Crane, and selected representative twentieth-century authors of fiction. One term of American literature is required for prospective teachers of English. Spring, 1991 and alternate years.

295. Selected Southern Writers (Zehr) One course

Influential Southern writers from William Gilmore Simms to the present with emphasis on writers of the twentieth century, such as Flannery O'Connor, Katherine Anne Porter, Eudora Welty, and Robert Penn Warren. Fall, 1990 and alternate years.

297. The Twentieth-Century American Novel (Jordan) One course

Representative novels by Dreiser, Lewis, Hemingway, Fitzgerald, Dos Passos, Faulkner, and others. Fall, 1990 and alternate years.

298. Twentieth-Century American Poetry (Wilson) One course

A study of important trends in American poetry from 1900 to the present with emphasis on Frost, Bishop, Williams, Ammons, and Rich. Spring, 1991 and alternate years.

Foreign Language-Management (See page 81)

Department of History and Political Science

Professor Clauss, Chair; Professors Byers, Pubantz; Visiting Assistant Professor Partin.

The Department of History and Political Science offers a major in history as well as a major in International Relations. In addition, an extensive program of study is available to the student in political science. Among the Department's objectives are the promotion of historical understanding, the ability to understand the political needs and problems

confronting modern society, and the development of personal skills in research, writing, and criticism.

The major in **History** requires the completion of History 101, 102, and one of the following sequences of two courses: History 105, 106; History 203, 204; or History 259, 260. In addition, six other history or political science courses are required in the Department.

The major in **International Relations** requires the completion of History 101, 102, Political Science 110, 223, Economics 260, and Senior Seminar in International Relations. The International Relations major must also complete two of the following: 1) History 238; 2) History 246 or 270; 3) Political Science 240 or History 219. In addition the major must select one course from each of the following groupings. European Grouping: History 246, 238, 250; German 223, 224, French 120, Political Science 250, or approved elective. The U.S. grouping: Political Science 240, 250; History 219, 220, 250; or approved elective. The Functional and Non-European Grouping: Religion 235, History 250, 251, 270; Political Science 200, 250; Spanish 228, or approved elective. She must also successfully complete one language or culture course at the 100 level or above taught in the language. International Relations Majors are encouraged to consider participating in one of the off-campus experiences offered by Salem related to this field. These include approved overseas programs, the Washington and U.N. semester programs, the Washington Public Policy Summer Program, and foreign policy internships.

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. Courses in political science count toward the major in history.

History

101. Survey of Western Civilization to 1715 (Pubantz, Partin) One course

The evolution of modern European social, cultural, and political institutions from the 11th century to 1715. Annually.

102. Survey of Modern Western Civilization Since 1715 (Pubantz, Partin) One course

Western civilization from 1715 to the present, stressing the growth and spread of Western ideas and institutions, the impact of two World Wars, and Western influence in world affairs. Annually.

105. United States History to 1865 (Byers, Clauss) One course

United States history from colonial times through the Civil War with

special attention given to selected problems in domestic and foreign relations. Annually.

106. United States History
Since 1865

(Byers, Clauss) One course

United States history from Reconstruction to the present with special attention to selected problems in domestic and foreign relations. Annually.

107. History of Greece

(Staff) One course

See **Classical Languages 107**, page 116, for description.

108. History of Rome

(Staff) One course

See **Classical Languages 108**, page 116, for description.

200. Independent Study

One-half to four courses

Independent study under the guidance of a faculty adviser. Open to students with a 2.0 cumulative average, permission of the chairman of department. Independent study may take the form of readings, research, conference, project, and/or field experience. Ordinarily it may not be used to substitute for a regular course in the curriculum. Independent study may be taken for a total of four courses, no more than two in any term. Prerequisite: Previous study in history or permission of the department. Annually.

201. The Old South

(Clauss) One course

The political, economic, social and cultural development of a distinctive regional society. Emphasis on the period 1820-1865 with special attention to such topics as slavery, intellectual history, social problems, politics and the Confederate experience. Open to Sophomores and above. Fall, 1990 and alternate years.

202. The Changing South
Since 1865

(Byers) One course

The changing shape of Southern politics, society and thought from 1865 to the present. Focus on such times of challenge as Reconstruction, the Populist Era, and the Depression and on the emergence of the New South and of the Modern South since World War II. Spring, 1991 and alternate years.

203. Early American Social and
Intellectual History

(Byers) One course

Aspects of American society and thought in the colonial and national eras. Emphasis on topics such as political and social reform, the impact of religion, and sectionalism. Fall, 1990.

204. American Social and Intellectual
History Since 1865

(Byers) One course

Problems in American life from 1865 to the present. Emphasis on topics such as race relations, women's rights, urbanization, and social reform movements. Spring, 1991.

219. U.S. Diplomatic History (Claus) One course

The diplomacy of the United States from its emergence as a world power in the 1890s to the debacle in Vietnam. Emphasis on such themes as Latin American interventionism, the historic involvement in East Asia and the experience of World War I, World War II, and the Cold War. Fall, 1990 and alternate years.

220. Problems in American Diplomatic History (Claus) One course

Study of a period or comprehensive topic in American diplomatic history, emphasizing depth of knowledge and methods of historical research and interpretation. Topics include: American-East Asian relations, the origins of the Cold War, the diplomacy of World War II, the American involvement in Vietnam (1950-75), the U.S. in Latin America, the U.S. in the Mediterranean. Spring, 1991 and alternate years.

227. The Emergence of the British Nation from Anglo-Saxon Times to 1688 (Partin) One course

A political, social, and cultural study of Britain from Alfred the Great to the Glorious Revolution of 1688. Fall, 1990 and alternate years.

228. Modern Britain (Partin) One course

Political, social, and economic aspects of Britain's evolution into a modern democracy, 1688 to the present. Spring, 1991 and alternate years.

230. American and British Women Since 1700 (Byers) One course

Selected problems in the experience of British and American women from the seventeenth century to the present. The historical setting of problems, women's responses, and their reflections on their own experience. Fall, 1990.

231. European Social and Intellectual History, 1300 to 1787 (Staff) One course

A study of European society and western thought from the Renaissance through the 18th century Enlightenment. Fall, 1991 and alternate years.

235. The French Revolutionary and Napoleonic Era, 1787-1815 (Staff) One course

A background in the 18th century Age of the Enlightenment and *ancien regime* and a survey of the French Revolution (1787-1799) and Napoleonic Era in Europe (1799-1815). Spring, 1992 and alternate years.

237. Europe in the 19th Century, 1814-1914 (Partin) One course

The legacies of the Industrial and French Revolutions and emphasis on the main currents of 19th century European history. An examination of the significant political, diplomatic, social, economic, and intellectual developments in this crucial century between the Congress of Vienna and the outbreak of World War I. Fall, 1990 and alternate years.

**238. Europe in the 20th Century,
1914 to the Present**

(Partin) One course

An examination of the historical processes which have led from a European-dominated world to an interdependent one. The focus is on the effects of World War I, the Russian Revolution of 1917, and the Peace of Paris on the inter-war years; the rise of fascism, communism and the origins of World War II; and the emergence of the European order after 1945 in the context of the Cold War. Spring, 1991 and alternate years.

246. Russia Since 1801

(Byers) One course

A study of the political, social, and cultural history of Russia from the time of Alexander I to the present. Emphasis on 19th century Tsarist Russia, its challenges and crises, the era of revolutions, the development of Soviet Russia, and its role in world affairs. Spring, 1992 and alternate years.

250. Special Topics in History

(Staff) One course

A special time 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. Prerequisite: one history course at the introductory level or permission of the instructor. Offered as needed.

251. Modern Latin America, 1800 to the Present (Staff) One course

The course examines the historical and cultural development of Latin America from the movement for Latin American independence in the early 19th century to the present. Selected topics include: economic dependence, urban labor, race relations, revolution, rural societies, militarism, and the relationship between the U.S. and Latin America. Fall, 1991 and alternate years.

**252. Revolution in Central America
and the Caribbean**

(Staff) One course

This course examines both crisis and revolution in Central America and the Caribbean in the twentieth century. Special attention is given to the Mexican (1910), Cuban (1959), and Nicaraguan (1979) Revolutions as well as other social conflicts that have been characteristic of the region. Both historical analyses and revolutionary theory are used in an attempt to understand the situation in Central America and the Caribbean today. Spring, 1992 and alternate years.

**259. Law and Early American
Society to 1880**

(Claus) One course

A survey of American constitutional and legal history from the English colonial period to the end of Reconstruction. Emphasis will be placed on the continuing interaction between law and socio-economic change. Fall, 1991 and alternate years.

260. Law and Modern American Society

Since 1880

(Claus) One course

A survey of American constitutional and legal history from the emergence of the corporate-industrial system to the modern welfare state.

Emphasis will be placed on the continuing interaction between law and socio-economic change. Spring, 1992 and alternate years.

269. America in our Time:

1945 to Present

(Claus) One course

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 Vietnam War, and the post-New Deal welfare state. Fall, 1991 and alternate years.

270. Modern China and Japan

(Claus) One course

China and Japan in the nineteenth and twentieth centuries. Emphasis on topics such as the impact of the West on traditional societies, the problems of modernization, the effects of World War I, World War II, and the Cold War on Asia, and the development of nationalism and communism in the region. Spring, 1992 and alternate years.

275. Internship in History

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

280. History of Economic Thought

(Staff) One course

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. Prerequisite: Economics 120, 130. Fall 1991 and alternate years.

290. Honors Independent Study

in History

(Staff)

Advanced independent study under the guidance of a faculty adviser. Normally open to juniors and seniors with a 3.5 average in history, subject to approval of the chairman of the department. Honors work may be taken for a maximum of two courses.

Political Science

110. Modern International Relations

(Pubantz) One course

International affairs with stress on international relations theory, foreign policy making, and efforts at global cooperation. Also includes discussion of contemporary issues confronting the world community. Fall, 1991.

120. American Government (Pubantz) One course

Introduction to politics in America, with an emphasis on the institutions, policies, and personalities of the national government. Also a consideration of power in American life. Annually.

130. Political Philosophy (Pubantz) One course

The history of momentous and persistent theories concerning the legitimacy, purpose, and functions of government. An analysis of the works and influence of political philosophers, such as Machiavelli, Hobbes, Rousseau, Burke, and Marx. Fall, 1990 and alternate years.

200. Independent study One-half to four courses

Refer to **History 200**, p. 144, for description.

200. Model United Nations (Pubantz) One course

A simulation of United Nations Diplomacy. Includes representation of a selected nation at the National Model United Nations in New York City annually. Students may enroll in the course for credit once. Annual participation open to all qualified students. Spring.

223. Governments of Europe (Pubantz) One course

A study of selected contemporary governments with an emphasis on Great Britain, France, the Federal Republic of Germany, and the Soviet Union. Introduction to the general theory and techniques of comparative analysis. Spring, 1992.

**230. Contemporary Political Theory:
The Authoritarian State (Pubantz) One course**

Political theory since the mid-nineteenth century with an emphasis on the collectivist tradition. Analysis of classical Marxism, Bolshevism, fascism, and national socialism. Review of current trends such as authoritarian militarism and one-party rule. Prerequisite one of the following: History 102, Political Science 130, Political Science 223, Sociology 201 or permission of the instructor. Spring, 1991.

240. American Foreign Policy (Pubantz) One course

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: History 102, History 106, Political Science 110, or Political Science 120. Fall, 1991.

250. Special Topics in Political Science (Pubantz) One course

An issue or problem in contemporary politics will be studied intensively. The specific content and methods of study will be announced prior to the beginning of the course. Prerequisite: one political science course at the introductory level or permission of the instructor. Offered as needed.

270. Internship in Political Science

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

290. Honors Independent Study in Political Science

(Pubantz)

Refer to **History 290**, p. 147 for description.

390. Senior Seminar in International Relations

(Pubantz) One-half course

Advanced study of contemporary problems in world affairs with an emphasis on international relations theory. Extensive discussion of current issues. Open to seniors only for credit, but sophomores and juniors are encouraged to attend class meetings. Spring.

Interior Design (see page 104)

International Relations (see page 140)

Department of Mathematics and Computer Science

Associate Professor Burrows, Acting Chairman; Associate Professor Ersoff; Instructor Harrell.

The study of mathematics affords excellent training in rigorous deductive logic and familiarizes the student with results and techniques widely applied in science and industry.

The student who seeks the Bachelor of Arts degree must complete eight courses above the level of Mathematics 10 for the major and must include courses 30, 101, 102, 109, 221 and one of the following: 240, 321, 330.

The student who seeks the Bachelor of Science degree must complete a minimum of ten courses above the level of Mathematics 10 for the major and must include courses 30, 101, 102, 109, 221 and one of the following: 240, 321, 330.

The secondary teaching certificate in mathematics requires Physics 10 or Psychology 101 and one course in computer science in addition to a major in mathematics.

Students who have taken the advanced placement examination in calculus may receive advanced placement and credit in Math 30 and Math 101. Those with scores of 3 or higher on the Calculus AB examination will receive advanced placement and credit for Math 30. Those with scores of 3 or higher on the Calculus BC examination will receive advanced placement and credit for Math 30 and Math 101.

10. Algebra and Trigonometry (Staff) One course

Essentials of algebra and trigonometry. Functions and their graphs, including algebraic and trigonometric functions. Solutions of inequalities and equalities. Fall and Spring.

30. Analytic Geometry and Calculus I (Staff) One course

Analytic geometry, limits and continuity, the derivative and inverse derivative, theorems on derivatives, applications of the derivative, the definite integral. Prerequisite: Mathematics 10 or its equivalent. Fall and Spring.

40. Basic College Algebra (Harrell) One-half course

This course in algebra involves the study of real numbers and their properties, linear equations, systems of equations, inequalities, polynomials and functions, fractional expressions, exponents and roots, quadratic equations and graphing. Not included in the major. Students may not receive credit for both Math 10 and Math 40.

60. Introduction to Finite Mathematics (Staff) One course

A course in mathematics which is applicable in a variety of fields, e.g., business, economics, biology, sociology, psychology. The main concentration is in the area of linear algebra and probability. Topics include: matrix algebra, systems of linear equations, linear programming, Markov processes, game theory, finite probability and combinatorics. Other topics such as computing, graph theory, and statistics may be included at the discretion of the instructor. Not included in the major. Prerequisite: one year of high school algebra or permission of the instructor. Fall.

70. Essential Calculus (Staff) One course

An introduction to differential and integral calculus with emphasis on applications to business, economics and other social sciences. Rational, exponential, and logarithmic functions will be discussed. Not included in the major. Students may not receive credit for Mathematics 30 and Mathematics 70. Prerequisite: Mathematics 10 or Math 40, or permission of the instructor.

101. Analytic Geometry and Calculus II (Staff) One course

Applications of the integral, integration techniques, trigonometric, logarithmic, exponential functions, conics. Prerequisite: Mathematics 30. Fall and Spring.

102. Analytic Geometry and Calculus III (Staff) One course

Vectors, infinite series, partial differentiation, multiple integration. Prerequisite: Mathematics 101. Fall and Spring.

109. Basic Mathematical Concepts (Burrows, Harrell) One course

The postulational method, methods of proof, set theory, function theory, cardinal and ordinal numbers, relations, and the axiomatic development of one or more topics in modern mathematics. Prerequisite: Mathematics 30. Spring.

110. Introductory Linear Algebra(Burrows, Harrell) One course

Vector methods in geometry, real vector spaces, systems of linear equations, linear transformations and matrices, equivalence of matrices and determinants. Prerequisite: Mathematics 109. Fall.

122. Probability (Burrows, Harrell) One course

Probability theory, including sample spaces (finite and infinite), conditional probability, random variables, the law of large numbers. Some statistical applications will be included. Prerequisite: Mathematics 101. Offered on demand.

140. Introduction to Numerical Analysis (Staff) One course

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 will be taken from the physical and biological sciences. Prerequisite: Mathematics 101 and Computer Science 110 or 140, or permission of the instructor. Offered on demand.

200. Independent Study (Staff) One-half to four courses

Independent study under the guidance of a faculty adviser. Open to students with a 2.0 cumulative average and permission of the chairman of department. Independent study may take the form of readings, research, conference, project, and/or field experience. Ordinarily it may not be used to substitute for a regular course in the curriculum. Independent study may be taken for a total of four courses, no more than two in any term.

202. College Geometry (Burrows, Staff) One course

The foundations of Euclidean and non-Euclidean geometries, the geometry of four dimensions, and the Poincaré model for hyperbolic geometry. Required for secondary certificate. Prerequisite: Mathematics 101 and Mathematics 109. Offered on demand.

210. Applied Mathematics (Harrell, Staff) One course

Line and surface integrals with applications of Stoke's Theorem and Gauss's Theorem. Ordinary differential equations, special functions, Fourier analysis, partial differential equations with emphasis on the heat equation and wave equation, applications to the physical and biological sciences. Prerequisite: Mathematics 102. Offered on demand.

221. Algebra of Structures (Staff) One course

Elementary theory of groups, rings, integral domains, and fields; properties of number systems; polynomials; and the algebraic theory of fields. Required for secondary certificate. Prerequisite: Mathematics 109. Spring.

240. Topology (Staff) One course

Point set topology, including basic topological properties, metric spaces, topological spaces, and product spaces. Prerequisite: Mathematics 109. Offered on demand.

270. Internship in Mathematics

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

290. Honors Independent Study in Mathematics

(Staff) One to four courses

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 chairman of the department. Honors work may be taken for a maximum of four courses.

321. Real Analysis

(Staff) One course

The real number system, limits, continuity, sequences, series, and differentiation. Prerequisite: Mathematics 102 and 109. Offered on demand.

330. Complex Variables

(Burrows, Harrell) One course

The complex number system; complex-valued functions; limits and continuity; complex differentiation and holomorphic functions; complex integration and Cauchy Theory; infinite series. Prerequisite: Mathematics 102 and 109. Offered on demand.

Department of Modern Foreign Languages

Associate Professor Stiener, Chairman; Professor Cardwell; Associate Professors Garcia, Ljungquist; Assistant Professor Bourquin.

A goal of any person seeking a liberal education is an understanding of the workings—phonemic, semantic, syntactic, stylistic—of language. Study of a foreign 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 foreign language is needed more than ever today for transcending cultural barriers. Study of foreign languages and cultures promotes rapprochement among nations and peoples.

Foreign study forms a valuable part of education, and the department strongly encourages students to spend their junior year abroad. The department maintains a file of the many summer, semester, and year-long programs abroad in which our students can participate so that each one can choose the type of program and location which best suits her interests. (see also page 93.)

Majors are offered in French, German, and Spanish. All courses above the 30 level may count toward a major and, unless otherwise indicated, are conducted primarily in the foreign language. Seven such courses are required for a major, including French 105, 106 for a major in French and Spanish 105, 106 for a major in Spanish.

The department also offers majors combining foreign language with economics and management (see page 81).

The courses in each language provide a basic program which the individual student can tailor to her own needs and interests by supplementing it with conference courses on areas not covered by the regular course offerings. These courses are student-initiated and are planned jointly by the instructor and the students concerned.

Beginning modern foreign languages of level 10 and 20 will not be allowed to satisfy basic distribution requirements for a degree unless these courses, or their proficiency equivalents, are followed by a course of level 30 in the same language, or by its proficiency equivalent. (For basic distribution and placement-level requirements, see **Notes**, page 52.)

Unless otherwise indicated, all courses will meet three times a week.

French

10. French, First Level

(Staff) One course

Easy spoken and written French, within the limits of a few simple situations. Elements of pronunciation, basic grammar, with progressive emphasis on reading. Three meetings, two one-hour laboratories. Fall.

20. French, Second Level

(Staff) One course

Continuation of French 10 at a more advanced level. Three meetings, two one-hour laboratories. Prerequisite: French 10 or proficiency equivalent. Spring.

20-Y. French, Second Level

(Staff) One course

Basic grammar, practice in understanding, speaking, reading, and writing French of moderate difficulty. A course designed for entering students who do not meet the proficiency requirement to enter French 30. Three meetings, two one-hour laboratories. Fall.

30. French, Third Level

(Staff) One course

Speaking, understanding, reading, and writing French. Review of basic elements of French grammar. Three meetings, two one-hour laboratories. Prerequisite: French 20 or proficiency equivalent. Fall and Spring.

100. Introductory French Readings

(Staff) One course

Selected readings from various authors; discussion in French of material read; individual readings and reports. Four meetings. Prerequisite: French 30 or proficiency equivalent. Spring.

105, 106. Verbal Communication

(Cardwell) Two courses

Two courses to be taken in sequence to develop fluency and accuracy in the use of spoken and written French. Phonetics drill, composition, oral *exposés*, and discussion. Grammar will be taught to meet the progressing needs of students. Required of all French majors. Four meetings. Prerequisite: French 30 or equivalent or permission of the chairman of the department. Fall, Spring.

113. Survey of French Literature

(Bourquin) One course

Works representative of the development of French literary language and thought from the Middle Ages through the Eighteenth Century. Four meetings. Prerequisite: French 30 or proficiency equivalent. Fall 1991, and alternate years.

120. French Civilization

(Bourquin) One course

The geography, history, and arts of France from prehistoric times to the present. Fall, 1990 and alternate years.

200. Independent Study: French

One-half to four courses

Independent study under the guidance of a faculty adviser. Open to students with a 2.0 cumulative average, permission of the chairman of the department. Independent study may take the form of readings, research, conference, projects, and/or field experience. Ordinarily it may not be used to substitute for a regular course in the curriculum. Independent study may be taken for a total of four courses, no more than two in any term. Prerequisite: Previous study in French or permission of the department.

206. Advanced French Composition and Conversation

(Cardwell) One course

Advanced study and practice of some of the finer points of grammar, stylistics, idiomatic expression, and pronunciation. Limited to 15 students. Four meetings. Prerequisite: French 105, 106, or permission of the chairman of the department. Spring, 1991 and alternate years.

207, 208. Business French I, II

(Staff) Two half-courses

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. to permit more effective communication. Two meetings. Prerequisites: French 105, 106 or permission of the chairman of the department. Offered as needed.

220. Contemporary French Culture

(Cardwell) One course

Political, social, economic, and cultural developments in contemporary France. Prerequisite: Two 100-level French courses, or permission of the chairman of the department. Spring, 1992 and alternate years.

253. The Classical Era

(Cardwell) One course

Study of outstanding works of the Seventeenth Century by such representative authors as Corneille, Molière, Racine, La Fontaine, and Madame de Sévigné. Prerequisite: A 100 Level French course or permission of the chairman of the department. Fall, 1991 and alternate years.

258. The Enlightenment

(Bourquin) One course

Study of such outstanding authors of the Eighteenth Century as Voltaire, Diderot, Rousseau, Montesquieu, and Marivaux. Prerequisite: A 100 Level French course or permission of the chairman of the department. Spring, 1991 and every third year.

261. Romanticism and Realism (Cardwell) One course

Study of representative poets, dramatists, and novelists from Chateaubriand and Hugo to Flaubert and Baudelaire. Prerequisite: A 100 Level French course or permission of the chairman of the department. Fall, 1990 and alternate years.

266. Naturalism and Symbolism (Bourquin) One course

Study of representative poets, dramatists, and novelists from the late Nineteenth and early Twentieth Centuries. Authors will include Zola, Mallarmé, Gide, Proust, and Valéry. Prerequisite: A 100 Level French course or permission of the chairman of the department. Spring, 1992 and every third year.

274. French Literature Since 1918 (Cardwell) One course

Study of such modern authors as Sartre, Camus, Ionesco, Anouilh, and Duras. Consideration of modern trends in drama, fiction, and poetry. Prerequisite: A 100 Level French course or permission of the chairman of the department. Spring, 1993, and every third year.

290. Honors Independent Study in French (Staff) One or one-half course

Independent study under the guidance of a faculty adviser. Normally open to juniors and seniors with a 3.5 average in French. Subject to the approval of the chairman of the department. Honors work may be taken for a maximum of two courses.

German

10. German, First Level (Stiener) One course

Drill in pronunciation and grammar. Practice in speaking, reading, understanding, and writing simple German. Three meetings, two one-hour laboratories. Fall.

20. German, Second Level (Stiener) One course

Continuation of German 10 at a more advanced level. Three meetings, two one-hour laboratories. Prerequisite: German 10 or proficiency equivalent. Spring.

30. German, third Level (Stiener) One course

Speaking, reading, understanding, and writing German. Review of basic elements of German grammar. Three meetings, two one-hour laboratories. Prerequisite: German 20 or proficiency Equivalent. Fall.

111. German Composition and Conversation (Stiener) One course

Written and oral composition in German; principles of German grammar and syntax, phonetics, and intonation are studied. Four meetings. Prerequisite: German 30 or proficiency equivalent. Spring, 1992 and alternate years.

158. German Poetry**(Stiener) One course**

German literature through poetry, with special emphasis on poems by representative authors from the eighteenth century to the present. Readings, recordings, lectures, and interpretation. Prerequisite: German 30 or proficiency equivalent. Spring, 1991 and alternate years.

200. Independent Study: German **One-half to four courses**

Independent study under the guidance of a faculty adviser. Open to students with a 2.0 cumulative average, permission of the chairman of the department. Independent study may take the form of readings, research, conference, project, and/or field experience. Ordinarily it may not be used to substitute for a regular course in the curriculum. Independent study may be taken for a total of four courses, no more than two in any term. Prerequisite: Previous study in German or permission of the department.

207, 208. Business German I, II **(Stiener) Two half-courses**

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. to permit more effective communication. Two meetings. Prerequisites: German 111 or permission of the chairman of the department. Offered as needed.

211. Advanced German Composition **(Stiener) One course**

Systematic review of grammar; translation of modern literary texts; writing of themes. Prerequisite: German 111. Offered as needed.

223. Civilization I: The Past

A study of all aspects of German history up to the 1970's, including topics related to politics, culture, economy, religion, and geography.

224. Civilization II: The Present

A study of the multiple aspects of life in contemporary Germany, including a brief survey of various political, social and cultural aspects pertaining to the German Democratic Republic, Austria and Switzerland.

253. The German Drama**(Stiener) One course**

The development of the German drama from the eighteenth century to the present. Reading and discussion of representative plays of each period. Prerequisite: German 111 or 158 or permission of the chairman of the department. Fall, 1990 and alternate years.

256. The German Novelle**(Stiener) One course**

Reading and discussion of representative Novellen from Goethe to present. Prerequisite: German 111 or 158 or permission of the chairman of the department. Spring, 1991 and alternate years.

260. Individual Authors**(Stiener) One or one-half course**

The life and major works of a German author. Lectures will be in English. Readings and written work for a major will be in German, for

others in English. Course may be repeated. Prerequisite: German 111 or 158 or permission of the chairman of the department, if the course is counted toward a major in German. No prerequisite for those taking the course in English as an elective. Offered as needed.

290. Honors Independent Study in German (Stiener) One or one-half course

Advanced independent study under the guidance of a faculty adviser. Normally open to juniors and seniors with a 3.5 average in German. Subject to the approval of the chairman of the department. Honors work may be taken for a maximum of two courses.

Spanish

10. Spanish, First Level (Staff) One course

Drill in pronunciation and grammar. Constant practice in speaking, understanding, reading, and writing simple Spanish. Three meetings, two one-hour laboratories. Fall.

20. Spanish, Second Level (Staff) One course

Continuation of Spanish 10 at a more advanced level. Three meetings, two one-hour laboratories. Prerequisite: Spanish 10 or proficiency equivalent. Spring.

20-Y. Spanish, Second Level (Staff) One course

Basic grammar, practice in understanding, speaking, reading, and writing Spanish of moderate difficulty. A course designed specifically for entering students who do not meet the proficiency requirement to enter Spanish 30. Three meetings, two one-hour laboratories. Fall.

30. Spanish, Third Level (Staff) One course

Speaking, understanding, reading, and writing Spanish. Review of all basic elements of Spanish grammar. Three meetings, two one-hour laboratories. Prerequisite: Spanish 20 or proficiency equivalent. Fall and Spring.

100. Introductory Spanish Readings (García) One course

Selected readings from modern Hispanic authors; discussion in Spanish; individual readings and reports. Four meetings. Prerequisite: Spanish 30 or proficiency equivalent. Spring.

105, 106. Verbal Communication (Ljungquist) Two courses

Two courses to be taken in sequence to develop fluency and accuracy in the use of spoken and written Spanish through phonetics, composition, translation, oral *exposés*, and discussion. Grammar will be taught to meet the progressing needs of students. Required of all Spanish majors. Four meetings. Prerequisite: Spanish 30 or equivalent or permission of the chairman of the department. Fall and Spring.

115. Survey of Spanish Literature (Ljungquist) One course

The main currents of Spanish literature and their historical background

from the tenth century to the contemporary period. Four meetings. Prerequisite: Spanish 30 or proficiency equivalent. Fall, 1990 and alternate years.

200. Independent Study:

Spanish

(Staff) One-half to four courses

Independent study under the guidance of a faculty adviser. Open to students with a 2.0 cumulative average, permission of the chairman of the department. Independent study may take the form of readings, research, conference, project, and/or field experience. ordinarily it may not be used to substitute for a regular course in the curriculum. Independent study may be taken for a total of four courses, no more than two in any term. Prerequisite: Previous study in Spanish or permission of the department.

206. Advanced Spanish Composition and Conversation

(García) One course

Advanced study and practice of some of the finer points of grammar, stylistics, idiomatic expressions, and pronunciation. Prerequisite: Spanish 105, 106 or permission of the chairman of the department. Spring, 1991 and alternate years.

207, 208. Business Spanish I, II

(Staff) Two half-courses

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. to permit more effective communication. Two meetings. Prerequisites: Spanish 105, 106 or permission of the chairman of the department. Offered as needed.

222. Spain

(Ljungquist) One course

The geography, history, culture, and government of Spain. Prerequisite: a 100-level Spanish course or permission of the chairman of the department. Spring, 1992 and alternate years.

228. Latin America

(García) One course

The geography, history, culture and governments of Latin America. Prerequisite: a 100-level Spanish course or permission of the chairman of the department. Spring 1991 and alternate years.

252. Golden Age Literature

(Ljungquist) One course

The Golden Age in Spain with emphasis on drama and on the works of Cervantes. Prerequisite: A 100-level Spanish course or permission of the chairman of the department. Spring, 1992 and alternate years.

254. Masterpieces of Hispanic Drama (Ljungquist) One course

Selected works of Hispanic drama. Prerequisite: A 100-level Spanish course or permission of the chairman of the department. Fall, 1991 and every third year.

258. Masterpieces of Hispanic Poetry (Ljungquist) One course

The main poetic movements and authors of Spain and Hispanic America.

Prerequisite: A 100-level Spanish course or permission of the chairman of the department. Spring, 1991 and alternate years.

265. Nineteenth-Century Fiction (García) One course

Selected novels and short fiction from Spain and Latin America. Prerequisite: A 100-level Spanish course or permission of the chairman of the department. Fall, 1990 and every third year.

276. Twentieth-Century Fiction (Ljungquist) One course

Selected novels and short fiction from Spain and Latin America. Prerequisite: A 100-level Spanish course or permission of the chairman of the department. Fall, 1992 and every third year.

290. Honors Independent Study in Spanish (Staff) One or one-half course

Advanced independent study under the guidance of a faculty adviser. Normally open to juniors and seniors with a 3.5 average in Spanish. Subject to the approval of the chairman of the department. Honors work may be taken for a maximum of two courses.

Modern Foreign Languages

210. Masterpieces of European Novel (Staff) One course

Generic and historical evolution of the European novel. Reading in translation of works from Spain, France, and Germany representative of the various periods and movements and of different types of novels. Not offered in 1990-91.

School of Music

Associate Professor Lister-Sink, Dean; Professors Jacobowsky, J. Mueller, M. Mueller; Associate Professors Borwick, Pegg, Pence-Sokoloff, Wurtele; Assistant Professor Knouse; Instructors Carter, Cirba, DiPiazza, Ebert, Ellis, Gladoich, Goldberg, Harris, Hicks, Howard, Kaptur, Kraus, Listokin, Matthews, Mazonson, Medlin, Moore, Pruett, Schoulda, Talton, Warburg, and Young. In addition, the School of Music shares faculty with Wake Forest University.

Music stands at the center of the liberal arts education. The ancient Greeks recognized the study of music as a powerful means of developing mind, body, and spirit. The Salem College School of Music has the distinction of being one of the oldest fully accredited professional music schools in the country. As such, Salem offers the student a unique opportunity to prepare for a professional position in performance or teaching, while experiencing the comprehensive development found within the context of a liberal arts college.

Career opportunities within the School of Music, however, are not limited to pre-professional training. Involvement with music can take various forms, including the following: the Bachelor of Music degree, providing intensive training for performance and teaching positions; the Bachelor of Music degree with elective studies, offering career-

enhancement from related, non-musical fields such as arts management, communications, business, art, or languages; the Bachelor of Arts degree with a major in music; and the Bachelor of Arts degree with a double major, consisting of the degree requirements in music together with those of another major.

The candidate for the Bachelor of Arts degree with a major in music must complete Music 1, 2, 101, 102, 113, 114, 115, two courses in performance, and one elective course from the areas of music history or theory, and Music 390. Note basic distribution requirements, page 56.

Double majors may be designed with the assistance of the faculty adviser and the Dean of the School of Music.

The Bachelor of Music degree with a major in music education offers state certification and prepares the student to teach music in elementary and secondary schools. In addition, the School of Music supports a variety of music education programs through the Salem Music School, including Orff, Kindermusik, and Suzuki instruction for young children. Students have the benefit of observing and participating in these programs as part of their training.

The Bachelor of Music degree with a major in performance is offered in piano, voice, organ, harp, and harpsichord. Majors may be arranged in other instruments. Students may also elect a church music emphasis in organ or voice.

Self-designed majors in music theory, history, and composition are available to qualified students.

In addition to the basic distribution requirements for the Bachelor of Music degree, listed on page 56, additional requirements follow.

Performance Major/Piano

Piano 10, 20, 110, 120, 210, 220, 310, 320 (eight courses); Music Theory 1, 2, 101, 102, 201, 203; Music History and Literature 113, 114, 115, 222; Chorale 150 (four terms); Conducting 273, 274, 276; Piano Sight Reading and Accompanying 275, 277; Piano Pedagogy 283; Internship 343; Senior Seminar 390 (two terms) Music Electives—one to three courses (one must be in Music Literature or Theory); English 10, 20; Foreign Language 10, 20, 30; General Electives—four to six courses.

Performance Major/Vocal

Voice 10, 20, 110, 120, 210, 220, 310, 320 (seven to eight courses); Class Piano 31, 32, 131, 132; Theory 1, 2, 101, 102, 201, 203; Music History and Literature 113, 114, 115, 223; Chorale 150 (four terms); Conducting 273, 274; Sight Singing 251, 252, 351, 352; Vocal pedagogy 287; Internship 343; Senior Seminar 390 (two terms); Music Electives one to five courses (one must be in Music Literature or Theory); English 10, 20; Foreign Language 10, 20, 30; General Electives two to six courses. Students may exempt the four terms of class piano by passing a piano proficiency exam. In this case, performance credit in voice will be increased from three-fourths to one course.

For an emphasis in Church Music general electives should include: Religion 101, 102; music electives should include Vocal Solo Repertory 243 and 244 and up to four additional terms of Chorale 150.

Performance Major/Organ

Organ 10, 20, 110, 120, 210, 220, 310, 320 (eight courses); Music Theory 1, 2, 101, 102, 201, 203; Music History and Literature 113, 114, 115, 224; Chorale 150 (two terms); Conducting 273, 274, 276; History of the Organ 141, 142; Service Playing 241, 242, 341, 342; Internship 343; Senior Seminar 390 (two terms); Music Electives two courses (one must be in Music Literature or Theory); English 10, 20; Foreign Language 10, 20, 30; General Electives five and one-half to six courses.

For an emphasis in Church Music general electives should include: Religion 101, 102; music electives should include up to four additional terms of Chorale 150.

Performance Major/Instrumental

Major Instrument 10, 20, 110, 120, 210, 220, 310, 320 (seven to eight courses); Class Piano 31, 32, 131, 132; Theory 1, 2, 101, 102, 201, 203; Music History and Literature 113, 114, 115, 221; Chorale 150 (four terms); Ensemble 170 or 180 (two terms); Conducting 273, 276; Internship 343; Senior Seminar 390 (two terms); Music Electives three courses (one must be in Music Literature or Theory); English 10, 20; Foreign Language 10, 20, 30; General Electives five courses.

Students may exempt the four terms of class piano by passing a piano proficiency exam. In this case, performance credit will be increased from three-fourths to one course.

Study of the harp will include participation in the Harp Ensemble.

Music Education

Performance 10, 20, 110, 120, 210, 220, 320 (four and one-half courses); Class Piano 31, 32, 131; Music Theory 1, 2, 101, 102; Music History and Literature 113, 114, 115; Chorale 150 (six terms); Conducting 273 and 274 or 276; Keyboard Skills 240; Instruments 265, 266, 267, 268; Senior Seminar 390 (two terms); Education 150, 152, 154, 156, 161, 209, 301, 303, 349; Music Education Methods 278, 279, 337; English 10, 20; Math/Science Electives two courses (one must be a lab science); History 101, 102 or 105, 106, or 107, 108; General Electives four courses (one must be Fine Arts or Religion).

Music Education Majors must present a half recital in their Junior Year.

Music Education Majors may exempt the required Class Piano by passing a piano proficiency exam. If necessary, a Music Education major must enroll in Class Piano 132. (Note: To do this in the second semester of the sophomore year would constitute an overload.)

Music Education majors must enroll in Keyboard Skills 240 until the requirements for the course are met.

Performance

A. Note the following proficiency requirements for non-keyboard majors:

1. Major and minor scales.
2. Arpeggios, Metronome = 72, four octaves, hands together.
3. Ability to play at the level of the following examples: Baroque—contrapuntal pieces at the level of the Anna Magdalena Bach book; Classic—Sonatina of Clementi, Kuhlau, Diabelli, or equivalent; Romantic—easier pieces from Schumann, Album for the Young; Schubert, Ländler, or equivalent; Contemporary—easier pieces from Bartok, Pieces for Children; Kabalevsky, Adventures of Ivan; or equivalent.

10, 20. Performance (Staff) Two quarter courses to two full courses

One hour lesson per week.

110, 120. Performance (Staff) Two quarter courses to two full courses

One hour lesson per week. A half recital is required of performance majors in the Bachelor of Music program. Music Education Majors will include Keyboard Skills 240.

210, 220. Performance (Staff) Two quarter courses to two full courses

One hour lesson per week. A half recital is required of Music Education Majors.

310, 320. Performance (Staff) Two quarter courses to two full courses

One hour lesson per week. A full recital is required of performance majors in the Bachelor of Music program.

Class Performance

31, 32. Class Piano (Wurtele) No credit to two quarter courses

Functional use of the piano. Required of all non-keyboard music majors until they meet the proficiency requirements. Open to non-music majors who will not be required to meet proficiency level.

33, 34. Class Organ (M. Mueller, J. Mueller) No credit to two quarter courses

Class instruction in organ for the non-music major, or as a secondary instrument for the music major. Prerequisite: Permission of the instructor.

35, 36. Musical Theater (Jacobowsky) No credit to two quarter courses

The basic techniques of singing and their applications to musical theater repertoire and performance.

131, 132. Class Piano (Wurtele) No credit to two quarter courses

Continuation of Music 31, 32

133, 134. Class Organ (M. Mueller, J. Mueller) **No credit to two quarter courses**

Continuation of Music 33, 34

135, 136. Musical Theater (Jacobowsky) **No credit to two quarter courses**

Continuation of Music 35, 36

235; 236. Musical Theater (Jacobowsky) **No credit to two quarter courses**

Continuation of Music 135, 136

251, 252. Sight Singing (Jacobowsky) **Two quarter courses**

Reading of complex melodic and rhythmic patterns in music of various styles and periods. Required of all voice majors.

275. Piano Sight Reading (Lister-Sink) **One quarter course**

A practical method of building and refining sight reading skills for use in accompanying and chamber music. Fall.

277. The Art of Accompanying (Lister-Sink) **One quarter course**

Study and application of the principles of vocal and instrumental accompanying. Prerequisite: Music 275 or permission of instructor. Spring.

335, 336. Musical Theater (Jacobowsky) **No credit to two quarter courses**

Continuation of Music 235, 236

351, 352. Sight Singing in Vocal Ensembles (Jacobowsky) **Two quarter courses**

Experience sight-reading vocal literature in two, three and four parts.

Conducting

273. Basic Conducting (Pegg) **One quarter course**

Development of basic conducting skills: patterns, rhythmic and metric analysis, phrasing, expressive techniques, score reading, and elemental rehearsal skills. Fall. Prerequisite: Junior Major Standing.

274. Choral Conducting and Methods (Pegg) **One quarter course**

Advanced conducting techniques with emphasis on choral conducting. Includes discussion of literature, rehearsal techniques, recruitment and voice building for choral ensembles. Spring. Prerequisite: Music 273.

276. Instrumental Conducting and Methods (Pegg) **One quarter course**

Advanced conducting techniques with emphasis on instrumental conducting. Includes discussion of repertoire, rehearsal technique, and program building. Spring. Prerequisite: Music 273.

Pedagogy

281. Harp Pedagogy (Pence-Sokoloff) One course

Theory and practice of harp teaching. Study and evaluation of teaching materials. Observation of teaching.

283. Piano Pedagogy (Staff) One course

Theory and practice of piano teaching. Study and evaluation of teaching materials. Observation of teaching.

287. Vocal Pedagogy (Jacobowsky) One course

Theory and practice of voice teaching. Physiology of the vocal apparatus, phonetics, and evaluation of teaching materials. Observation of teaching.

291. Woodwind Repertory and Pedagogy (Knouse) One quarter course

Examination of significant solo, chamber, and orchestral literature, textbooks and teaching materials for the woodwind instruments.

292. String Repertory and Pedagogy (Staff) One quarter course

Examination of significant solo, chamber, and orchestral literature, textbooks and teaching materials for the string instruments.

Music Education

240. Keyboard Skills (Wurtele) One quarter course

Emphasis on gaining proficiency in sight-reading, transposition, and harmonization for the music education major.

265. Brass Instruments (Staff) One quarter course

Offered in conjunction with Wake Forest University Course 188, Brass and Percussion Instruments class. Class instruction in basic orchestral brass instruments. Covers performance, pedagogy, and literature for teaching at the elementary level. Spring.

266. Woodwind Instruments (Staff) One quarter course

Offered in conjunction with Wake Forest University, Course 187, Woodwind Instruments class. Fundamentals of playing and teaching all principle instruments of the woodwind family. Fall.

267. Percussion Instruments (Staff) One quarter course

Offered in conjunction with Wake Forest University, Course 188, Brass and Percussion Instruments class. Fundamentals of playing and teaching brass and percussion instruments. Fall.

268. String Instruments (Staff) One quarter course

Fundamentals of playing and teaching string instruments. Spring.

278. Elementary Music Methods (Pegg) One-half course

Overview of music curriculum in the elementary school. Emphasis on effective methods and techniques of teaching, survey and evaluation of materials, development of behavioral objectives and music activities

appropriate for grades K-6. Includes observations, laboratory and field experience. Prerequisite: Junior major standing.

279. Secondary School Music Methods (Pegg) One-half course

Objectives, procedures, instructional materials, and evaluation of music programs for the general student in both junior and senior high schools. Prerequisite: Junior major standing.

337. Music Education Seminar (Pegg) One course

History of music education in the United States as well as new trends in music education. Includes an overview of computer hardware and software available to music teachers and discussion of organizational skills necessary for successful teaching. Fall.

Ensembles

150. Chorale (Pegg) No credit to one quarter course

Performance of choral works from a wide range of styles and periods including an annual spring tour. Fall and Spring.

160. Piano Ensemble (Wurtele) No credit to one quarter course

Study of the four-hand piano literature for one and two pianos. Two periods per week. Fall and Spring.

170. Instrumental Ensemble (Staff) No credit to one quarter course

Practical experience playing in larger instrumental ensembles and orchestras. Participation must be approved by the Dean of the School of Music. Fall and spring.

180. Chamber Music Ensemble (Lister-Sink, Staff) No credit to one quarter course

Performance of chamber music from the standard repertory. Two periods per week. Fall and spring.

190. Symphony Chorale (Staff) No credit to one quarter course

Participation in the Winston-Salem Symphony Chorale. Experience in performing works for chorus and orchestra. Fall and Spring.

280. Chamber Choir (Staff) No credit to one quarter course

Performance of vocal chamber music from the standard repertoire. Fall and Spring. Co-requisite: Music 150.

Church Music

141, 142. History of the Organ (J. Mueller) Two quarter courses

Evolution of the organ, national characteristics in relation to literature and registration, ornamentation, teaching materials, rudiments of tuning.

241, 242. Beginning Service Playing (M. Mueller) Two quarter courses

Beginning improvisation, hymn playing, accompanying, repertory and a study of liturgies.

243, 244. Solo Church Literature (Vocal) (Jacobowsky)
Two quarter courses

Through listening and performing, the students will study the diversity of styles and attitudes reflected in solo church literature of the various periods from the 17th century to the present.

341, 342. Advanced Service Playing (M. Mueller) **Two quarter courses**

Continuation of improvisation and accompanying, history of church liturgies, field trips to various organs for a study of registration.

Music Theory

1, 2. Basic Music Theory (M. Mueller) **Two courses**

Tonal relationships in scales, intervals and chords. Analysis of scores. Written work in harmonic progressions. Keyboard harmony, sight-singing, melodic and rhythmic dictation. Four lectures and one laboratory per week.

101, 102. Intermediate Music Theory (M. Mueller) **Two courses**

Continuation of score analysis, keyboard harmony, sight-singing and melodic, rhythmic and harmonic dictation. Written work in modulation, chromaticism, twentieth-century practice and jazz. Four lectures and one laboratory per week.

201. Counterpoint (Knouse) **One course**

Study of the basic polyphonic principles of the sixteenth through the eighteenth centuries, including species counterpoint, imitation, canon, invertible counterpoint, the invention, and the fugue. Prerequisite: Music 102.

203. Form and Analysis (Staff) **One course**

Structural principles in music of various periods, with reference to underlying aesthetic principles. Augmented by readings in various approaches to musical analysis. Fall. Prerequisite: Music 102.

261. Introduction to Composition (Borwick) **One course**

Introduction to the principles of music composition. Course includes discussion and analysis of selected aspects of contemporary practices, exercises in compositional techniques and at least one independent composition. Fall. Prerequisite: Music 102.

271. Orchestration (Staff) **One-half course**

Principles of scoring for voices and orchestral instruments, analysis of scores. Orchestrating and arranging. Fall. Prerequisite: Junior major standing.

301, 302. Composition (Borwick) **Two half-courses**

Studies of the craft of contemporary music composition; original written work. Prerequisite: Music 261.

Music History and Literature

100. Music Appreciation (Pegg, Knouse) One course

Various styles and forms of music made familiar through hearing and analysis. Recital and Concert attendance required. Fall and Spring.

103. The Musical in America (Jacobowsky) One course

The development of the musical from its European origins to its uniquely American character. Open to non-majors. Fall. Offered as needed.

104. Contemporary Themes in Opera (Pence-Sokoloff) One course

Portrayal of sex, drugs, violence, child abuse in opera with special attention to their impact on women. Open to non-majors. Fall. Offered as needed.

113. Music History to 1750 (J. Mueller) One course

A survey from antiquity to the middle of the eighteenth century. Through extensive reading and intensive listening, the student will study forms, composers, and styles of various eras. Open to non-majors. Fall.

114. Music History 1750-1900 (J. Mueller) One course

A survey from the middle of the eighteenth century to the twentieth century. Through extensive reading and intensive listening the student will study musical forms, composers, and styles of various eras. Open to non-majors. Spring.

115. Music History 1900 to Present (Pence-Sokoloff) One course

A survey from the beginning of the twentieth century to the present. Discussion, selected readings, listening and score analysis. Open to non-majors with permission of the instructor. Fall.

221. Symphonic Literature (Pence-Sokoloff) One course

Survey of orchestral music from the 18th century to the twentieth century: includes concerto grosso, dance studies, symphony, tone poem, descriptive suite and pieces for string orchestra. Spring. Prerequisite: Junior major standing.

222. Piano Literature (Wurtele) One course

Study of representative works from the Baroque period to the present. Spring. Prerequisite: Junior major standing.

223. Vocal Literature (Jacobowsky) One course

A survey of song literature from 1600 to the present with emphasis on art songs of the 19th and 20th centuries. Spring. Prerequisite: Junior major standing.

224. Organ Literature (J. Mueller) One course

A survey of organ literature from 1325 to the twentieth century. Spring. Prerequisite: Junior major standing.

230. Music of a Genius or Genre (Staff) One course

Either the works of a single composer will be studied to appreciate

his/her unique place in history, or a specific genre by various composers will be examined. Prerequisite: Permission of the instructor. Fall.

Seminars, Internships and Independent Study

200. Independent Study (Staff) One-half to four courses

Independent study under the guidance of a faculty adviser. Open to students with a 2.0 cumulative average, and permission of the Dean of the School of Music. Independent study may take the form of readings, research, conference, project, and/or field experience. Ordinarily it may not be used to substitute for a regular course in the curriculum. Independent study may be taken for a total of four courses, no more than two in any term.

225. Special Topics in Music (Staff) One-quarter to one course

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. Possible topics include: Contemporary Music Performance Practice, The Essentials of Piano Technique, and Baroque Performance Practice. Prerequisite: Music major beyond Freshman level or permission of instructor.

225. Special Topics in Music: Alexander Technique (Mazonson) Two quarter courses

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. Pass/Fail grading.

290. Honors Independent Study in Music (Staff) One to two courses

Open to junior and seniors with a 3.5 average in music; subject to the approval of the Dean of the School of Music. Honors work may be taken for a total of two courses.

343. Internship in Music (Lister-Sink, Staff) One course

An opportunity to apply knowledge and skills that the student has learned in course work 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. Required of all candidates for the B.M. degree. Prerequisite: Senior standing. January and Spring.

390. Senior Seminar (Lister-Sink) Two quarter courses

The art of chamber music: applied study of rehearsal and performance skills in a comprehensive survey of chamber ensemble literature. Listening, master classes, and performance. Fall and Spring.

Department of Physical Education

Associate Professor Tilley, Chair; Assistant Professors McEwen, Richards.

The emphasis of the departmental offerings is on the values inherent in movement activities through dance, exercise, and sport. Classes are conducted to include knowledge of the various activities and the opportunity for physical, social, and emotional benefits.

The physical education requirement is the completion of four terms including a full term course in fitness, normally to be taken during the freshman and sophomore years. Juniors and seniors may elect additional terms. Continuing Education students are exempt from the physical education requirements but may elect to take activity courses. Participation in Dansalems or an intercollegiate team for one season counts as one term of Physical Education.

Classes are scheduled according to terms as follows:

<i>Fall Term (13 weeks)</i>	<i>Fall Term 1 (6½ weeks)</i>	<i>Fall Term II (6½ weeks)</i>
<i>Cross Country Team</i>	<i>Aquacise</i>	<i>Aquacise</i>
<i>Field Hockey Team</i>	<i>Archery</i>	<i>Badminton</i>
<i>Horseback Riding*</i>	<i>Golf</i>	<i>Basketball</i>
<i>Lifeguard Training</i>	<i>Tennis</i>	<i>Fencing</i>
<i>Soccer Team</i>	<i>Swimming</i>	<i>Modern Dance</i>
<i>Riding Team*</i>	<i>Modern Dance</i>	<i>Volleyball</i>
<i>Swim Club</i>	<i>Distance Swimming</i>	<i>Swimming</i>
<i>Volleyball Team</i>		
<i>Fitness</i>		
<i>Water Safety Education</i>		
<i>Spring Term (13 weeks)</i>	<i>Spring Term I (6½ weeks)</i>	<i>Spring Term II (6½ weeks)</i>
<i>Water Safety Instructor</i>	<i>Aquacise</i>	<i>Aquacise</i>
<i>Scuba Diving*</i>	<i>Badminton</i>	<i>Archery</i>
<i>Soccer Team</i>	<i>Fencing</i>	<i>Golf</i>
<i>Horseback Riding*</i>	<i>Modern Dance</i>	<i>Modern Dance</i>
<i>Tennis Team</i>	<i>Volleyball</i>	<i>Tennis</i>
<i>Riding Team*</i>	<i>Swimming</i>	<i>Swimming</i>
<i>Fitness</i>		
<i>Conditioning</i>		
<i>Lifeguard Training</i>		

*There is a fee of \$265.00 for Horseback Riding Instruction for each term. Fee for Scuba Diving is \$225.00 per term and student must provide her own mask, fins, and snorkel. Fee for Riding Team is \$220.00 for required lessons per term.

10-20. Physical Education for Freshman

(Staff)

Required of all freshmen.

103. History and Techniques of Selected 20th-Century Modern Dancers

(Tilley) One course

A study of the historical development of modern dance with particular

*Fee to be charged.

emphasis on the personalities and styles of its creators and the techniques of its practitioners—Graham, Taylor, Cunningham, Humphrey, Weidman, and Limon. Fall, 1990 and alternate years.

104. History of Dance (Tilley) One course

A survey of dance from pre-historic times to the present with an investigation of the scope, style and function of dance in various cultures. 1990 and alternate years.

110-120. Physical Education for Sophomores (Staff)

Required of all sophomores.

201. Choreography (Tilley) One course

The art of making dances by studying the elements of structure, time, space and dynamics. Approaches to choreography and techniques of handling choreographic material.

210, 220. Physical Education for Juniors (Staff)

230. Independent Study in Dance (Tilley) One or two courses

310, 320. Physical Education for Seniors (Staff)

Department of Psychology

Professor Fay, Chairman; Associate Professor Dudley; Assistant Professor Reiner.

All courses in psychology are intended to provide the student with an understanding of the scientific and applied aspects of psychology.

A major consists of eight courses in psychology. Required courses include Psychology 10, 101, 102, and 270. In addition, a student must complete a minimum of *one* course from the experimental areas (Psychology 225, 240, 262); a minimum of *two* courses from the applied area (Psychology 100, 130, 140, 150, 160, 220), and the equivalent of at least *one* course from the research area (Psychology 200, 282, 290). A student who intends to major in psychology is encouraged to complete Psychology 10 during her freshman year and Psychology 101 and 102 during her sophomore year.

10. Introduction to Psychology (Staff) One course

Psychology as a science and a discipline through a 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 a major. Fall and Spring.

100. Developmental Psychology (Reiner) One course

Psychological development from conception through adulthood, with emphasis on cognitive, social and biological factors. Methodological questions are emphasized as is the nature/nurture issue. Prerequisite: Psychology 10. Fall and Spring.

101. Statistics**(Dudley) One course**

Elementary descriptive statistics and inferential statistics, both parametric and nonparametric. Emphasis on those statistical concepts and techniques useful in analyzing empirical data in both the behavioral and biological sciences. Discussion of these techniques within the context of their application to concrete research situations. Required for a major. Prerequisite: Psychology 10 or permission of the instructor. Fall.

102. Experimental Psychology**(Dudley) One course**

An introduction to the traditional content areas and methodology of experimental psychology. Design, execution, analysis, and critical evaluation of psychological research. Application of learning principles to a laboratory animal. Includes lecture and laboratory periods. Required for a major. Prerequisite: Psychology 10 and Psychology 101. Spring.

130. Social Psychology**(Fay) One course**

An analysis of various current theories, topics, and research methodologies in social psychology. Some of the topics covered include social perception, impression formation, attraction, prosocial and antisocial interpersonal behavior, attitudes, prejudice and discrimination, social roles, group influence on behavior, group dynamics, leadership, social ecology. Prerequisite: Psychology 10. Fall.

140. Abnormal Psychology**(Fay) One course**

Origins, symptoms, and methods of treatment of deviant behaviors with illustrative case material. Social and clinical aspects of psychological disturbances. Prerequisite: Psychology 10. Spring.

150. Psychology of Personality**(Fay) One course**

A summary of major historical and contemporary theories of personality, including relevant research and evaluation of each theory with concern for current applications. Prerequisite: Psychology 10. Fall, 1991 and alternate years.

160. Human Sexuality**(Fay) One course**

An analysis of the psychological, physiological, and sociocultural aspects of human sexual behavior and attitudes. Prerequisite: Psychology 10. Spring.

200. Independent Study**(Staff) One-half to four courses**

Independent study under the guidance of a faculty adviser. Normally open to students with a 2.0 cumulative average. Subject to approval of the chairman of the department. Independent study may take the form of readings, research, conference, project, and/or field experience. Ordinarily it may not be used to substitute for a regular course in the curriculum. Independent study may be taken for a total of four courses, no more than two in any term. Prerequisite: Previous study in psychology or permission of the department chairman.

220. Tests and Measurement**(Fay) One course**

Test theory and construction, including such areas as intelligence, aptitude, interest, personality, and achievement testing. Practice in administering, evaluating, and constructing tests. Prerequisite: Psychology 10. Fall, 1990 and alternate years.

225. Physiological Psychology**(Dudley) One course**

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: Psychology 10. Fall.

240. Cognition**(Reiner) One course**

The theoretical and experimental issues in the area of perceptual and cognitive processes. Topics to be covered include problem solving, visual thinking, human information processing and attention. Includes lecture and laboratory periods. Prerequisite: Psychology 10. Spring, 1992 and alternate years.

262. Learning**(Dudley, Reiner) One course**

Current theories and recent research on learning and related processes. Includes lectures and laboratory periods. Prerequisite: Psychology 10. Spring, 1991 and alternate years.

**270. History and Systems
in Psychology****(Dudley, Reiner) One course**

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. Required for a major. Prerequisite: Psychology 10. Spring.

280. Internship in Psychology (Staff) One-half to two courses

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: Psychology 102 and at least one psychology course related to the area of the internship and permission of the department chairman. Maximum credit per term is one course.

282. Special Topics in Psychology**(Staff) One course**

An issue or problem in contemporary psychology will be studied intensively. The specific content and methods for study will be announced prior to beginning of the course. Typical of topics addressed in the past few years are "Sleep and Dreams," "Childhood Psychopathology," "The Psychology of Art," and "Computers in Psychology." Prerequisite: Psychology 10. Fall and Spring.

**290. Honors Independent
Study in Psychology**

(Staff) One-half to two courses

Advanced independent study under the guidance of a faculty advisor. Normally open to juniors and seniors with 3.5 average in psychology, subject to approval of the chairman of the department. Honors work may be taken for a maximum of two courses.

Department of Religion and Philosophy

Associate Professor Kelly, Chairman; Assistant Professor Moehle; Instructor Bemis.

Religion

The student of religion examines the systems of ideas expressed in the great religions, notably the Judaeo-Christian tradition, by which she endeavors to understand her own existence.

A major in religion is offered, which requires a total of eight and one-half courses. These courses should be selected from different areas of emphasis in the department listing, such as Biblical courses, and historical studies. One course in philosophy should be a part of the major.

**100. Biblical Studies, Introduction
to the Bible**

(Kelly) One course

A historical and literary study of the Old and New Testaments. The course provides an opportunity for students to study significant and representative portions of the Bible according to modern critical methods. Fall.

**101. Early and Medieval Religion
in Western Culture**

(Staff) One course

The development of religious expression in Western civilization from the close of the New Testament to the fifteenth century. Emphasis on Christian and Jewish institutions. The impact of religion on culture and intellectual thought.

**102. Western Religious Traditions
from the Reformation
to the Twentieth Century**

(Staff) One course

Religious thought and institutions from the sixteenth-century Reformation to the present. Emphasis on protestant, Catholic and Jewish movements in the modern world and their interaction with Western civilization.

106. The Religious Dimension

(Kelly) One course

Examination of fundamental religious and philosophic questions through reading and discussion of some of the following: *A Death in the Family*, Agee; *The Awakening*, Chopin; *Who's Afraid of Virginia Woolf*, Albee; *The Cocktail Party*, Eliot; *The Sibyl*, Lagerkvist; *Brother to a Dragonfly*, Campbell; other works. Emphasis on class discussion. Fall.

166. Religion and Ethics**(Kelly) One course**

Human values and ethical decision-making in the context of contemporary spirituality which includes: a (w)holistic understanding of human nature, a liberationist's understanding of social justice, and a developmentalist's understanding of intellectual-ethical and faith stages of growth. Fall.

200. Independent Study in Religion or Philosophy**(Staff) One-half to four courses**

Independent study under the guidance of a faculty adviser. Open to students with a 2.0 cumulative average, permission of the chairman of department. Independent study may take the form of readings, research, conference, projects, and/or field experience. Ordinarily it may not be used to substitute for a regular course in the curriculum. Independent study may be taken for a total of four courses, no more than two in any term. Prerequisite: Previous study in Religion/Philosophy or permission of the department.

205. Biblical Topics**(Kelly) One course**

Focus on a single topic pertaining to either or both the Old and New Testaments; for example: the parables of Jesus, ancient and modern interpretations of Job, Biblical mythology, the prophetic movement, Paul, The Book of Revelation. May be taken more than once with a different topic. Spring.

213. Belief Systems**(Staff) One course**

Theory, methodology, and research findings in the sociological study of belief systems. Cross cultural analysis of religion as well as the study of religion in American society. Offered periodically in conjunction with the Department of Sociology.

220. Topics in Religion and Society**(Staff) One course**

An investigation of a topic of importance in contemporary life. Possible topics include: women and religion, liberation theology, religion and mental health, civil religion. Spring.

235. Eastern Religious Traditions**(Staff) One course**

The historical, ideological, and cultural development of major Eastern religions, including Hinduism, Buddhism, Shintoism, Taoism, and Islam, and an examination of the phenomenology of religion.

240. Religion in America**(Staff) One course**

Protestant, Catholic, and Jewish groups in America, their theological and institutional developments and their impact on American social and intellectual history. Prerequisite: One course in religion or history of the United States.

250. Great Religious Thinkers**(Staff) One course**

The thought of one or two thinkers such as: Augustine, Julian of Norwich,

Teilhard de Chardin, Kierkegaard, Paul Tillich, Martin Buber, Rosemary Reuther and other contemporary figures. Prerequisite: One course in religion or permission of the instructor.

260. The Moravian Experience (Staff) One course

An interdisciplinary approach to the history, culture, life style, and influence of the Moravian religious tradition with special focus on the setting of eighteenth to twentieth century Salem. Prerequisite: One course in religion or permission of the instructor.

270. Internship in Religion

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 knowledge and will increase her knowledge and skills by direct contact with an experienced, knowledgeable mentor. Open to sophomores, juniors, and seniors with a 2.0 cumulative average; maximum credit per term is one course; admission by application only.

280. Religion and the American South (Staff) One course

The history, institutions and cultural impact of Christianity and Judaism in the American South. Prerequisite: One course in religion and one in history.

290. Honors Independent

Study in Religion/Philosophy

One to three courses

Advanced independent study under the guidance of a faculty adviser. Normally open to juniors and seniors with a 3.5 average in religion or philosophy, subject to the approval of chairman of the department. Honors work may be taken for a maximum of two courses.

302. Philosophy of Religion

(Moehle) One course

The main problems of the philosophy of religion (e.g., nature of the religious dimension of life, the problem of evil, justification of faith) as treated in the works of various philosophers. Prerequisite: A minimum of one course in Philosophy.

390. Senior Seminar

(Kelly) One-half course

Required of majors.

Philosophy

Philosophy is the practice of critical reflection and creative speculation on the given. As such it aims to give a reasoned conception of the universe, of the place of human life in it, and to define the ideals which call for recognition in the moral, social, aesthetic, and religious realms.

A major in philosophy is offered, which requires a total of eight and one-half courses including senior seminar. A student majoring in philosophy will be expected to take courses in the history of philosophy, logic, and ethics. Courses in other areas of philosophy will be counted toward the major. With permission of the department, offerings in other

departments may be accepted to satisfy the major. Philosophy majors are strongly encouraged to broaden their learning experience by taking advantage of philosophy courses offered in other colleges.

101. Introduction to Philosophy (Moehle) One course

The methods and aims of philosophy. Survey of several important philosophical problems such as the nature of reality and being (metaphysics), the nature of truth and our means of access to it (epistemology), the principles of moral behavior and a virtuous life (ethics), the rules of correct reasoning (logic), and the essential characteristics of beauty and art (aesthetics). Topics are illustrated by readings from ancient and modern times.

121. Logic (Moehle) One course

Logic as the science of valid inference. Problems and principles of deductive and inductive inference, of formal and informal logical systems. Emphasis on the relevance of logic to ordinary human activities. Fall.

122. Ethics (Moehle) One course

Philosophical inquiry into the nature and grounds of morality. Examination of the main types of ethical theory and the central concepts and problems of ethics—e.g., what is it to be a morally good person? How do I discover what I ought to do, and why should I do it? Is morality a matter of reason or feeling or some combination of these? Spring. Credit will not be given for both 122 and 124.

124. Business Ethics* (Moehle, Staff) One course

This course examines some of the various ways in which ethics is relevant to business by analyzing the ethical elements in problems that arise in the business world. Emphasis is placed upon the application of general ethical theories to such problems. Spring 1991. Credit will not be given for both 122 and 124.

202. Problems of Philosophy (Moehle) One course

An in-depth examination of two or three philosophical problems. Prerequisite: Philosophy 101 or 121.

207. Greek Philosophy (Moehle) One course

Philosophical thought from its origins in ancient Greece through the Hellenistic period. Primarily an introduction to Socrates, Plato, and Aristotle with overviews of those who preceded and succeeded them. The main themes are metaphysics (theory of reality) and epistemology (theory of knowledge). Prerequisite: One course in philosophy or Classical Studies major. Fall 1990.

208. Modern Philosophy (Moehle) One course

Philosophical thought from Descartes to Kant. Examination of the major

**For BSBA students only. Others may enroll with the permission of the Dean of Continuing Studies and the Evening College.*

metaphysical (theory of reality) and epistemological (theory of knowledge) issues of this period. Prerequisite: One course in philosophy. Spring 1991.

210. Individual Philosophers (Moehle) One course

The works of a classical philosopher, ancient or modern.

220. Topics in Philosophy (Moehle) One course

Philosophical investigation of a topic of importance in the contemporary world. Fall 1989.

302. Philosophy of Religion (Moehle) One course

The main problems of the philosophy of religion (e.g., nature of the religious dimension of life, the problem of evil, justification of faith) as treated in the works of various philosophers. Prerequisite: A minimum of one course in philosophy. Fall 1989.

390. Senior Seminar (Moehle) One-half course

Required of majors.

Department of Sociology

Assistant Professor Farris, Chair; Assistant Professor, Trask.

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: (1) a general education especially directed toward understanding the complexities of modern society and its social problems by using basic research and statistical skills; (2) preparation for various types of professions, occupations, and services dealing with people; and (3) preparation of qualified students for graduate training in sociology.

The Sociology Major:

The major in sociology requires a minimum of ten courses. Of these ten courses, Sociology 201 (Theory); 210 (Research Methods); 215 (Social Statistics) or Psychology 101 (Statistics); and either Sociology 100 (Introduction) or Sociology 204 (Social Problems) or Anthropology 110 (Introduction to Cultural Anthropology) are basic and required of all majors. Additional courses are determined by the area of emphasis chosen by the student and may include up to two courses which are cross-referenced with other departments. Salem offers emphasis in the following areas:

- I. Organizations and Society
- II. Applied Sociology
- III. Anthropology

These emphases reflect more specialized interests in the application of sociological knowledge by building upon the stated required courses. Descriptions and requirements for each of these areas follow:

Organizations and Society (6 courses)

This area of study involves the examination of the relationships of people in organizations and communities. Human social systems and their operation are described and analyzed at various levels. Emphasis is given to the interaction of industrialization, social institutions and social organization. Course content includes micro and macro level analysis of the social consequences of economic development, bureaucracy, and complex organizations.

Required courses:

Sociology 235—Business and Society

Sociology 220—Social Stratification

Sociology 260—Modern Complex Organizations

Anthropology 202—Technology and Material Culture

Electives (one from group A and one from group B):

Group A

Sociology 254—Technology and Social Change

Sociology 225—Community Social Service Systems

Sociology 250—Organizational Behavior and Management

Anthropology 224—Beginnings of Civilization

Group B

Sociology 280—Urban Community

Sociology 202—Minority Groups

Sociology 208—Sociology of the Mass Media

Sociology 230—Sex Roles in Modern Society

Sociology 205—Social Psychology

Sociology 310—Special Topics and Anthropology 310—Special Topics can be used as electives where appropriate.

Anthropology 225—Peoples of the World

Applied Sociology (6 courses)

This area of study emphasizes the nature of the individual, groups, and family in society and the variety of social service systems designed to meet human needs. Areas of study include (1) the professionalization of social service workers; (2) the historical emergence and proliferation of public and private agencies providing community services; (3) the development of public policy. Studies in this area are completed with an internship that allows the student to observe first-hand and participate in the provision of social services.

Required Courses:

Sociology 225—Community Social Service Systems

Sociology 226—Community Social Service Practice and Methods

Sociology 275—Internship in Sociology

Electives (three of the following):

Sociology 202—Minority Groups or Anthropology 225—Peoples of the World

Sociology 220—Social Stratification

Sociology 232—Marriage and the Family

Sociology 270—Criminology

Sociology 280—Urban Community

Sociology 254—Technology and Social Change

Sociology 252—Sociology of Aging

Sociology 230—Sex Roles in Modern Society

Sociology 208—Sociology of the Mass Media

Sociology 205—Social Psychology

Sociology 310—Topics and Anthropology 310—Topics where appropriate.

Anthropology (6 courses)

This area of study emphasizes cross-cultural and diachronic studies. The subdisciplines of anthropology are cultural anthropology focusing on non-American contemporary societies, physical anthropology focusing on adaptation by societies in differing ecological niches, and archaeology focusing on technological material cultural changes over time and space. It is suggested that students interested in completing this emphasis utilize Introduction to Cultural Anthropology as their entry course to the major.

Required Courses:

Anthropology 100—Human Origins

Anthropology 202—Technology and Material Culture

Anthropology 225—Peoples of the World

Electives (three including at least one from group A and one from group B):

Group A

Archaeology 101—Introduction to Archaeology

Archaeology 202—Historic Archaeology

Anthropology 224—Beginnings of Civilization

Group B

Sociology 220—Social Stratification

Sociology 202—Minority Groups

Sociology 213—Belief Systems

Biology 50—Human Ecology

Biology 116—Ecology

Biology 311—Evolution

Sociology 211—Early American Social and Intellectual History or

Sociology 212—American Social and Intellectual History since 1865

Sociology 230—Sex Roles in Modern Society

Sociology 310—Topics and Anthropology 310—Topics where appropriate.

Archaeology

101. Introduction to Archaeology (Staff) One course

A survey of excavation and analytical techniques relating to both artifactual and non-artifactual remains, designed to familiarize students with the basic methodologies and theoretical concepts of archaeology. Emphasis on how archaeology aids in understanding various stages of cultural development. Spring, 1990 and alternate years.

202. Historic Archaeology (Staff) One course

A survey of major historical sites with special emphasis on Salem sites. A comparison of historical documentation and archaeological evidence will contribute to a fuller understanding of material culture, architecture, and documentary evidence from historic time periods. Prerequisites: Archaeology 101, History 105. Religion 260 recommended. Spring, 1991 and alternate years.

210. Field Methods in Archaeology (Staff) One course

Excavation of a Moravian site within Old Salem or its environs. Work will consist of field excavation and laboratory analysis. Training in basic field skills such as transit mapping, recording and excavation techniques, and processing and analysis of artifacts recovered. A maximum of two course credits may be applied towards the degree. Prerequisite: Archaeology 101 or permission of the instructor.

Anthropology

100. Human Origins (Staff) One course

The study of Hominid origins and evolution from the perspective of physical anthropology and archaeology. Topics include primate evolution and behavior, a survey of world cultures from archaeological studies and the techniques of archaeology. No prerequisite. Fall, 1991 and alternate years.

110. Introduction to Cultural Anthropology (Staff) One course

An examination of the theories of cultural anthropology and cultural linguistics. Topics include cross cultural analysis of the social organization of societies throughout the world and language within a cultural setting. No prerequisite. Fall, 1990 and alternate years.

200. Independent Study

Refer to Sociology 200 description.

202. Technology and Material Culture (Staff) One course

Various technological advances such as agriculture, ceramics, metallurgy, and the construction of shelters will be examined as they relate to stages of cultural evolution. Prerequisite: Archaeology 101 or Anthropology 110. Fall, 1991 and alternate years.

224. Beginnings of Civilization (Staff) One course

A study of the origins of plant and animal domestication and exploration of the development of social/political organizations within the major

civilization centers of the world. Areas studied include the Mediterranean, the Tigris-Euphrates area, India, China, Africa, Peru and Mesoamerica. Prerequisite: Introduction to Cultural Anthropology or permission of instructor. Fall, 1990 and alternate years.

225. Peoples of the World (Staff) One course

An exploration of other cultures in terms of subsistence levels. Cross cultural analysis is utilized. Topics include an anthropological exploration of economic systems, family and kinship structure, political and social organization, belief systems and art of particular subsistence level populations. The subsistence levels studied vary from semester to semester and include hunters and gatherers, nomads, peasants and agriculturalists. No prerequisite. Spring, 1991 and alternate years.

310. Special Topics in Anthropology (Staff) One course

The investigation of a topic within a subfield of anthropology.

Sociology

100. Introduction to Sociology (Farris) One course

The concepts, theories, and methods that form the core of the sociological perspective on human social behavior, including such topics as structure, social process, socialization, and culture. Fall and Spring.

200. Independent Study (Staff) One to four courses

Independent study under the guidance of a faculty adviser. 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. Ordinarily it may not be used to substitute for a regular course in the curriculum. Independent study may be taken for a total of four courses, the maximum in any one term being two course credits. Prerequisite: Permission of the department. Fall and Spring.

201. Sociological Theory (Trask) One course

Contemporary theoretical perspectives are studied in relation to past theoretical development. The implications of the current sociological theory for the development of sociology as a discipline are emphasized. Prerequisite: Sociology 100 or Sociology 204 or Anthropology 110. Fall.

202. Minority Groups (Trask) One course

A socio-historical analysis of the interaction of minority groups and the American environment. This will include the social, economic, and political aspects of minority groups in the United States. Prerequisite: Sociology 100 or Sociology 204 or Anthropology 110 or permission of the instructor. Spring, 1990 and alternate years.

204. Social Problems (Farris, Trask) One course

Selected major problems in the American social systems will be studied through a review of the literature in the discipline. Spring.

205. Social Psychology (Fay) One course

An analysis of various current theories, topics, and research methodologies in social psychology. Some of the topics covered include social

perception, impression formation, attraction, prosocial and antisocial interpersonal behavior, attitudes, prejudice and discrimination, social roles, group influence on behavior, group dynamics, leadership, social ecology. Four meetings a week. Prerequisite: Psychology 10. Fall.

208. Sociology of the Mass Media (Trask) One course

The process, structure, content, and effects of mass communication will be studied. Contemporary issues surrounding mass communication will be considered as well as the relationship between mass media organizations and other social institutions. Spring, 1991 and alternate years.

210. Research Methods (Farris) One course

Methodological and theoretical approaches in the analysis of social phenomena, including theory building. Prerequisite: Sociology 100, or 204, or Anthropology 110 or permission of instructor. Required of all sociology majors. Spring.

211. Early American Social and Intellectual History (Byers) One course

Aspects of American society and thought in the colonial and national eras. Emphasis on topics such as political and social reform, the impact of religion, and sectionalism. Prerequisite: History 105 or permission of the department. Fall, 1990.

212. American Social and Intellectual History Since 1865 (Byers) One course

Problems in American life from 1865 to the present. Emphasis on topics such as race relations, women's rights, science and society, and social reform movements. Prerequisite: History 106 or permission of the department. Spring, 1991.

213. Belief Systems (Staff) One course

Theory, methodology, and research findings in the anthropological study of belief systems. Cross cultural analysis of religion as well as the sociological study of religion in American society. (Offered in alternate years in conjunction with the Department of Philosophy and Religion.)

215. Social Statistics (Dudley) One course

The principles and methods for collecting and analyzing social and economic data. Stress on tests of hypotheses; non-parametric techniques; multivariate analysis and data transformation, and manipulation. Use of examples from the disciplines of sociology. (See Psychology 101.) Prerequisite: Sociology 100 or Sociology 204 or Anthropology 110. Fall.

220. Social Stratification (Trask) One course

Systems of social inequality (stratification) in human societies. Emphasis on the nature, causes, and consequences of social inequality. Prerequisite: Sociology 100 or Sociology 204, or Anthropology 110, or junior standing. Spring, 1990 and alternate years.

225. Community Social Service Systems (Farris) One course

A comprehensive review of the application of sociological principles in the social services. This course reviews the history of public and private agencies and includes field placement in an agency. Prerequisite: Sociology 100 or Sociology 204 or Anthropology 110. Fall, 1990 and alternate years.

226. Community Social Services Practice and Methods (Farris) One course

An in-depth review of the diagnostic and functional methods and therapeutic techniques used in the delivery of social services. Emphasis is placed upon needs assessment, interaction with the individual, and client groups. Prerequisite: Sociology 225 or permission of the instructor. Spring, 1991 and alternate years.

230. Sex Roles in Modern Society (Farris) One course

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. Prerequisite: Sociology 100 or Sociology 204 or Anthropology 110 or junior standing, or permission of instructor. Fall, 1991 and alternate years.

232. Marriage and The Family (Farris) One course

The institution of marriage and the family in various societies with special emphasis on the contemporary American family. Prerequisite: Sociology 100, or Sociology 204 or Anthropology 110 or junior standing. Fall, 1989 and alternate years.

235. Business and Society (Trask) One course

A study of the relationship between the individual and corporation in modern society. Changes in the structure and processes of corporations are examined as are controversies over the impact of corporate policies and goals on employees, consumers and the general public. Topics include Industrial society, Post-Industrial society and the sociology of work and occupations. Prerequisite: Sociology 100 or Sociology 204 or Anthropology 110 or permission of instructor. Fall.

250. Organizational Behavior and Management (Trask) One course

An examination of the major psychological factors and processes producing stability and change in organizations. Attention will be given to interpersonal behavior, small groups, leadership, cooperation, conflict, and organization. Fall, 1989 and alternate years.

252. Sociology of Aging (Farris) One course

An examination of the major theories of aging. The demography of aging and the influence of longevity on social issues. No prerequisite. Fall, 1990 and alternate years.

254. Technology and Social Change (Trask) One course

A study of the impact of technology on contemporary social institutions

and normative behavior. The role of computer and space age technology in contemporary social institutions. Topics include technology and theories of social change, computers and information transfer, security, privacy; computers and ethics; computers in education, government, industry, the arts, and social forecasting. Special emphasis is placed upon the emergence of an information society and the resulting shifts in social values and lifestyles. No prerequisite. Spring, 1990 and alternate years.

260. Modern Complex Organizations (Trask) One course

Sociological perspectives on complex organizations—governmental, nonprofit, and business. Special attention given to bureaucracy, goals and effectiveness, coordination, authority, and change. Prerequisite: Junior standing, or permission of instructor. Spring.

270. Criminology (Farris) One course

An analysis, by attention to the criminal justice system, of crime and delinquency as legal categories. Sociological theories of causation of and social reaction to crime and delinquency also included. Prerequisite: Sociology 100 or Sociology 204 or Anthropology 204 or junior standing. Fall, 1991 and alternate years.

275. Internship in Sociology (Staff) One-half to two courses

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 internship implies that the student has some base of knowledge and will increase her knowledge and skills by direct contact with an experienced, knowledgeable mentor. Open to sophomores, juniors, and seniors with a 2.0 cumulative average; maximum credit per term is one course; admission by application only.

280. Urban Community (Trask) One course

The study of urbanization, the ecology of urban sub-areas, the major demographic features and problems of modern cities, and urban social organization. Prerequisite: Junior standing or permission of instructor. Spring, 1990 and alternate years.

290. Honors Independent Study in Sociology (Staff) One to four courses

Advanced independent study under the guidance of a faculty adviser. Normally open to juniors and seniors with a 3.5 average in sociology, subject to approval of the chairman of the department. Honors work may be taken for a maximum of two courses.

310. Special Topics in Sociology (Staff) One course

Contemporary issues in sociology. This course consists of intensive study of current topics in the field of sociology. Prerequisite: Sociology 100 and any 200-level sociology course or permission of department. Offered as needed.

Student Designed Major (See page 87)

Women's Studies (See page 86)

Awards and Prizes

The Elisabeth Oesterlein Award—Named in recognition of the first teacher of the school for girls begun in 1772, the Oesterlein Award is presented annually at Founders Day to the senior who, during her four years at Salem, has made notable contributions to the quality of life at Salem College. It recognizes both outstanding leadership and scholarship, and the recipient must have attained a 3.0 average overall.

The 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 in two categories: (1) \$200 to a senior student who exemplifies strong campus citizenship, Christian character, loyalty, and effective service to the College; and (2) \$200 to a faculty member who has demonstrated sound service, loyalty, Christian influence, and effective teaching.

The President's Prizes—Established by the Alumnae Association of Salem College in 1958, the awards are made to students in a number of areas of academic achievement. Included is an award of \$100 to the freshman and to the junior with the highest quality point average, provided she returns for the academic year immediately following.

Jess Byrd Scholar-Athlete Award—Named in honor of Professor Emeritus



Jess Byrd, this award goes to a senior who has maintained a 3.0 average overall, demonstrated leadership in both intercollegiate and intramural athletics, and shown consistent qualities of good sportsmanship.

The Katherine B. Rondtbaler Awards—The Alumnae Association of Salem College presents awards to students each year for the best creative work in art, literature, and music. The work may be in one of a variety of forms.

The Gordon Gray Award—An award of \$100 is made annually to the student who completes two years at Salem College and makes the highest academic average of her class, provided she returns for the academic year immediately following.

Lovin History Award—The award, named in honor of Cynthia Lovin McArthur, a 1975 graduate, is presented to an outstanding senior who has majored in either History, American Studies, or Art History. The recipient must have maintained at least a 3.5 average, demonstrated through independent study or honors work her promise as a history scholar, and made significant contributions to the Salem community. The honor carries with it a \$100 prize and an engraved bowl.

The Mollie Cameron Tuttle Memorial Prize—Established in 1956 by the Class of 1946 in memory of their classmate, this award is made annually to an outstanding student in nutrition or interior design.

The Nancy Caroline Hayes Elementary Education Award—Established in 1971 by the Class of 1971 in memory of their classmate, this award is made annually to an outstanding student in the elementary education program.

The Marion and Alice McGlinn Award—An award of \$50 is made annually to the student displaying the most outstanding qualities of leadership on campus during her senior year. The donors, who are sisters, each served as president of student government while at Salem College.

The Winnie Warlick Simpson Awards—Established by the children of Winnie Warlick Simpson, a Salem College alumna, an annual award is given in both music theory and music composition.

Sophisteia Award—This award is a gift to Salem College from the Class of 1978 in conjunction with the class of 1973. This award was established in 1978 for the purpose of recognizing the outstanding academic achievement and the excellence in scholarship of a graduating senior. During the graduation ceremony, the award will be presented to the senior graduate with the highest grade point average over four years.

Student Research Fund—The Class of 1975 established as its gift to the College a \$1,000 trust fund, the interest to be used to support selected student research projects. Interested students are encouraged to apply, and the recipients are chosen by a faculty committee.

The Clark A. Thompson Community Service Award—Established to honor Dr. Clark A. Thompson for his years of dedicated service to the College and to the larger community and to recognize a Salem student who has made more than a passing commitment to volunteer community service.

Honor Organizations

Alpha Lambda Delta

Alpha Lambda Delta is a freshman honor society. Its purpose is to promote intelligent living, high standards of learning, and to encourage superior academic achievement in a student's first year at Salem. To be admitted to Alpha Lambda Delta, a freshman must take a full academic load and have a quality point average of 3.5. Students are admitted at the beginning of the spring term.

Alpha Psi Omega

Alpha Psi Omega is an honorary dramatic fraternity which offers membership to those students who achieve a high standard of work in dramatics. Students who complete a minimum of sixty hours on stage and in some area of crew work are eligible for membership.

Honor Society

The purpose of the Honor Society of Salem College is to recognize and foster scholarship. Its membership is limited to juniors and seniors of superior academic achievement who have completed a specified amount of work at Salem.

Mortar Board

Mortar Board is a national honor society for senior students who have demonstrated distinguished ability and achievement in scholarship, leadership, and service to the college and the community. Members are tapped for the society at the end of their junior year or the beginning of their senior year.

Omicron Delta Kappa

Omicron Delta Kappa, a national honor society, recognizes junior and senior students who have attained academic success and demonstrated the desire to contribute to a better community through involvement in an integrated program of extracurricular activities.

Order of the Scorpion

This organization serves the College through projects, which though often small and intangible, are vital to the preservation of the "spirit of Salem." The membership is composed of no more than fourteen juniors and seniors chosen by members of the Order.

Phi Alpha Theta

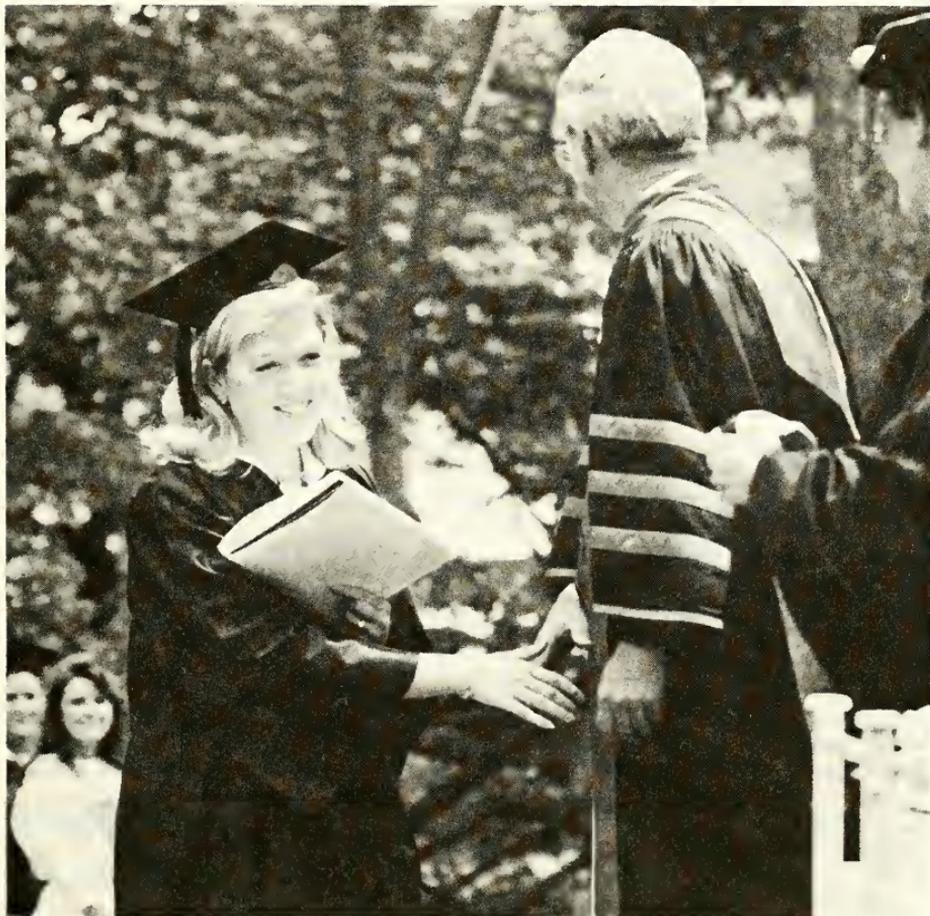
Phi Alpha Theta, the national honorary history society, encourages and recognizes outstanding achievement in that field of study. Both faculty and students may be inducted into this society.

Phi Sigma Iota

Phi Sigma Iota is the national honorary society in foreign languages. It is open to faculty, juniors, and seniors who meet high standards of performance in advanced French, German, Spanish, and Latin.

Pi Gamma Mu

Pi Gamma Mu is the International Social Science Honor Society. It recognizes achievement in the Social Sciences and is open to juniors and seniors who meet its high standards through their course work in history, political science, economics, sociology, and psychology.



Organization of the College

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Winston-Salem, North Carolina

Frank E. Driscoll (1990)
President

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Winston-Salem, North Carolina*

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Winston-Salem, North Carolina

Clyde W. Fitzgerald Jr. (1993)
Winston-Salem, North Carolina

Bettie Broynhill Gortner (1994)
Clearwater, Florida

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Pastor

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Burlington, North Carolina*

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Atlanta, Georgia

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Winston-Salem, North Carolina*

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Of Counsel
*Petree, Stockton and Robinson
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Winston-Salem, North Carolina

Richard L. Sides (1992)
Associate Pastor
*Home Moravian Church
Winston-Salem, North Carolina*

Emily Pleasants Smith (1995)
Charlotte, North Carolina

Hans W. Wanders (1992)
Winston-Salem, North Carolina

John F. Ward (1994)
President, Chief Executive Officer
*Sara Lee Knit Products
Winston-Salem, North Carolina*

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Winston-Salem, North Carolina

Calder W. Womble (1994)
Attorney
*Womble, Carlyle, Sandridge and Rice
Winston-Salem, North Carolina*

Velva Whitescarver Woollen (1994)
Charlotte, North Carolina

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Winston-Salem, North Carolina

Nancy W. Dunn (1991)
Winston-Salem, North Carolina

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Chicago, Illinois

Jill Stewart Flynn (1991)
Charlotte, North Carolina

James A. Hancock (1990)
Winston-Salem, North Carolina

James G. Hanes III (1990)
Winston-Salem, North Carolina

Susan W. Hudson (1991)
Charlotte, North Carolina

Francis M. James, III (1992)
Winston-Salem, North Carolina

Catherine L. Lemon (1990)
Phoenix, Arizona

William W. Neal (1991)
Charlotte, North Carolina

Paul Pancake (1991)
Huntington, West Virginia

L. Richardson Preyer (1990)
Greensboro, North Carolina

Kenneth O. Raschke (1992)
Winston-Salem, North Carolina

Jean A. Sherrill (1991)
Winston-Salem, North Carolina

E. Sue Cox Shore (1990)
Winston-Salem, North Carolina

Mary Hannah F. Taft (1991)
Greenville, North Carolina

M. Elizabeth Tidball (1990)
Washington, D.C.

Charles F. Vance Jr. (1990)
Winston-Salem, North Carolina

Charles B. Wade Jr. (1990)
Winston-Salem, North Carolina

Pat B. Wallace (1991)
Martinsville, Virginia

Ranlet Willingham (1991)
Winston-Salem, North Carolina

Emeriti

Jess Lucile Byrd, B.A., M.A.	<i>Emma Lebman Professor of English, Emeritus</i>
Roy Jones Campbell, B.A., M.P.H.	<i>Professor of Biology, Emeritus</i>
Mary Frances Cash, B.M.	<i>Associate Professor of Theory, Emeritus</i>
Anna J. Cooper, B.A., M.A., M.S.	<i>Librarian, Emeritus</i>
Merrimon Cuninggim, A.B., M.A., B.A., M.A., B.D., Ph.D.	<i>President, Emeritus</i>
Arley Theodore Curlee, B.A., M.A.	<i>Louise C. Shaffner Professor of Mathematics, Emeritus</i>
Laura C. Edwards, B.A., M.A.	<i>Associate Professor of English, Emeritus</i>
Louise Y. Gossett, B.A., M.A., Ph.D.	<i>Professor of English, Emeritus</i>
Hans Heidemann, B.M., M.M., Piano Diploma	<i>Professor of Piano, Emeritus</i>
Mary Stewart Hill, B.A., M.A., M.A., Ph.D.	<i>Professor of Religion and Philosophy, Emeritus</i>
Mary E. Homrighous, A.B., M.A., Ph.D.	<i>Professor of English, Emeritus</i>
Edith A. Kirkland, B.A.	<i>Director of Admissions, Emeritus</i>
William G. Mangum, B.A., M.A.	<i>Professor of Art, Emeritus</i>
Mary L. Melvin, B.A., M.A.	<i>Associate Professor of Modern Foreign Languages, Emeritus</i>
Anna Gertrude Perryman, B.A.	<i>Treasurer, Emeritus</i>
Paul Willard Peterson, B.A., M.M.	<i>Professor of Voice, Emeritus</i>
June Louise Samson, B.A., M.A.	<i>Professor of Music, Emeritus</i>

Clemens Sandresky, B.A., M.A.*Dean, School of Music, Emeritus*
 Margaret Vardell Sandresky, B.M., M.M.*Professor of Composition and Theory, Emeritus*
 Edwin F. Shewmake, B.S., M.A.*Professor of Art, Emeritus*
 Margaret L. Simpson, B.A.*Registrar, Emeritus*
 Margaret Petree Snow, B.S., M.Ed.*Professor of Home Economics, Emeritus*
 Sadie Elizabeth Welch, B.A., M.A., Ph.D.*Professor of Psychology
 and Education, Emeritus*
 William Beckler White, B.A., B.S., M.A., Ph.D.*Professor of English, Emeritus*
 Anne E. Woodward, B.A., M.A.,*Professor of Physical Education, Emeritus*

The Faculty

Thomas V. Litzenburg Jr. (1982)*

President, Salem Academy and College

B.A., Washington and Lee University; B.D., Yale University; M.A., Ph.D., Princeton University

Annette Allen (1990)

Dean of the College; Professor of Literature

B.A., Drake University; M.A., Southern Methodist University; Ph.D., University of Texas at Dallas

Christopher J. Baker (1989)

Associate Professor of Education

B.A., B.Ed., The University of New England, Australia; M.Ed., The University of Alberta, Canada; Ph.D., The University of Texas at Austin

Geoffrey B. Bates (1990)

Assistant Professor of Art

B.F.A., University of Georgia; M.F.A., Ohio University

Kathleen A. Bemis (1990)

Instructor of Religion

B.A., Southern Illinois University; M.A., Florida State University

James W. Booth Jr. (1987)

Assistant Professor of Writing and Communications

B.A., M.A., University of North Carolina at Greensboro; D.A., State University of New York, Albany

Douglas B. Borwick (1985)

Associate Professor of Arts Management

B.M., M.M., Baylor University; Ph.D., Eastman School of Music

Michel H. Bourquin (1966)

Assistant Professor of French

B.A., Florida State University; M.A., Trinity College

James Lee Bray (1958)

Professor of Education

A.B., Ed.M., College of William and Mary

Martha S. Burpitt (1990)

Assistant Professor of Interior Design

B.F.A., M.F.A., Ph.D., University of Georgia

John Wesley Burrows (1964)

Associate Professor of Mathematics

B.A., M.A., East Tennessee University

Mildred Inzer Byers (1957)

Ivy May Hixson Professor of Humanities

A.B., Randolph-Macon Woman's College; M.A., Ph.D., Radcliffe College

W. Douglas Cardwell, Jr. (1972)

Professor of Modern Languages

A.B., Transylvania College; Ph.D., Yale University

Errol MacGregor Clauss (1963)**

Professor of History

B.A., Gettysburg College; M.A., Ph.D., Emory University

*Date following name indicates year of appointment.

**On Sabbatical Spring, 1991.

Linda Motley Dudley (1971)

Associate Professor of Psychology

B.A., University of North Carolina at Chapel Hill; M.A., Ph.D., University of North Carolina at Greensboro

James W. Edwards (1965)

Professor of Biology

A.B., Evansville College; M.S., Ph.D., Utah State University

Jeffrey A. Ersoff (1979)

Associate Professor of Psychology and Computer Science, Director of Academic Computing

B.A., Cornell University; M.A., Florida Atlantic University; Ph.D., University of Texas

M. Cynthia Farris (1983)

Associate Dean, Assistant Professor of Sociology

A.B., University of California, Berkeley; M.Ed., Ph.D., University of North Carolina at Greensboro

Todd L. Fay (1976)

Professor of Psychology

B.A., University of Michigan; M.S., Ph.D., Northwestern University

Mary Ann Garcia (1964)

Associate Professor of Modern Languages

B.A., M.A., University of Michigan

Penny Griffin (1975)

Assistant Professor of Art

B.A., Appalachian State University; M.A., Florida State University

Deborah L. Harrell (1980)

Instructor in Mathematics

B.S., Wake Forest University; M.S., North Carolina State University

Catherine D. Holderness (1986)

Assistant Professor of Management

B.A., San Jose State University; M.B.A., University of Nevada-Reno; Ed.D., University of North Carolina at Greensboro

John W. Hutton (1990)

Instructor of Art

A.B., Princeton University; M.A., University of London; M.A., Harvard University

James M. Jordan (1959)

Associate Professor of English

B.A., M.A., University of Virginia

Cathy D. Kea (1986)

Assistant Professor of Education

B.A., North Carolina Central University; M.S., University of Wisconsin-LaCrosse; Ph.D., University of Kansas

Susan L. Keane (1979)

Laboratory Instructor in Biology

B.S., University of North Carolina at Greensboro; M.T. (A.S.C.P.), Penrose Hospital

Sidney L. Kelly, Jr. (1967)

Associate Professor of Religion

B.A., Wofford College; B.D., Yale University; Th.M., Princeton Theological Seminary; Ph.D., Vanderbilt University

Gary Ljungquist (1979)

Associate Professor of Modern Languages

B.A., Clark University; Ph.D., Cornell University

Caroline McAlister (1989)

Assistant Professor of English

B.A., Yale University; Ph.D., Emory University

Ellen J. McEwen (1985)

Assistant Professor of Physical Education

B.S., Ashland College; M.A., Ohio State University

George F. McKnight (1978)

Associate Professor of Chemistry and Coordinator of Programs for Women in Science

B.A., LaSalle College; M.S., Ph.D., University of Illinois

Brian Meehan (1972)

Associate Professor of English

B.A., M.A., C.Phil., Ph.D., University of California, Los Angeles

Craig Harrison Miller (1976)

Associate Professor of Chemistry

B.S., Lewis and Clark College; Ph.D., University of Illinois

Natalia R. Moehle (1984)

Assistant Professor of Philosophy

B.A., M.A., Ph.D., University of Texas at Austin

Thomas B. Mowbray (1978)

Professor of Biology

B.A., University of Minnesota; M.A., Ph.D., Duke University

Stephen R. Nohlgren (1966)

Professor of Biology

B.A., Augustana College; M.S.P.H., University of North Carolina at Chapel Hill; Ph.D., The Bowman Gray School of Medicine of Wake Forest University

William T. Partin (1990)

Visiting Assistant Professor of History

B.A., Guilford College; M.A., Ph.D., Ohio State University

Charles B. Pate (1971)

Associate Professor of Chemistry

B.S., Ph.D., University of South Carolina

Jerry Pubantz (1976)

Professor of Political Science

B.S.F.S., School of Foreign Service, Georgetown University; M.A., Ph.D., Duke University

Michael Reiner (1986)

Assistant Professor of Psychology

B.A., Haverford College; Ph.D., University of Minnesota

Laura Johnson Richards (1987)

Assistant Professor of Physical Education and Director of Aquatics

B.S., University of North Carolina at Greensboro; M.S., University of Tennessee-Knoxville

Dorothy S. Russell (1978)

Professor of Education; Director of Graduate Studies; Director of Teacher Education

B.A., Fairleigh Dickinson College; M.A., Paterson State College; Ed.D., University of North Carolina at Greensboro

Dudley D. Shearburn (1977)

Associate Professor of Education

A.B., Birmingham Southern College; M.Ed., Ph.D., St. Louis University

Adam Stiener (1966)

Associate Professor of German

B.A., M.A., University of Oregon

Nan R. Tilley (1966)

Associate Professor of Physical Education

B.S., M.F.A., University of North Carolina at Greensboro

Suzanne S. Trask (1989)

Assistant Professor of Sociology

B.A., Drake University; M.A., University of Tennessee-Knoxville; Ph.D., University of Georgia

André A. Vonsiatsky (1990)

Visiting Assistant Professor of Management

B.A., University of Florida; M.B.A., Wake Forest University

Janet S. Zehr (1985)

Assistant Professor of English

B.A., State University of New York, College of Geneseo; M.S., Columbia University; Ph.D., University of Illinois at Urbana-Champaign

Part-Time Faculty

Mary Lucy Bivins (1985)

Instructor in Speech and Drama and Director of Pierrettes

B.A., Salem College; M.A., Wake Forest University

James G. DeVoto (1988)

Visiting Assistant Professor of Classical Languages (joint appointment with Wake Forest University)

A.B., College of Holy Cross; M.A., Washington University; Ph.D., Loyola University

Mary Jamis (1990)

Assistant Professor of Psychology

B.A., Hiram College; M.A., Roosevelt University; Ph.D., Kent State University

Jayne Lukas Kaniss (1990)

Assistant Professor of Political Science

B.A., Mount Holyoke College; M.S.P.A., Ph.D., Florida State University

Jenny R. Puckett (1989)

Instructor of Spanish

B.A., Wake Forest University; M.A., Middlebury College

Susan Brown Wallace (1990)

Assistant Professor of Psychology

B.S., Howard University; A.M., Boston University; Ph.D., University of Pittsburgh

School of Music

Barbara Lister-Sink (1986)

Associate Professor of Piano, Dean

A.B., Smith College; Soloist Diploma and Prix d'Excellence, Utrecht Conservatory

Anne Carter (1985)*

Instructor in Suzuki Violin

Anita Cirba (1986)*

Instructor in Trumpet

B.M., NC School of the Arts; M.M., Cleveland Institute of Music

Anne Peacock DiPiazza (1976)*

Instructor in Piano

B.M., M.M., University of North Carolina at Greensboro

Susan C. Giles (1988)*

Instructor in Kindermusik Program

B.A., Salem College

Irma Gatewood Goldberg (1982)*

Instructor in Piano

B.M., Salem College; M.M., University of North Carolina at Greensboro

James Gregory (1988)*

Instructor in Piano

Virginia Haisten (1987)*

Instructor in Organ & Piano

Director, Salem Community Music School

B.M., Salem College; M.M., Eastman School of Music

Carolyn Denning Harris (1979)*

Instructor in Kindermusik Program

B.A., Adelphi University

Patrick Hicks (1986)*

Instructor in Suzuki Piano

M.M., Peabody Conservatory

Rebecca Lanier Howard (1978)*

Instructor in Kindermusik Program

B.M., Furman University; M.M., Northwestern University

*Salem Music School Faculty

Debbie Hunter (1988)*

Instructor in Piano

B.M., Salem College

Louise F. Idol (1988)*

Instructor in Kindermusik Program

B.S., High Point College

Joan E. Jacobowsky (1951)

Professor of Voice

B.S., Juilliard School of Music; M.A., Teachers College of Columbia University

Terese Kaptur (1988)*

Instructor in Piano

B.M., M.A., University of Alaska

Nola Reed Knouse (1983)*

Assistant Professor of Theory and Flute

B.A., Wake Forest University; M.A., Ph.D., Eastman School of Music

Eileen M. Kress (1988)*

Instructor in Kindermusik Program

Sarah R. Kuhl (1988)*

Instructor in Kindermusik Program

B.S., Midwestern University

Ann Listokin (1967)*

Instructor in Piano

Institute of Modern Piano Technique, Mannes College of Music

Anna H. Matthews (1976)*

Instructor in Voice

B.A., Brigham Young University

Martha Mazonson (1988)

Instructor in Alexander Technique

B.A., Brown University

Charles R. Medlin (1953)*

Instructor in Cello and Piano

University of North Carolina and Juilliard School of Music

Donita Moore (1989)*

Instructor in Flute, Piano and Organ

B.M., Salem College

John S. Mueller (1955)

Professor of Organ

B.M., Oberlin College Conservatory; M.M., University of Michigan; D.M.A., Boston University

Margaret Snodgrass Mueller (1958)

Professor of Organ and Theory

B.M., M.M., Oberlin Conservatory

David Pegg (1988)

Associate Professor of Music and Choral Conductor

B.M., M.M., University of North Carolina at Greensboro

Patricia Pence-Sokoloff (1965)

Associate Professor of Harp

B.S., West Chester State University

John Pruett (1984)*

Instructor in Violin and Viola

B.A., The Curtis Institute of Music

Eric Schoulda (1984)*

Instructor in Guitar

B.M., American University

Sandra Talton (1985)*

Instructor in Kindermusik Program

B.M., Furman University; M.M., Southern Baptist Theological Seminary

Elizabeth White (1987)*

Instructor in Kindermusik Program

B.A., Wake Forest University

*Salem Music School Faculty

Nancy Wurtele (1962)

Associate Professor of Piano

B.M., University of Southern California; M.S., Juilliard School of Music; D.M.A., University of Southern California

Marguerite Young (1981)*

Instructor in Violin

B.M., University of North Carolina at Greensboro

*Salem Music School Faculty



Adjunct Faculty in Medical Technology

Program in Medical Technology Bowman Gray School of Medicine

Michael L. O'Connor, M.D.	<i>Medical Advisor</i>
Lenora W. Flynn, MT (ASCP) H, M.Ed.	<i>Program Director</i>
Gwen Bradsher, MT (ASCP) SM	<i>Instructor in Clinical Microbiology</i>
Candace Culton, MT (ASCP) SH, M.A.	<i>Instructor in Clinical Microscopy</i>
Judi Scaro, MT (ASCP) SC	<i>Instructor in Clinical Chemistry</i>
Julie H. Simmons, MT (ASCP)	<i>Instructor in Blood Bank/Serology</i>

Forsyth Memorial Hospital School of Medical Technology

Joseph B. Dudley, M.D.	<i>Medical Director</i>
Donna G. Basch, MT (ASCP) SC	<i>Program Director</i>
Debbiè Newsome, MT (ASCP) SC	<i>Education Coordinator in Clinical Biochemistry</i>
Kay Pugh, MT (ASCP) SH	<i>Education Coordinator in Clinical Hematology, Management and Education</i>
Phyllis Taylor, MT (ASCP) SBB	<i>Education Coordinator in Blood Bank/Serology</i>
Tara Cleveland, MT (ASCP) SM	<i>Education Coordinator in Microbiology, Mycology and Parasitology</i>

Medical Technology Program Duke University Medical Center

Frances K. Widmann, M.D.	<i>Medical Director</i>
Margaret C. Schmidt, MT (ASCP) SH, CLS (NCA), Ed.D.	<i>Program Director</i>
Cynthia L. Wells, MT (ASCP), CLS (NCA), Ed.D.	<i>Assistant Program Director</i>
Kennie B. Beam, MT (ASCP) SM, CLSpM (NCA), M.S.	<i>Education Coordinator in Clinical Microbiology</i>
Iris W. Long, MT (ASCP) SH, CLSpH (NCA), M.B.A.	<i>Education Coordinator in Clinical Hematology</i>
Denise Y. Rodio, MT (ASCP) SBB	<i>Education Coordinator in Immunohematology</i>
Barbara L. Benton, C (ASCP), C (NCA)	<i>Education Coordinator in Clinical Chemistry</i>
Donald Royster, CLPib (NCA)	<i>Education Coordinator in Clinical Phlebotomy</i>

Administration

Administration and Staff

Office of the President

Thomas V. Litzenburg Jr. (1982)

President, Salem Academy and College

B.A., Washington and Lee University; B.D., Yale University; M.A., Ph.D., Princeton University

Delores S. Clarke (1964)

Executive Secretary

Office of the Chaplain

D. Wayne Burkette (1990)

Chaplain of the Academy and College

B.A., University of North Carolina at Chapel Hill; M.Div., Moravian Theological Seminary;
D.Min., Union Theological Seminary of Virginia

Office of the Dean of the College

Annette Allen (1990)

Dean of the College

B.A., Drake University; M.A., Southern Methodist University; Ph.D., University of Texas
at Dallas

Barbara Lister-Sink (1986)

Dean, School of Music; Associate Professor of Piano

A.B., Smith College; Soloist Diploma in Piano, Prix d'Excellence, Utrecht Conservatory

M. Cynthia Farris (1983)

Associate Dean; Assistant Professor of Sociology

A.B., University of California, Berkeley; M.Ed., Ph.D., University of North Carolina at Greensboro

George F. McKnight (1978)

Associate Professor of Chemistry and Coordinator of Programs for Women in Science

B.A., LaSalle College; M.S., Ph.D., University of Illinois

Dorothy G. Canady (1978)

Administrative Assistant

Phyllis M. Goldthwaite (1989)

Secretary, Academic Programs

Office of Continuing Studies

Martha H. Fleer (1973)

Dean and Director of Continuing Studies; Assistant Professor in Adult Education

B.A., University of Richmond; M.A.Ed., Wake Forest University; Ed.D., North Carolina State University

Vicki W. Sheppard (1988)

Assistant Director of Continuing Studies

B.A., Salem College

Linda Motley Dudley (1971)

Faculty Adviser, Adult Degree Program; Associate Professor of Psychology

B.A., University of North Carolina at Chapel Hill; M.A., Ph.D., University of North Carolina at Greensboro

Tracy D. Jaekle (1989)

Secretary

Janice R. Arrington (1990)

Secretary/Receptionist

Office of the Registrar

Nancy L. Bryan (1983)

Registrar

B.A., Colby College; M.A., Teachers College, Columbia University

Frances C. Dunn (1970)

Assistant, Registrar's Office

B.A., Salem College

Joan W. Homokay (1989)

Assistant, Registrar's Office

B.S., University of New Hampshire

Diana M. Rymar (1988)

Assistant Registrar and Director of Institutional Research

B.A., Western Carolina University

The Library

Rose Simon (1979)

Director of Libraries

A.B., Ph.D., University of Rochester; M.A., University of Virginia; M.S. in L.S., University of North Carolina at Chapel Hill

Julia Bitting (1979)

Part-Time Reference Librarian

B.A., M.L.S., University of North Carolina at Greensboro

Jessica Boing (1990)

Circulation Assistant

B.S.H.E., University of North Carolina at Greensboro; M.A., North Carolina State University

Peggy Crater (1986)

Serials and Technical Services Assistant

B.A. University of North Carolina at Chapel Hill

Robert Halsey (1987)

Part-Time Reference Librarian

B.S., M.L.S., University of Tennessee

Martha Hammond (1987)

Technical Services Librarian

A.B., Lenoir Rhyne College; M.S.L.S., Syracuse University

Janice Safrit (1975)

Fine Arts Center Librarian

B.M., Salem College; M.L.S., Ed.D., University of North Carolina at Greensboro

Susan Taylor (1970)

Reference Librarian

B.A., Salem College; M.L.S., George Peabody College

Faculty Secretaries

Grace R. Auman (1961)

Administrative Assistant, School of Music

Patricia J. Childress (1989)

Secretary, Science Building

Cathy G. Cox (1990)

Secretary, Departments of Education and Psychology

B.M., Piedmont Bible College

Anne N. Harrison (1989)

Secretary, Main Hall

Office of Admissions

Karen L. Raftus (1990)

Dean of Admissions

B.A., Albion College; M.A., Middleburg College and University of Paris, La Sorbonne

Michele T. Brennan (1989)

Admissions Counselor

B.S., Salem College

Shelia Elliott (1990)

Admissions Counselor

B.A., Salem College

Pamela Jacobs (1989)

Administrative Assistant

Barbara Johnson (1974)

Office Manager

Jennifer M. Rucker (1987)

Assistant Dean of Admissions

B.A., Salem College

Tracey L. Southern (1989)

Admissions Counselor

B.A., University of North Carolina at Chapel Hill

Elizabeth W. Sprinkle (1989)

Alumnae Admissions Coordinator

B.A., Salem College

Office of Dean of Students

Virginia A. Johnson (1964)

Dean of Students

B.S., Wake Forest University; M.Ed., University of North Carolina at Chapel Hill

Deborah V. Cates (1984)

Assistant Dean of Students for Student Activities and Residential Life

B.A., Tulane University; MSW, Louisiana State University

Ann Coleman (1984)

Secretary to Student Services

A.A., Peace College

Becky Pack-Moxley (1975)

Administrative Assistant

Financial Aid

Neville G. Watkins (1984)

Director

B.A., Randolph-Macon Woman's College; M.Ed., University of Virginia

College Health Service

Thomas Cannon (1978)

Director

B.A., University of North Carolina at Chapel Hill; M.D., University of North Carolina School of Medicine

Champ Jones (1987)

Director

B.A., Clemson University; M.D., Medical University of South Carolina

Robert G. Kelly (1979)

Director

B.S., Clemson University; M.D., Medical University of South Carolina

Thomas Littlejohn III (1978)

Director

B.A., University of North Carolina at Chapel Hill; M.D., University of North Carolina School of Medicine

Keith Van Zandt (1987)

Director

B.A., Princeton University; M.D., Bowman Gray School of Medicine

Miriam H. Farmer (1978)

Head Nurse

R.N., Rex Hospital

Pam Kesler (1988)

Nurse

R.N., Cabarrus Memorial Hospital School of Nursing

Sue Perkins (1988)

Nurse

R.N., North Carolina Baptist Hospital School of Nursing

Career Development Office

Sarah C. Albritton (1988)

Director

B.A., Wake Forest University; M.S., Florida State

Learning Resource Center/Counseling

Tyrell S. Rice (1986)

Director

B.S., M.A., Central Michigan University

Residence Hall Directors

Andrea Barbian (1987)

Sisters Residence Hall Director

B.A., Salem College

Kathy Hight (1987)

Clewell Residence Hall Director

B.S., University of North Carolina at Chapel Hill

Heather Register (1989)

South Residence Hall Director

B.A., Wake Forest University

Jodi L. Smith (1989)

Gramley Residence Hall Director

B.A., Salem College

Shirley R. Southerland (1989)

Babcock Residence Hall Director

Lisa Anne Wagner (1989)

Bitting Residence Hall Director

B.A., St. Andrews College

Catherine L. Whitlock (1989)

Strong Residence Hall Director

B.A., Salem College

Business Office

Thomas N. Macon Jr. (1977)

Chief Business Officer

A.B., Mercer University; M.Acc., University of Georgia

Royce A. Porter (1990)

Comptroller

B.S., Columbus College

Samuel C. Cox (1985)

Computer Programmer and Operator

B.A., Piedmont Bible College

Helen M. McGuire (1960)

Bursar

Nikki Brock (1971)

Assistant Bursar

Linda D. Grady (1985)

Administrative Assistant

Teresa Myers (1983)

Cashier

B.S., Appalachian State University

Debbie Cook (1990)

Systems Assistant

A.A.S. Electronic Data Processing, Forsyth Technical College

Institutional Advancement

William James Harman

Director of Institutional Advancement

B.A., University of Pennsylvania

Arlene Arnoczy (1985)

Gift Recorder

Susan B. Arthur (1989)

Publications Assistant

B.A., University of North Carolina at Chapel Hill

Helen B. Beets (1989)

Associate Director of Institutional Advancement

B.A., M.B.A., Virginia Polytechnical Institute and State University

Doris M. Eller (1971)

Director of Alumnae Affairs

B.S., Salem College

Sylvia A. Hampton (1986)

Word Processor Operator

Sarah Johnston Hunter (1987)

Director of Publications

B.A., University of North Carolina at Chapel Hill

Rosanna Mallon (1985)

Alumnae Assistant

Chi-Chi Z. Messick (1989)

Assistant Director of Institutional Advancement

B.M., Salem College

Connie Muncy (1981)

Secretary

Jane N. Roberson (1988)

Director of Public Relations

B.A., Wake Forest University

Dru C. Simpson (1989)

Assistant Director of Institutional Advancement

B.A., Salem College; M.B.A., University of Alabama

Tonda B. Smith (1989)

Secretary, Public Relations/Publications

Mary Martha Whitener (1988)

Assistant Director of Institutional Advancement

B.A., Salem College

Institutional Services

Steven L. Wright (1984)

Director of Institutional Services and Public Safety

James L. Wall Jr. (1983)

Director of Physical Plant

B.M.E., Auburn University; M.S., Florida Institute of Technology

Gary Conway (1989)

Director of Custodial Services

Wayne DeBlois (1983)

Manager, Epicure Food Service

Louise Ely (1980)

Switchboard Operator

Sandra B. Hutchens (1987)

Supervisor, Supply Center

Brent E. LaFever (1989)

Technical Director, Fine Arts Center

Brenda Oha (1981)

Associate Director of Custodial Services

Katherine Stephens (1978)

Assistant, Supply Center

Alumnae Organization

Alumnae Executive Board of Directors 1989-1990

President

Jean Olive Snyder Stubbs, Jr. '65
(Mrs. Allston)
350 Arbor Road
Winston-Salem, NC 27104
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1st Vice-President/Admissions

Sally Wood Creech '61
(Mrs. William A.)
929 Holt Drive
Raleigh, NC 27608
(919) 833-1569

1st Vice-President/Club Organization

Ms. Sara Phillips '74
(Sally)
218 Bloodworth St.
Raleigh, NC 27601
(919) 828-7243

2nd Vice-President

Grace Walker Sanders '60
(Mrs. E. Gordon)
512 Museum Dr.
Charlotte, NC 28207
(704) 372-5198

3rd Vice-President

Lucy Lane Riddle, Jr. '63
(Mrs. James L.)
828 Oakmont Drive
Asheboro, NC 27203
(919) 629-1515

Secretary

Ginger Harris Shuler '77
(Mrs. Jon)
614 Maple St.
Spartanburg, SC 29302
(803) 583-6277

Salem Fund Chairman

Kate Cobb McGinnis '57
(Mrs. Bernard L.)
Box 38, Tall Poplars
Shipman, VA 22971
(804) 263-5895

Alumnae Admissions Representatives

Alabama

Birmingham

Elizabeth Wilhelm Warren 1968
(Mrs. Thomas R.)
2127 Woodledge Dr. 35226
Amy Hendrix Weber 1981
(Mrs. Franklin G.)
9 Montevallo Lane 35213

Mobile

Averell Pharr Stuart 1974
(Mrs. J. B.)
1908 Dauphin St. 36606
Linyer Ward Ziemann 1971
(Mrs. Thomas T., Jr.)
311 McDonald Ave. 36604

Montgomery

Ann Lang Blackmon 1955
(Mrs. R. L.)
2940 Jamestown Dr. 36111
Claire Mangum Fordham 1973
(Mrs. Danny)
4546 Middle Fork Rd. 36106
Katherine Auerbach Johnson 1975
(Mrs. Paul Edwin)
3330 Drexel Road 36106
Selma
Martha Wilkinson Reeves 1959
(Mrs. H. Mallory)
815 Houston Park 36701

Arkansas*Little Rock*

Sue Cook Powell 1963

(Mrs. Peter J.)

5500 North Grandview 72207

Harriet Calhoun Stephens 1981

(Mrs. Warren A.)

1 Longfellow Place 72207

Arizona*Phoenix*

Catherine Lanier Lemon 1963

(Mrs. L. Gene)

1012 W. Las Palmaritas Dr.

85021

California*Huntington Beach*

Cam Voss Dillard 1970

(Mrs. Robert, Jr.)

19281 Baywater Lane 92646

Los Angeles

Mary P. Wong 1971

3314 Rowena Avenue, Apt. 1 99027

Palo Alto

Lynn Tuggle Wilkinson

(Dr. Sonny)

230 Matadero Ave 94306

San Francisco

Tripp Tate Diedrichs 1967

(Mrs. Andre Peter)

1824 Webster Street 94115

Connecticut*Old Saybrook*

Nancy Gilchrist Millen 1957

(Mrs. Pressly, Jr.)

6 Cromwell Ct. 06475

Wethersfield

Susan Glaser Fisher 1956

(Mrs. R. L.)

500 Highland Street 06109

Wilton

Kitty Babcock Cranor 1975

87 Belden Hill Rd. 06897

District of Columbia*Washington*

Gay Austin 1963

3328 Prospect St., N.W. 20007

Beth Pollard 1974

3726 Connecticut Avenue, #215

20008

Delaware*Hockessin*

Jacqueline Neilson Brasher 1955

(Mrs. Don)

Ramsey Road, Rt. 3, Box 175-C

19707

Florida*Deland*

Mary Alice Ryals Acree 1956

(Mrs. Walter M., III)

16 Crooked Tree Trail 32720

Ft. Walton Beach

Cindy Arant Wilson 1981

1306 Edenfield Dr. 32548

Panama City

Laurie Fraser Combs 1973

(Mrs. Samuel L., III)

456 Sudduth Avenue 32401

Roberta Walters Hudgins 1974

(Mrs. A. L., III)

522 S. Bonita 32401

Singer Island

Laura Crutchfield Landwirth 1978

1258 Yacht Harbor Dr. 33404

St. Petersburg

Maryanne McDonough Bunce 1986

663 Segovia Circle N.E. 33703

Tallahassee

Mason Kent Harris 1964

(Mrs. W. Gerald)

2803 Rebecca Drive 32303

Tampa

Becky Hewit 1974

607-D South Glen Ave. 33609

Ann Knight McLaughlin 1957

(Mrs. James C.)

1502 Sheridan Forest Drive 33629

Lynn Turpin 1988

4418 Swann Avenue 33609

Venice

Barbara Bleakly Freeman 1965

(Mrs. John A., Jr.)

640 Apalachicola Road 33595

West Melbourne

Nannette Molitor 1982

749 John Carroll Ln. 32901

Gainesville

Dr. Catherine Wallace McCoy '79

2232 N.W. 19th Lane 32605

Orlando

Ms. Sarah Longino '87

7800 Richwood Dr. 32807

Miami

Mrs. Serena Sapuppo Moyle '84

3575 West Glencoe St. 33133

Georgia

Atlanta

Lisa Herron Bankoff 1973
(Mrs. Lisa H.)
102 Brighton Rd. 30309

Mary Foster Beisswenger '80
70 Roswell Ct. N.E.

Atlanta

Kathy Layne Mattson '82
23 Honour Ave 30305

Marietta

Emilie Jacumin Simmons '82
3825 Sewell Mill Rd. 30062
Becky Candler Ward 1943
(Mrs. Henderson C.)
3640 Paces Valley Road, NW 30327

Augusta

Charlotte Carter Merry 1965
(Mrs. Finley)
2222 Cummings Road 30904
Carolyn McLoud Thomas 1961
(Mrs. Peter G.)
2712 Downing St. 30909

Gainesville

Lynn Pethel 1982
2886 Club Drive 30501

Macon

Wendy McGlinn Lockwood
(Mrs. Ted)
580 Commanche Pl. 31210

Rome

Caroline Boone Allford 1970
(Mrs. Caroline Boone)
7 Pine Valley Road, SW 30161

Savannah

Elisabeth Bosch Biggerstaff 1969
(Mrs. Elisabeth B.)
19 Island Dr. 31406
Gwen Smith McKee 1974
(Mrs. Thomas W.)
20 Denmark Dr. 31406

Thomasville

Marilyn Lowry Jefferson
(Mrs. Frederick)
1307 Lovers Lane 31792

Illinois

Chicago

Chris Coile Say 1971
(Mrs. Ben A.)
1360 N. Lakeshore Dr. #1314 60610

Hinsdale

Effie Little Richert 1974
(Mrs. Gary R.)
515 Princeton Rd. 60521

Kenilworth

Ann Simons Straughan 1964
(Mrs. William, Jr.)
708 Maclean Ave. 60043

Lake Forest

Ginny Starr Bissell 1974
(Mrs. Dennis M.)
1240 N. Sheridan Road 60045

Oak Park

Sallie Gamble Smylie 1977
(Mrs. Mark)
731 South Humphrey Avenue 60304

St. Charles

Carol Cook Paschal 1957
(Mrs. John)
39W259 Silver Glen Road
60174

Kentucky

Louisville

Jane Huneycutt Earle 1970
1256 Cherokee Road 40204

Winchester

Sandi Shaver Prather 1960
(Mrs. H. Gordon)
310 Debbia Drive 40391

Louisiana

New Orleans

Betsy Peabody Phelps 1969
(Mrs. Esmond)
2018 Jefferson Avenue 70115

New Iberia

Miss Jamie Credle 1982
The Shadows-on-the-Teche 70561

Maryland

Annapolis

Denise Bennick LaPides 1982
109 Kingswood Rd. 21401
Molly Moore 1987
37 Cornhill Street 21401

Baltimore

Beth Hunter Graham 1970
(Mrs. Gary)
1024 Green Acre Rd.

Bethesda

Amy deCourt 1979
5900 Ipswich Rd. 20814

Chevy Chase

Donna Dismuke Lenaghan 1976
(Mrs. Donna D.)
8418 Lynwood Place 20815

Damascus

Patricia Pollock Robinson 1969
(Mrs. Thomas E.)
24805 Shrubbery Hill Court 20872

Forest Hill

Barbara Rowland Adams 1958
(Mrs. Ralph)
2408 Dixie Lane 21050

Lutberville

Lib Elrick Everett 1951
(Mrs. Thomas H., Jr.)
4 Candlelight Court 21093

Michigan

Bloomfield Hills

Vicki Hanks Drew 1968
(Mrs. John H., Jr.)
815 Great Oaks Drive 48013

Mississippi

Jackson

Brenda Brock McIntyre 1973
721 Arlington Street 39202

Missouri

St. Charles

Jane Noel Lumpkin 1959
(Mrs. Tony B.)
2901 Blanchette 63301

New Jersey

Califon

Betty Lou Kipe Pfohl 1953
(Mrs. W. Bruce)
RR #5, Box 35-A
Farmersville Road 07830

Chatham

Jan Graham Davis 1957
(Mrs. Donald M.)
23 Westminster Road 07928

Paramus

Cordelia Parks Bergamo 1970
(Mrs. Fred C.)
500 Fairview Avenue 07652

Plainfield

Wendy Andrew Reid 1975
Clark's Lane 07060

Princeton

Jean King Parsons 1966
(Mrs. Lawrence H.)
107 Random Road 08540

Westfield

Bonnie Hauch Danser 1964
(Mrs. Frederick T., III)
25 Stoneleigh Park 07090

Voorhees

Suzanne Louise Burns 1989
6 Elliot Drive 08043

New York

Chappaqua

Priscilla Henreich Quinn 1954
(Mrs. Charles J.)
251 Millwood Road 10514

New York

Brenda Griffin Lirola 1973
(Mrs. Bernard Henri)
239 Central Park West #20A 10024

North Carolina

Albemarle

Robin Maxey Hinson 1979
Route 4, Box 199-B 28001

Asheboro

Peggy Huntley Bossong 1960
(Mrs. Joseph C.)
P.O. Box 789 27203

Ann Coley Luckenbach 1956
(Mrs. Roy)
1263 Idlewood Rd. 27203

Lucy Lane Riddle 1963

(Mrs. James L., Jr.)
828 Oakmont Dr. 27203

Lynn Phillips Wildrick 1979
(Ms. Lynn)
205 S. Randolph Ave. 27203

Asheville

Sandra Pappas Byrd 1970
(Mrs. Jones)
89 Edgelawn Road 28804

Carolyn Eiland Moore 1967
(Mrs. George)
52 Audubon Drive 28804

Mrs. Candy Shivers
18 Browntown Rd. 28803

Burlington

Elizabeth Spencer Pulliam 1987
1300-B5 Warwick Dr. 27215

Cary

Laura Huddleston Snyder 1972
109 Windyrush Ln. 27511

Chapel Hill

Martha McMurdo Diffey 1970
12 Balsam Ct. 27514

Carol Quick Porter 1968
49 Circle Dr. 27514

Margaret Booker Prizer 1967
2506 Millwood Ct. 27514

Charlotte

Mary G. Crowley 1979
607-B Queens Road 28207

Catherine Ghoneim 1984
3025 Hanson Dr. 28207

Peggy Bullard Horsley 1974
1723 Beverly Drive 28207

Kathy Little McCormack 1984
(Mrs. James J.)
2416 East 5th St. 28204

Kathryn Wilson Mansfield 1967
(Mrs. M. J., Jr.)
2326 Ainsdale Road 28211

Margaret Brinkley Sigmon 1974
(Mrs. Richard Lee, Jr.)
1737 Queens Road 28207

Caroline Wannamaker Sink 1979
635 Llewellyn Place

Catherine Bernheisel Barkley 1985
1540 Garden Terrace #307 28203

Clayton

Ann Austin Cockrell 1981
(Mrs. Daniel W.)
P.O. Box 942 Blair House 27520

Davidson

Tish Johnston Kimbrough 1964
(Mrs. Lawrence)
Box 1658 28036

Durham

Janet Wales Brown 1965
3317 Ridge Rd. 27705

Eden

Carol Hewitt Melvin 1972
(Mrs. R. Martin)
216 Weaver Street 27288

Elizabeth City

Martha Payne Johnson 1974
(Mrs. Michael)
P.O. Box 325 27909

Elkin

Ruth Wolfe Waring 1934
(Mrs. William Henry)
155 Victoria Street 28621

Gastonia

Anne Biggers Furr 1980
518 S. York Street 28052

Goldsboro

Judy Pifer Haverkamp 1968
(Mrs. John)
619 Park Ave. 27530

Greensboro

Anne West Bennett 1963
(Mrs. M. Butler)
3301 Round Hill Road 27408

Mary Jane Crowell Bynum 1963
(Mrs. Harold N.)
3109 St. Regis Road 27408

Patrice Mann Newman 1977
(Mrs. David)
1610 Colonial Ave. 27408

Henderson

Jane Brown Pritchard 1955
(Mrs. William W.)
135 Edgewood Drive 27536

Nancy Saunders Whitt 1976
(Mrs. William Coleman)
515 Woodland Road 27536

Hertford

Edna Harvey Wolverton 1967
206 West Market St. 27944

Hickory

Lucy Lane Corwin 1976
2070 2nd St. Drive, NW 28601

Margie Winstead Crump 1967
(Mrs. John C.)
1044 15th Ave N.W. 28601

High Point

Tricia McKinnon Hutchens 1973
(Mrs. Joseph E.)
1315 Greenway Drive 27262

Hillsborough

Susan Mathews Spurrier 1968
7513 Fawnbrook Dr., Rt. 1 27278

Kinston

Emily Heard Moore 1955
(Mrs. Jimmy H.)
3505 Lake View Trail, Hillcrest 28501

Martha Raspberry Sherman 1970
(Mrs. John)
1907 Cambridge Drive 28501

Mary Howard Hinson Sutton 1968
(Mrs. J. Thomas)
1207 Woodberry Rd. 28501

Lexington

Helen Spruill Brinkley 1948
(Mrs. Walter)
209 Chestnut Street 27292

Gwen Holland Greathouse 1973
(Mrs. William P., Jr.)
209 Briarcliff Road 27292

Betsy Webster Kepley 1977
(Mrs. James H., Jr.)
201 Hemlock Dr. 27292

Aurelia Robertson Smith 1964
303 Balsam Dr. 27292

Lumberton

Fordham Baldrige Britt 1982
(Mrs. Luther)
201 West 16th Street 28358

Morganton

Le Newell Erwin 1974
(Mrs. W. Clark, Jr.)
Route 10, Box 540 28655

Antoinette Gill Horton 1957
(Mrs. Charles E.)
P.O. Box 491 28655

Raleigh

Shelley Castleberry Dalrymple 1972
(Mrs. Edwin A.)
1633 Bellechase Dr. 27615

Marion Elliott Deerhake 1977
2108 St. Mary's St. 27608

Lindsay McLaughlin Jordan 1970
(Mrs. Sanford R.)
713 Pebblebrook Drive 27609

Marion Patrick 1976
3738 Jamestown Circle 27609

Harriet Powell Tharrington 1977
(Mrs. Harriet P.)
2812 O'Berry Street 27607

Reidsville

Marguerite Harris Holt 1964
(Mrs. Clark M.)
1008 Ridgewood Avenue 27320

Suzanne Forbes Howard 1964
(Mrs. K. V.)
1218 Fillman Dr. 27320

Rocky Mount

Kelly Thornton 1983
3501 Merrifield Road 27804

Sandy Kimbrell Livermon 1964
(Mrs. James S.)
P.O. Box 8345 27804

Salisbury

Martha Shelton Smith 1975
330 S. Fulton St. 28144

Shelby

Brownie Rogers Plaster 1965
(Mrs. Harold, Jr.)
218 Vauxhall Drive 28150

Smithfield

Faye Lee Lampe
(Mrs. Ross W.)
711 Crescent Dr. 27577

Tarboro

Kathy Roberson Dudley 1974
301 S. Howard Circle 27886

Lynn Blalock Hemingway 1958
(Mrs. George, Jr.)
1410 Captains Road 27886

Anne Moyer Mayo 1954
(Mrs. Ben C., II)
308 Kensington Dr. 27886

Wake Forest

Elizabeth Toney Melvin 1980
Rt. 3, Box 104-A 27587

Washington

Mary Todd Smith MacKenzie 1955
103 Camellia Drive, Macswoods 27889
Nan Wilson McLendon 1974
P.O. Box 1362 27889

Whiteville

Darcy Camp McCurry 1977
105 West Frink St. 28472

Wilmington

Virginia Suiter Pierce 1984
808 Colonial Drive

Wilson

Sherrie Senter Bridgers 1976
(Mrs. Charles H.)
1217 W. Kenan St. 27893

Betty Jon Satchwell Smith 1959
(Mrs. Richard T.)
2303 Canal Dr. 27893

Bonnie Bondurant Young 1954
(Mrs. William B.)
1133 Woodland Drive 27893

Winston-Salem

Liz Denton Baird 1983
1821 Budding Brook Lane 27106

Bebe Aycock Krewson 1976
(Mrs. Richard S.)
822 Shoreland Rd. 27106

Stephanie Howell Brown 1981
(Mrs. Todd W.)
209 Bradberry Lane 27104

Liz Boyd 1979
608 Summit St. #12 27101

Ellen Carswell Parsley 1970
(Mrs. William A.)
2580 Warwick Rd. 27104

Jean Armfield Sherrill 1967
(Mrs. Everette C.)
440 Sheffield Dr. 27104

Amy Murray Orser
(Mrs. Paul N.)
4153 Chatham Hill Dr. 27104

Ohio

Columbus

Susan Ryburn Sofia 1970
(Mrs. Zuheir)
225 Stanberry Ave. 43209

Dayton

Karen Perten Privette
(Mrs. William H.)
401 Wittshire Blvd. 45419

Glenna Devine
560 Bruton Circle 45429

Reynoldsburg

Lisa Abt Newell 1983
(Mrs. William)
1958 Glenford Ct. 43068

Pennsylvania

Erie

Nancy Nelson Mann 1973
(Mrs. Eric W.)
3904 Greenway Drive 16501

Pittsburgh

Norma Ansell Hahn 1955
(Mrs. A. H.)
11 Camden Dr. 15215

Sewickley

Patricia Stallings Rose 1962
(Mrs. J. Evans)
Scaif Road 15143

South Carolina

Anderson

Moyer Fairey Albergotti 1981
(Mrs. Samuel F.)
310 North St. 29621

Charleston

Anne Copeland Pittard 1976
(Mrs. Paul W., Jr.)
94 Monte Sano Drive 29418
Kaycee Connolly Poston 1982
908 Kushiwah Creek Dr. 29412

Clemson

Libba Lynch Lashley 1961
(Mrs. Edwin R., Jr.)
216 Camelot Rd 29631

Columbia

Catherine Wilson Horne 1979
(Mrs. Paul A., Jr.)
3705 MacGregor Dr. 29206
Lynne Mappus-Smith 1974
2742 Northshore Rd. 29206
Donna Savoca Strom 1981
(Mrs. J. Pete)
830 Hampton Creekway 29209

Conway

Vicki Baird Stec
(Mrs. Stephen L.)
Rt. 5, Box 127 29526

Darlington

Finley Ann Stith James 1967
(Mrs. Albert Law, III)
108 Oakview Dr. 29532

Greenville

Carol Perrin Cobb 1974
(Mrs. Samuel L.)
409 Myers Drive 29605
Sydney Timmons Williams 1971
(Mrs. Robert)
35 Country Club Dr. 29605

Hartsville

Kay Pennington McElveen 1962
(Mrs. Thomas L.)
315 King's Place 29550

Seneca

Suzanne Amos Glymph 1974
1416 Maple Court 29678

Spartanburg

Ginger Harris Shuler 1977
(Mrs. Jon Emmett)
614 Maple Street 29302
Carol Doxey Starnes 1960
(Mrs. William W.)
610 Palmetto Street 29302

Winnsboro

Sarah Dorrier McMaster 1973
(Mrs. Robert J.)
Route 1, Box 274-C 29180

Tennessee

Hixson

Bonny Prevatte Shepard 1969
(Mrs. Robert G.)
7208 Cane Hollow Road 37343

Kingsport

Sue Davis Sobel 1958
(Mrs. A. I.)
412 High Ridge Road 37660

Knoxville

Mitzi Dooley Dooley
(Mrs. Thomas L.)
1332 Park Glen Rd. 37919
Marguerite Ferchaud Mebane 1981
(Mrs. George A.)
2012 Cedar Lane 37212

Texas

Austin

Ann M. Tillett 1975
3974 Far West Blvd. 78731
Josie Peoples Dickson 1971
(Mrs. Warren E.)
P.O. Box 1868 78767

College Station

Sally Springer Coble 1966
(Mrs. Charlie G.)
1805 Bee Creek Drive 77840

Dallas

Ann Cadenhead McNutt 1972
(Mrs. James L.)
8530 Rolling Rock Lane 75238

Houston

Kathy Rose Kobos 1970
(Mrs. Donald J.)
10715 Burgoyne 77042

Christine Wheeldon 1971
Willingham 1971
(Mrs. Frank F. Jr.)
12310 Gayalawood 77066

Aline Dearing Wilson 1965
(Mrs. Callett R.)
2027 Bolsover 77005

Waxahachie

Mary Livingston Baskin
717 W. Main St. 75165

Virginia*Abingdon*

Betsy Kitchen White 1968
(Mrs. H. Ramsey, Jr.)
195 Stone Wall Heights 24210

Blacksburg

Mary Denson Abbitt Moore 1976
(Mrs. David M.)
2105 Monteray Court 24060

Charlottesville

Elizabeth Woodbury Schuett 1984
(Mrs. Andrew M.)
1404 Rugby Rd. 22903

Fairfax

Tonya Freshour Smith 1967
5105 Coleridge Dr. 22032

Fort Lee

Rebecca Duffie
266-B Anzio Rd 23801

Hampton

Paula Corbett 1984
104 Yearling Ct. 23666

Midlothian

Nancy Vick Thompson 1971
(Mrs. Lawrence)
3304 Fox Chase Circle 23113

Martinsville

Betsy MacBryde Haskins 1971
P.O. Box 72 24114

Richmond

Margaret Weant Holden '85
6723-B Stuart Ave 23226
May Sherrod '85
2215 Monument Ave. #6 23220

Roanoke

Winn Currie Ballenger 1974
(Mrs. F. Jackson)
2421 Cornwallis Avenue 24014

Nancy Warren Dixon 1972

(Mrs. David L., III)
6111 Barn Owl Circle, SW 24018

Staunton

Garland Barksdale Newell 1982
1 Frazier Street 24401

Suffolk

Mary Lawrence Pond Harrell 1964
(Mrs. John C.)
721 W. Riverview Drive 23434

West Virginia*Martinsburg*

Libby Seibert 1972
200 Shenandoah Road, Apt. 3-A 25401

Register of Students

Class of 1990

- Abrams, Kim Clark
Clemmons, NC
- Alexander, Kathryn Elizabeth
Clemmons, NC
- Altic, Patricia Ann
Dobson, NC
- Armstrong, Heather Noel
Roanoke, VA
- Baird, Anne Crawford
Richmond, VA
- Barley, Elizabeth Christian
Jacksonville, FL
- Barnes, Elizabeth Tesch
Winston-Salem, NC
- Bays, Lu Davis
Rural Hall, NC
- Bennett, Janice Bowman
Winston-Salem, NC
- Binder, Lynne Atkins
Lewisville, NC
- Bischer, Deborah Carlyle
Winston-Salem, NC
- Bobbitt, Rebecca Thompson
Winston-Salem, NC
- Bowers, Catherine Cress
Murrells Inlet, SC
- Bragg, Wendy Guerry
Winston-Salem, NC
- Brown, Beth Maria
Roanoke, VA
- Brown, Michelle
Greensboro, NC
- Buckland, B. J.
Winston-Salem, NC
- Bumgardner, Cammi Thomas
Winston-Salem, NC
- Burby, Barbara Derina
Chapel Hill, NC
- Carter, Virginia Letcher
Martinsville, VA
- Cass, Amy Lynne
Greensboro, NC
- Cheshire, Susan Hunter
Martinsville, VA
- Churchill, Lexia P.
Winston-Salem, NC
- Cleere, Jennifer Cherry
Jonesboro, GA
- Coleman, Theresa Murray
Winston-Salem, NC
- Corley, Kaye Mary
Winston-Salem, NC
- Crabbe, Virginia Camille
Troy, NY
- Crater, Tonya Elaine
Winston-Salem, NC
- Cridlebaugh, Natalie Penn
High Point, NC
- Crocker, Sue Ellen
Rocky Mount, NC
- Cromer, Nancy Elizabeth
Winston-Salem, NC
- Cubitt, Catherine Leigh
Spartanburg, SC
- Curl, Karen
Winston-Salem, NC
- Davies, Meredith Frew
Indianapolis, IN
- Davis, Darlene L.
Winston-Salem, NC
- Davis, Sheryl Huff
Winston-Salem, NC
- Dengler, Margene Alley
Clemmons, NC
- Dockery, Mylinda Kay
West End, NC
- Douthit, Crista Williams
Winston-Salem, NC
- Duffie, Michelle Lynn
Richmond, VA
- Dumond, Mathilde M.
South Hamilton, MA
- Edmondson, April G.
Abingdon, VA
- Edmundson, Virginia Graves
Wilson, NC
- Edwards, Sarah Elizabeth
Lake Wales, FL
- Eggleston, Camilla Loretta
Henderson, NC
- Ekmekci, Suzan
Oakland Park, FL
- Elliman, Elizabeth Rose
Greenville, SC
- Everhart, Phyllis Jones
Lexington, NC
- Faw, Sandra Huffman
North Wilkesboro, NC
- Foster, Andrea Young
Henderson, NC
- Foster, Tracey Lynn
Colonial Heights, VA
- Fowler-Johnson, Tracey S.
Winston-Salem, NC
- Fox, Melissa Carol
Lexington, NC
- Fredericks, Ravi Samuel
Winston-Salem, NC
- Gage, Juli A.
King, NC
- Gaudio, Marianne Ruth
Winston-Salem, NC
- Glasscock, Heather Christine
Hickory, NC
- Goza, Sandra Paige
Mayesville, SC
- Green, Meredith Ann
Winston-Salem, NC
- Harrison, Tamiko Redale
Durham, NC
- Haskins, Elizabeth
Martinsville, VA
- Hayes, Dorothy Smithwick
Winston-Salem, NC
- Hildebolt, Sandra Dafler
Winston-Salem, NC
- Hines, Stephanie Elizabeth
Raleigh, NC
- Hoerner, Casey G.
Atlanta, GA
- Hoop, Mary Lee Horne
Clemmons, NC
- Howle, Martha
Winston-Salem, NC
- Huddleston, Deborah L.
LaGrange, KY
- Hunter, Kaye A.
Winston-Salem, NC
- Hunter, Shirley Marie
Thomasville, NC
- Hutchinson, Wanda Phillips
Traphill, NC
- Ingram, Donna Williard
Winston-Salem, NC
- Inlow, Eva Ellis
Winston-Salem, NC
- Johnson, Kristen Louisa
Decatur, GA
- Johnson, Trudee
Walnut Cove, NC
- Jones, Laura Elizabeth
Wilson, NC
- Jordan, Karen Olivia
Deerfield Beach, FL
- Jordan, Sue Rankin
Asheboro, NC
- Joyce, Sara Murray
High Point, NC
- Kelch, Paula Sue
Winston-Salem, NC

Kiricoples, Judy Jackson
Rural Hall, NC
 Kirk, Melissa Ann
Bluefield, WV
 Kirkham, William J.
Kernersville, NC
 Konkel, Linda
Winston-Salem, NC
 Lauffer, Martha Brahan
Winston-Salem, NC
 Laughon, Page Hardee
Richmond, VA
 Lawrence, Pearl Goodbar
Mocksville, NC
 Lawson, Sheeler Ann
Winston-Salem, NC
 Lemmon, Sarah McCauley
Atlanta, GA
 Lewisohn, Heather Haley
Huntersville, NC
 Livengood, Russell R.
Pfafftown, NC
 Livermon, Katherine Kimbrell
Enfield, NC
 Lowry, Martha Riggs
Winston-Salem, NC
 Lynch, Kimberly Denise
Athens, GA
 MacIntosh, Susan McLean
Winston-Salem, NC
 Mahoney, Sarah Ann
Winston-Salem, NC
 Manuel, Katherine Lee
Charleston, SC
 Marritt, Marie Beswick
Winston-Salem, NC
 McGee, Yvonne Michelle
Martinsville, VA
 Meyer, Julie Kirwan
Dunwoody, GA
 Meyers, Carolyn Sue
Milwaukee, WI
 Miller, Galen
Winter Park, FL
 Miller, Rebecca Elizabeth
Gastonia, NC
 Mitchell, Betsy Bowman
Walnut Cove, NC
 Monnier, Melissa Katrina
Plano, TX
 Moore, Donita
Christiansburg, VA
 Morefield, Linda
Winston-Salem, NC
 Morgan, Jennifer Lynn
Morgantown, WV
 Morrison, Laura Gail
Charlotte, NC
 Muench, Jennifer Lynn
Kings Mountain, NC
 Muñoz, Lura Goldfinch
Walnut Cove, NC
 Murphree, Nanci DeAngelis
Winston-Salem, NC
 Murray, Brenda Allen
Winston-Salem, NC
 Nakhlé, Donna Hague
Pilot Mountain, NC
 Nance, Pamela Diane
Winston-Salem, NC
 Nanninga, Courtney Moffett
Savannah, GA
 Neill, Ashley Lynne
Greeneville, TN
 Neuser, Nicole Ann
Washington, DC
 Newitt, Catherine Stratford
Charlotte, NC
 Nguyen, Ha Ngan
Winston-Salem, NC
 Oakley, Amy Joelle
Walnut Cove, NC
 Oberle, Patricia Anthony
Clemmons, NC
 Patterson, Susan Solomon
Winston-Salem, NC
 Peace, Melissa Ann
Jamestown, NC
 Perrell, Sherri Shouse
Rural Hall, NC
 Phelps, Lisa Jeanne
Goldsboro, NC
 Phillips, Cristole Carole
Greensboro, NC
 Phipps, Kathy Jane
Winston-Salem, NC
 Pierce, Martha Robbins
Winston-Salem, NC
 Pierce, Sally Long
Roanoke Rapids, NC
 Piercy, Jan
Winston-Salem, NC
 Pope, Carol
Winston-Salem, NC
 Powell, Frances Elizabeth
Burlington, NC
 Pruitt, Ashley Ayers
Greenville, SC
 Ralston, Ann Rutledge
Harrisonburg, VA
 Ranlett, Virginia A.
Winston-Salem, NC
 Ranson, Elizabeth Jane
Beckley, WV
 Rawley, Justin Blair
High Point, NC
 Reavis, Mitzie L.
Kernersville, NC
 Richards, Lisa Anne
Winston-Salem, NC
 Robinson, Melissa Adelle
Roebuck, SC
 Rogatsios, Stacey P.
King, NC
 Romig, Carol Lynn
Lansdale, PA
 Salmons, Patricia Smith
Winston-Salem, NC
 Savage, Jennifer Fleming
Greensboro, NC
 Schweiger, Wendi Karen
Summerville, SC
 Shell, Cynthia Lynn
Monroe, NC
 Simmons, Sue Shriver
Winston-Salem, NC
 Sisler, Laura Virginia
Lexington, VA
 Sloan, Lisa Belle
Winston-Salem, NC
 Slusher, Lesley Diane
Winston-Salem, NC
 Smith, Elizabeth Moss
Damascus, MD
 Smith, Karen C.
Winston-Salem, NC
 Stancil, Judith S.
Winston-Salem, NC
 Starling, Candace Jill
Pine Level, NC
 Steinier, Valerie Gaby
Culpeper, VA
 Stevens, Kimberly Wren
Roanoke, VA
 Stokes, Lesley Elizabeth
Lynchburg, VA
 Stone, Shannon Lee
Cincinnati, OH
 Stovall, Kerry Elizabeth
Wilmington, NC
 Strain, Lauren Stevens
Fayetteville, NC
 Styers, Benjamin R.
Clemmons, NC
 Swing, Kathryn J.
Lexington, NC
 Taleff, Janice Lynne
Meridian, MS
 Taylor, Berry Rock
Lewisville, NC
 Taylor, Tammy Elizabeth
Mount Olive, NC
 Teague, Mary Laura
Winston-Salem, NC

Thornton, Kathryn Patterson
Pfafftown, NC
 Timmons, Karen Deanna
Matthews, NC
 Toomes, Kimberly Denise
Browns Summit, NC
 Unser, Andra Leigh
Mt. Pleasant, SC
 Vitti, Alicia Marie
Winston-Salem, NC
 Warren, Rosemary Tedder
King, NC
 Washburn, Emily Page
Madison, NC
 Weiler, Virginia Owen
Martinsville, VA
 Welborn, Gwen T.
Wilkesboro, NC
 White, Nancy Lynn
Etowah, NC
 Wilkins, Siri Judith
Reidsville, NC
 Williams, Lorie-Anne
Winston-Salem, NC
 Wilson, Mary Elizabeth
St. Petersburg, FL
 Wilson, Susan Ashley
Durham, NC
 Wood, Teresa Turner
Kernersville, NC
 Worrell, Melinda Stephanie
Lexington, VA
 Wray, Robin D.
Rural Hall, NC
 Young, Peggy Daniel
Charlotte, NC
 Zuchowski, Delores Snyder
Clemmons, NC

Class of 1991
 Arrington, Janice Reinhardt
Kernersville, NC
 Baldwin, Amy Sowell
North Palm Beach, FL
 Barnhardt, Claire Marie
Rocky Mount, NC
 Beckman, Mary Elizabeth
Farmville, NC
 Benson, Frances Taylor
Richmond, VA
 Boling, Carol Ann
Jacksonville, FL
 Brandenburg, Noel Marja
Richmond, VA
 Brennan, Erin Neff
Rocky River, OH
 Brooks, Elizabeth A.
North Wilkesboro, NC
 Brooks, Laura Elizabeth
North Wilkesboro, NC
 Brooks, Shirley
Pfafftown, NC
 Brown, Elizabeth Ewing
Atlanta, GA
 Brubaker, Amy Beth
York, PA
 Brugh, Mary Stuart
Clifford, VA
 Burney, Eugenia Blake
Wilmington, NC
 Byrd, Annette Parsons
Winston-Salem, NC
 Callahan, Jennifer Lynn
Henderson, NC
 Campbell, Joan Buske
Fayetteville, AR
 Carreras, Sheila Michelle
Richmond, VA
 Casey, Mark A.
Winston-Salem, NC
 Catron, Pamela Rebecca
Vero Beach, FL
 Clement, Brenda B.
Bermuda Run, NC
 Cobb, Sonya Elizabeth
Winston-Salem, NC
 Colley, Elizabeth Anne
Winston-Salem, NC
 Coltrane, Tracy Elizabeth
Lexington, NC
 Correll, Ellen Boyer
Hickory, NC
 Cox, Alisa Katherine
Winston-Salem, NC
 Crawley, Gladys
Lewisville, NC
 Cruise, Rita Gale
Winston-Salem, NC
 Culbreath, Teresa Lynn
Bartlet, TN
 Danner, Linda L.
Winston-Salem, NC
 Davis, Diane Heather
Lexington, SC
 Davis, Flora Catherine
Belmont, NC
 Decker, Denise Alison
Erie, PA
 Douglas, Dawn Shamel
Winston-Salem, NC
 Drake, Janet
Winston-Salem, NC
 Durham, Iris Jester
King, NC
 Earnhardt, Patricia Latta
Greenville, NC
 Elsey, Karen Louise
Glenshaw, PA
 Estes, Susanne Cary
Atlanta, GA
 Everhart, Lisa Ann
Winston-Salem, NC
 Fatale, Linda Louise
Clemmons, NC
 Fauber, Lee Winfree
Lynchburg, VA
 Fletcher, JoAnn Cho
Greenville, SC
 Flippin, Perkins Camille
Tyro, VA
 Forbes, Patricia Elizabeth
Wilson, NC
 Frye, Carolyn Ann
Chesapeake, VA
 Fullam, Shannon Leigh
Raleigh, NC
 Fulp, Pamela Grace
Winston-Salem, NC
 Gathings, Susan Yvonne
Tobaccoville, NC
 Gish, Ellen Elizabeth
Salisbury, NC
 Glenn, Mary Katherine
Greenville, SC
 Glenn, Mary-Alston
Atlanta, GA
 Godwin, Janet A.
Winston-Salem, NC
 Gregg, Carolyn Lee
Lewisville, NC
 Harris, Lynda Reich
Rural Hall, NC
 Harris, Margaret
Nashville, TN
 Harrison, Cynthia Lynne
Clemmons, NC
 Haskins, Jennifer Linn
Raleigh, NC
 Hayes, Kara Lea
Charlotte, NC
 Haynes, Patricia Allen
Elkin, NC
 Henley, Dorothy
Winston-Salem, NC
 Herko, Christina Transou
Lewisville, NC
 Hewett, Amy Michelle
Shallotte, NC
 Hoots, Phyllis
Winston-Salem, NC
 Howard, Nancy E.
Clemmons, NC
 Hudnor, Holly Rhyne
Virginia Beach, VA

Inge, Heather Marie
Walkersville, MD

Ingram, Angela Elaine
Durham, NC

Ingram, Bruce Allen
Kernersville, NC

Jeanrenaud, Nancy Alice
Richmond, VA

Jennings, Laura Virginia
Houston, TX

Johns, Paula Michelle
Crittenden, KY

Johnson, Kelli Leigh
Edenton, NC

Jones, Amanda Mason
Greenville, MS

Jones, Sue Arton
Winston-Salem, NC

Kallam, Judy M.
Lawsonville, NC

Kinsey, Vanessa Ann
Lexington, NC

Kipe, Pamela Beth
Califon, NJ

Kirkman, Andrea M.
Winston-Salem, NC

Konwicki, Deborah Barth
Winston-Salem, NC

Koroll, Donna Marie
Winston-Salem, NC

Lail, Laura Elizabeth
Conover, NC

Lavender, Janis Leigh
Greensboro, NC

Lee, Linda T.
Winston-Salem, NC

Lewis, Kimberly Gaye
Ararat, NC

Linck, Rita Marie
Lexington, KY

Mangum, Grace Elizabeth
Winston-Salem, NC

Marshall, Tracy Duke
Rural Hall, NC

Martin, Donna Baity
Winston-Salem, NC

Martin, Susan Hardwick
Winston-Salem, NC

Massey, Katherine Jane
Gastonia, NC

May, Donna Beth
Inwood, WV

May, Joanna Robin
Atlanta, GA

Mayhue, SuAnn Foster
Clemmons, NC

McLarty, Melinda Ann
Shelby, NC

Miller, Jeanne Brown
Winston-Salem, NC

Miller, Patricia Craddock
Winston-Salem, NC

Mitchell, Ann-Elizabeth
Winston-Salem, NC

Moomaw, Anna Massey
Charlotte, NC

Morgan, Virginia Elizabeth
Advance, NC

Mouna, Joy Alicia
Winston-Salem, NC

Murphy, Susan Elizabeth
Wilmington, NC

Myers, Deborah Lynn
Winston-Salem, NC

Myers, Melody Dawn
Winston-Salem, NC

Nace, Wanda Elizabeth
Clarksville, MD

Nelson, Elizabeth Watts
Rural Hall, NC

Niblock, Joyce Woodward
Winston-Salem, NC

Olds, Elizabeth Holmes
Clemmons, NC

Owen, Ina Annie
Winston-Salem, NC

Park, Carolyn Naylor
Winston-Salem, NC

Parker, Paige Anderson
Rocky Mount, NC

Pearce, Joan Long
Greenville, SC

Peterson, Melissa Parker
Martinsville, VA

Petree, Linda Gibson
Winston-Salem, NC

Pike, Kathleen F.
Winston-Salem, NC

Pollard, Deanna Glyn
Raleigh, NC

Radcliff, Kelly Lynn
Fayetteville, NC

Rainero, Amy Lynn
Bristol, VA

Raines, Beth D.
Pfafftown, NC

Rauch, Amy Elizabeth
Fort Lauderdale, FL

Rawls, Catherine Alysia
Washington, NC

Record, Kristi Reid
Kernersville, NC

Redeker, Robyne Lashawn
Winston-Salem, NC

Reid, R. Ellen Kennelly
Winston-Salem, NC

Renegar, Jacqueline Bennett
Kernersville, NC

Reynolds, Carolyn White
Winston-Salem, NC

Rhea, Norma Pierce
Winston-Salem, NC

Rosenthal, Helen Renfrow
Columbia, SC

Rotenizer, Joyce Nester
Winston-Salem, NC

Royall, Kristy Leigh
Durham, NC

Sapp, Margaret Sue
Tobaccoville, NC

Saxman, Elizabeth Ann
Staunton, VA

Schroeder, Mary Elizabeth
Chapel Hill, NC

Sekine, Ikuko
Fuchu, Tokyo, Japan

Shapard, Catherine Parry
Naples, FL

Sharma, Anupma
Smithfield, NC

Sheppard, Sarah Aleys
Virginia Beach, VA

Simmons, Jeanette Beheler
Winston-Salem, NC

Simon, Waltena Dendy
Winston-Salem, NC

Smith, Heather Ayn
Winston-Salem, NC

Smolko, Cassandra A.
Winston-Salem, NC

Southerland, Pamela Annen
Winston-Salem, NC

Steele, Ann Marie Williams
Winston-Salem, NC

Stuart, Mary Virginia
Winston-Salem, NC

Sutton, Sally Hartsfield
Winston-Salem, NC

Swank, Michelle Renee
Medina, OH

Tamayo, Colleen Amada
Winston-Salem, NC

Tamura, Hiromi
Tone-gun Gunma, Japan

Taylor, Josephine Ann
Winston-Salem, NC

Thompson, Linda
Winston-Salem, NC

Tito, Jennifer Lynn
Laughlintown, PA

Tomberlin, Nancy H.
Winston-Salem, NC

Townsend, Angela Noelle
Kernersville, NC

- Townsend, Elizabeth Ashley
Laurens, SC
- Turner, Alesia Alley
Winston-Salem, NC
- Vachon, Eleanor Marie
Atlanta, GA
- Van Zanten, Margarethe C.
Castricum, Netherlands
- VanSutphen, Kathy Conrad
Winston-Salem, NC
- Vick, Lucile Miller
Raleigh, NC
- Wagner, Teresa Neely
Lexington, NC
- Walker, Sandra Terry
Lewisville, NC
- Warren, Amy Louise
Sparta, NC
- Warren, Elizabeth Allison
Stoneville, NC
- Weavil, Julie Kay
Kernersville, NC
- Webb, Jill Yvette
Hillsville, VA
- Weilbaecher, Heidi Ziegast
Asheville, NC
- Welch, Cheri Denise
Winston-Salem, NC
- White, Mary Kathryn
Winston-Salem, NC
- Wiginton, Teresa Anne
Kernersville, NC
- Williams, Tammy L.
Pfafftown, NC
- Wilson, Audrey E.
Winston-Salem, NC
- Wood, Elizabeth Bahr
Mobile, AL
- Wood, Jennifer Lloyd
Mt. Kisco, NY
- Workman, Laura Louise
West Chester, PA
- Yu, Susan Hyunjo
Greensboro, NC
- Zech, Roseann M.
Winston-Salem, NC
- Class of 1992**
- Abdul Rahim, Hanan F.
Clemmons, NC
- Abrams, Donna Peck
Pfafftown, NC
- Acker, Barbara Elizabeth
Afton, NY
- Adams, Robin Beck
King, NC
- Adkerson, Lori Katherine
Winston-Salem, NC
- Agnew, Kathryn Elizabeth
Hamilton, GA
- Aleman, Mary Lou
Jacksonville, NC
- Arfmann, Kathryn Criss
Lewisville, NC
- Armstrong, Allyson Ayn
Roanoke, VA
- Atwell, Holly Elizabeth
Winston-Salem, NC
- Barkley, Jane McCauley
Winston-Salem, NC
- Bass, Holli Simpson
Winston-Salem, NC
- Bennett, Melinda Jill
Walkertown, NC
- Bentley, Mary Katherine
Front Royal, VA
- Benton, Judith Alice
Augusta, GA
- Berg, Signe Ann
Coryers, GA
- Biet, Francesca Romana
Winston-Salem, NC
- Boggess, Shelley Graham
Roanoke, VA
- Bowden, Caroline M.
Winston-Salem, NC
- Bowen, Margaret Rebecca
Danbury, NC
- Britt, Jennifer Louise
Wilmington, NC
- Brookshire, Cynthia C.
King, NC
- Brookshire, Dari Michelle
Asheville, NC
- Brown, Palmer Elizabeth
Jacksonville, FL
- Bruce, Deborah Lou
Agoura Hills, CA
- Bumgardner, Anne Holden
Staunton, VA
- Burnette, Amanda Whitt
Clemmons, NC
- Butler, Elizabeth Lynn
Hickory, NC
- Carter, Margaret Elizabeth
Martinsville, VA
- Cassady, Greta Marie
Winston-Salem, NC
- Combs, Susan Elizabeth
Wilmington, NC
- Conley, Michelle Marie
Potomac, MD
- Corbett, Tracy Dawn
Wilmington, NC
- Cowart, Monica Rene
Spring, TX
- Crone, Stephanie Louise
Naples, FL
- Crosslin, Suzanne DeMars
Winston-Salem, NC
- D'Alonzo, Sarah
Raleigh, NC
- Darby, Dawn Michele
Winston-Salem, NC
- Datta, Saswati
Kharagpur; W. Bengal, India
- Dinkins, Carol Jester
Winston-Salem, NC
- Dozier, Robin Anne
Winston-Salem, NC
- Dunn, Jane McCay
Rocky Mount, NC
- Dyal, Juliet McCall
Lutz, FL
- Eggett, Naomi Jean
Maiden, NC
- Engler, Suzanne
Westfield, NC
- Evans, Mary Elizabeth
Raleigh, NC
- Fahey, Danielle M.
Midlothian, VA
- Fennell, Elizabeth Belle
Houston, TX
- Fouche, Jeanette
Winston-Salem, NC
- Franklin, Laura Leigh
Jacksonville, FL
- Free, Dena Noelle
Fairfax, VA
- Fulp, Michael Wayne
Winston-Salem, NC
- Fulp-Causar, Shirley Ann
Winston-Salem, NC
- Garner, Katherine Daile
Graham, NC
- Garner-McDonald, Bonita Rae
Winston-Salem, NC
- Gary, Latanya D.
Germantown, MD
- Gay, Thorne Hartle
Winston-Salem, NC
- Gianini, Elizabeth Ann
Orlando, FL
- Gianopoulos, Helen T.
Winston-Salem, NC
- Gilbreath, Mary Ritchie
Advance, NC
- Girard, Helen Moran
Winston-Salem, NC
- Glenn, Madlon Chambers
Winston-Salem, NC

Godwin, Elizabeth Manning
Rocky Mount, NC

Grady, Brenda S.
Winston-Salem, NC

Grady, Linda Drye
Advance, NC

Graham, Michelle E.
St. Petersburg, FL

Gregory, Ingrid Banner
Blacksburg, VA

Hamill, Margaret Maxim
Harvard, MA

Hancock, Robin Sell
Winston-Salem, NC

Hanes, Mary Martha
Winston-Salem, NC

Harmon, Victoria B.
Millers Creek, NC

Harper, Meredith Diane
Dry Fork, VA

Harris, Anna Katherine
Houston, TX

Harris, Barbara Spencer
Fayetteville, NC

Harris, Vicky Donna
Winston-Salem, NC

Henry, Laura Beth
Morganton, NC

Higgins, Julie Lynn
Naples, FL

Hodges, Vera R.
Winston-Salem, NC

Horlbeck, Caroline Manigault
Mount Pleasant, SC

Hutcherson, Rebecca J.
Winston-Salem, NC

Jarrett, Leslie Michelle
Gastonia, NC

Jerome, Teresa B.
Lewisville, NC

Johns, Eva S.
Winston-Salem, NC

Johnson, Marcia Lynn
Lewisville, NC

Johnson, Sue B.
Lewisville, NC

Joseph, Phyllis Humphrey
Winston-Salem, NC

Joyner, Sarah A.
Pfafftown, NC

Jurney, Jamie Colleen
Myrtle Beach, SC

Keaton, Tammy L.
Winston-Salem, NC

Kemper, Nancy Anne
Clemmons, NC

Kerlin, Amy Anne
Matthews, NC

Kessler, Mary Alderman
Winston-Salem, NC

Kiger, Christa Lenore
Winston-Salem, NC

Kincade, Tessa Annell
Greenville, MS

King, Jennifer Ashley
Wilmington, NC

Kipphan, Christiane Nicole
Huntingdon, PA

Kneppelt, Sue Anne
Winston-Salem, NC

Kress, Eileen McGlone
Kernersville, NC

Lanier, Deborah N.
King, NC

Lasky, Debra Elizabeth
Winston-Salem, NC

Lee, Elizabeth Lasley
McLean, VA

Leonard, Charlene Constance
Winston-Salem, NC

Lewis, Karen Ursula
Bahama, NC

Libretti, Marie
East Bend, NC

Lloyd, Nancy Elizabeth
Bedford, VA

Long, Phyllis A.
Winston-Salem, NC

Lovingood, Lara Michelle
Raleigh, NC

Lynn, Valerie J.
Winston-Salem, NC

Mabe, Deborah Lynn
Lewisville, NC

Macklin, Margaret Tucker
Winston-Salem, NC

Marks, Catherine Hawkins
Winston-Salem, NC

Marshall, Cindy Wray
Winston-Salem, NC

Marshall, Shirley Waugh
Winston-Salem, NC

Martin, Heather Clare
St. Louis, MO

Mast, Margaret L.
Atlanta, GA

Mauney, Lynda White
Advance, NC

Mayville, Audrey Kiernan
Winston-Salem, NC

McGinnis, Mary Cobb
Shipman, VA

McKay, Catherine Elizabeth
Canton, MS

McLarty, Mary Angela
Shelby, NC

McMahan, Deborah Michelle
Charlotte, NC

McRae, Melanie Beth
Stone Mountain, GA

Mebane, Elizabeth Carter
Wilmington, NC

Michelotti, Valerie Dailey
Winston-Salem, NC

Miller, Anna M.
Winston-Salem, NC

Miller, Kristen Heather
Helena, AL

Miller, Pauline Genell
Winston-Salem, NC

Mize, Gaye Speaks
Winston-Salem, NC

Moore, Jennifer Sarah
Atlanta, GA

Moore, Laurie Christine
Winston-Salem, NC

Morrison, Alison Meade
Winston-Salem, NC

Murray, Elizabeth Evelyn
Winston-Salem, NC

Murray, Melissa Jeanne
Appleton, WI

Myerly, Margaret May
Winston-Salem, NC

Myers, Beverly A.
Clemmons, NC

Navarra, Mark Gerald
Winston-Salem, NC

Neese, Laura Louise
Greensboro, NC

Newton, Tara Elizabeth
Wake Forest, NC

Niles, Paige Marie
Anderson, SC

Noblett, Mary Elsie
Pinnacle, NC

Nordin, Nell Ellen
Oconto, WI

Palumbo, Catherine Frances
Fredericksburg, VA

Parker, Patricia Gaye
Charlotte, NC

Parks, Mary Elizabeth
Winston-Salem, NC

Pate, Joyce Lynne
Goldsboro, NC

Peterson, Yvonne D.
Rural Hall, NC

Petree, Leah Teresa
Hickory, NC

Plowman, Gayden Carol
Jacksonville, NC

Polzine, Teresa Lynne
Winston-Salem, NC

Rainey-McDonald, Agnes
Winston-Salem, NC
 Richie, Christie Yvette
Dawville, VA
 Ridings, Angela V.
Germanton, NC
 Robbins, Carol A.
Winston-Salem, NC
 Robertson, Aleta Brook
Charlotte, NC
 Rohe, Allison Lynn
Charlotte, NC
 Romage, Mary Ellen
Clemmons, NC
 Russell, Patricia Ann
Winston-Salem, NC
 Shafer, Monica Lee
Johnson City, TN
 Shaffner, Josephine Walker
Wilmington, NC
 Sharpe, Kelly Anne
Winston-Salem, NC
 Shelton, Susan Patricia
Winston-Salem, NC
 Shoaf, Cathy Trull
Lexington, NC
 Shone, Jennifer Bullock
Pitman, NJ
 Shotts, Angela Camille
Tuscaloosa, AL
 Smith, Penny Ann
King, NC
 Smith, Terri Ann
Titusville, FL
 Smith, Tonda, B.
Winston-Salem, NC
 Smith, Voucile Phelps
Winston-Salem, NC
 Smoot, Gaither Ballou
Wilson, NC
 Speedie, Jennifer Lynn
Statesville, NC
 Spessard, Michelle Lee
Greensboro, NC
 Stanley, Dena Chambers
Winston-Salem, NC
 Stansfield, Karrie A.
Baltimore, MD
 Stephens, Mary Lawson
Columbus, GA
 Stroud, Stephanie Catherine
Kinston, NC
 Swaim, Jette D.
Clemmons, NC
 Sweeney, Katherine Elizabeth
Elizabeth City, NC
 Swope, Caroline Theodora
Lexington, VA
 Thomas, Jennifer Anne
Lothian, MD
 Thomas, Mary Gwendolyn
Raeford, NC
 Thompson, Mary Bradley
Charlotte, NC
 Thornburg, Penny Elayne
Winston-Salem, NC
 Thrift, Raynell Zimmerman
Winston-Salem, NC
 Toomey, Lisa Ann
Fayetteville, NC
 Tooms, Mary Rose
London, KY
 Trivette, Deborah S.
Roaring Gap, NC
 Tucker, Anne Loman
Greensboro, NC
 Tuttle, Janice Cook
Clemmons, NC
 Viguerie, Brigid Flora
Metairie, LA
 Whaley, Elizabeth Key
Bradenton, FL
 Wheeler, Cindy L.
Winston-Salem, NC
 Whicker, Glenda Regine
Winston-Salem, NC
 Whicker, Nancy Lane
Walkertown, NC
 Whitaker, Jacqueline Renae
Lexington, KY
 Whitbred, Jeffrey Brooks
Winston-Salem, NC
 White, Katherine Elizabeth
Camden, ME
 Whitefield, Tracy Jean
Newark, OH
 Wickersham, Valerie Jane
Clearwater, FL
 Willard, Clyde Scott
Kernersville, NC
 Williams, Cain
Maitland, FL
 Williams, Gina Michelle
Meridian, MS
 Williams, Jean Catherine
Mobile, AL
 Williams, Kimberly Grace
Wilmington, NC
 Williamson, Amy
Bexley, OH
 Willis, Michael A.
Clemmons, NC
 Wilson, Robin Lyn
Asheville, NC
 Wood, Deborah
Winston-Salem, NC
 Wood, Janey Smith
Lewisville, NC

Class of 1993

Aaron, Angela Atalee
Atlanta, GA
 Aber, Jennifer Lynn
Fort Myers, FL
 Acri, Linda A.
Winston-Salem, NC
 Adams, Melissa Caldwell
Kernersville, NC
 Adams, Nancy Elizabeth
Charlotte, NC
 Allen, Jeanne Knox
Germantown, TN
 Amos, Joanne Bryant
Martinsville, VA
 Ariz, Raquel
Houston, TX
 Arthur, Jennifer Leigh
Bedford, VA
 Atkinson, Julie Anne
Eden, NC
 Attucks, Vanessa Ann
Winston-Salem, NC
 Baker, Sylvia Elaine
Arden, NC
 Barefoot, Billie Renae
Mount Airy, NC
 Barrett, Elizabeth Eileen
New York, NY
 Barron, Merrill Dargan
Dalton, GA
 Baxley, Gail M.
Walkertown, NC
 Bell, Leslie Chastine
Davidson, NC
 Belote, Heather
Mt. Pleasant, SC
 Belton, Betty Hudson
Rural Hall, NC
 Bennett, John Joseph
Winston-Salem, NC
 Black, Hillary Ruth
Clinton, NC
 Blake, Betsy M.
Wilson, NC
 Booe, Karen L.
Winston-Salem, NC
 Boyle, Megan Marie
Chicago, IL
 Bracey, Nancy Bowen
Winston-Salem, NC
 Brinkley, Anita Clay
Newton Centre, MA
 Brown, Kay Lawson
Clemmons, NC

Brown, Scarlett Jean
Winston-Salem, NC
 Brown, Stephen Brent
Winston-Salem, NC
 Brunson, Barbara Fontain
Jackson, MS
 Bullock, Shelbra Karen
Raleigh, NC
 Burkette, Allison P.
Winston-Salem, NC
 Butner, Carol Willard
Winston-Salem, NC
 Butner, Martha H.
Winston-Salem, NC
 Carlin, Heather Ann
Lincolnton, NC
 Carlson, Jennifer Lynn
Wilmington, NC
 Caterbone, Amy Catherine
Houston, TX
 Cism, Judy Marsh
Kernersville, NC
 Clontz, Ivey Ann
Advance, NC
 Cooper, Mary Havens
Washington, NC
 Cowan, Mary Katherine
Winston-Salem, NC
 Cubitt, Frances Cecille
Spartanburg, SC
 Davis, Caroline Hampton
Lynchburg, VA
 Davis, Jennifer Ann
Belmont, NC
 DeHart, Karyn
Winston-Salem, NC
 Dillon, Stacy Sullivan
Lexington, NC
 Dodson, Frances Elizabeth
Clemmons, NC
 Dossinger, Laura Balfour
Houston, TX
 Doub, Julia M.
Winston-Salem, NC
 Dudley, Waylon B.
Kernersville, NC
 Dyar, Ann Aileen
Neunan, GA
 Dyer, Jennifer Joyce
Greer, SC
 Echols, Lisa Dawn
Walnut Cove, NC
 Eckberg, Amanda Jo
New Bern, NC
 English, Lara Ashley
Berlin, West Germany
 Face, Jennifer Joan
Neuport Neus, VA
 Fisher, Jane Thornton
Manakin-Sabot, VA
 Fitts, Melissa Leigh
Wake Forest, NC
 Fowler, Martha Katherine
Charlotte, NC
 Fredericksen, Jennifer Joy
Fairfield, Va
 Friedman, Jennifer Simpson
Chapel Hill, NC
 Frier, Kimberly Anne
Fayetteville, NC
 Fussell, Gloria Diane
Winston-Salem, NC
 Garden, Erin L.
Asbeville, NC
 Georgitis, Nancy Lynn
Winston-Salem, NC
 Griffin, Kristy Michelle
Winston-Salem, NC
 Gutshall, Kristina Marie
Langley AFB, VA
 Hambricht, Steffan Holden
Anderson, SC
 Hargett, Katherine Louise
Tenafly, NJ
 Hart, Meredith Paige
Raleigh, NC
 Harvey, Anne Elizabeth
New Orleans, LA
 Haverkamp, Hester Leigh
Goldsboro, NC
 Healy, Cathleen M.
Winston-Salem, NC
 Heer, Amanda Lee
Alexandria, VA
 Herbstritt, Margaret Mary Puchacz
Clemmons, NC
 Herring, Rita Jean
Jacksonville, NC
 Hiatt, Annette McGuire
Bermuda Run, NC
 Hinson, Crissy L.
Irvington, VA
 Holland, Kristina Marilla
Richmond, VA
 Hollifield, Catharine Lynn
Nasbville, TN
 Holtschneider, Stacy Lee
Baltimore, MD
 Hoppin, Elizabeth Ann
Midlothian, VA
 Hughes, Susan S.
Stoneville, NC
 Jaekle, Tracy Dahmer
Kernersville, NC
 Jenkins, Erika Smaw
Virginia Beach, VA
 Jenkins, Sarah Rebecca
Rocky Mount, NC
 Jimenez, Carla Elizabeth
Florence, KY
 Johnson, Elizabeth Caroline
Louisville, KY
 Johnson, Mary Augusta
Philadelphia, PA
 Juboor, Louise Douglas
Winston-Salem, NC
 Kale, Rebecca Whisenant
Kernersville, NC
 Khajenasir, Shaida
Winston-Salem, NC
 Knopf, Judy Martin
Clemmons, NC
 Krueger, Mary Bryant
Greer, SC
 LaFave, Sara Tiffany
Charlotte, NC
 Lamm, Della Hope
Wilson, NC
 Langdon, Tracy Nicole
Winter Park, FL
 Laughery, Sarah Elizabeth
Rocky Mount, NC
 Lee, Bonita L.
Clemmons, NC
 Leggett, Helen Holland
Danville, VA
 Long, Amy Amanda
Raleigh, NC
 Lord, Michaelene Leslie
Fairview, NC
 Lynch, Drewann Moser
King, NC
 Lynch, Jessica
Athens, GA
 Malone, Kathleen Leigh
Manassas, VA
 Manning, Geri Ann
Winston-Salem, NC
 Manos, Chrys A.
Las Vegas, NV
 Marshall, Jessica Elizabeth
Danville, VA
 McAden, Nancy Keenan
New Bern, NC
 McCann, Marsha K.
Winston-Salem, NC
 Miller, Rachel Ceilann
Rural Hall, NC
 Moore, Cynthia Strader
Winston-Salem, NC
 Morgan, Mary Heather
Orlando, FL
 Murray, Carolyn Ann
High Point, NC

Murrow, Georgina Leigh
Bishop, GA
 Nelson, Gail H.
Winston-Salem, NC
 Nelson, Heather Lynn
Eules, TX
 Newsome, Lisa Arlene
Cofield, NC
 Norman, Janet Rebecca
Clemmons, NC
 Nystrom, Helen Christina
Valbo, Sweden
 O'Brien, Emily Louise
Louisville, KY
 O'Kelley, Holle Leighton
Atlanta, GA
 Osborn, Townes Winston
*Knoxville, TN*⁵
 Osborne, Linda B.
Kernersville, NC
 Owens, Jeral Rushton
Kernersville, NC
 Pattisall, Jennifer Howard
Winston-Salem, NC
 Payne, Lucinda Oland
Boone, NC
 Penn, Jane Sandra
Winston-Salem, NC
 Petree, Lori Johnson
Hickory, NC
 Pezowicz, Laura Ellen
Clarksburg, MD
 Phillips, Liane C.
Somers, CT
 Pollard, Ann Monroe
Metairie, LA
 Portlock, Beth Ann
Broomfield, CO
 Rankin, Heather Jane
New Brighton, MN
 Raper, Melissa Ann
Lexington, NC
 Redding, Anne Sanborn
Asheboro, NC
 Richards, Deborah Elaine
Winston-Salem, NC
 Richardson, Shirley Cecilia
Jonesboro, GA
 Riwdy, Shevella Forchon
Jenkinsville, SC
 Robertson, Laura Hamrick
Winston-Salem, NC
 Ross, Gwendolyn Amos
Winston-Salem, NC
 Shaffner, Elisabeth Sloan
Asheboro, NC
 Sheehy, Elizabeth Allen
Winston-Salem, NC
 Shuping, Marilyn Bjork
Pfafftown, NC
 Sloop, Sue Lynn
Jamestown, NC
 Smith, Amie Denise
Houston, TX
 Smith, Kristi Natel
Troy, NC
 Snider, Carole B.
Denton, NC
 Stephens, Andrea Grace
Chapel Hill, NC
 Summers, Karen C.
Clemmons, NC
 Swaim, Gwyn Roberson
Clemmons, NC
 Thomas, Jennie Manget
Raleigh, NC
 Thompson, Elizabeth Lynn
Windsor, NC
 Thompson, Kathryn Elizabeth
Atlanta, GA
 Thuren, Anna M.
Winston-Salem, NC
 Toms, Blanche Crump
Richmond, VA
 Tongue, Kirsten Lee
Annapolis, MD
 Van Benthuyssen, Betsy Kay
Goldsboro, NC
 Vance, Mitzi W.
Belews Creek, NC
 Vanhoy, Gregory Monroe
Winston-Salem, NC
 Varner, Teresa Hamm
Lexington, NC
 Vlaservich, Alice Charla
Dallas, NC
 Welfare, Ashley Eugenia
Winston-Salem, NC
 Welte, Janet Anne
New Providence, NJ
 Wheeler, Tonia Renae
High Point, NC
 Whitaker, Carol H.
Rural Hall, NC
 Whitefield, Tammy Jean
Newark, OH
 Whitehead, Amy Elizabeth
Lexington, NC
 Williams, Michele Tobin
Raleigh, NC
 Wolter, Ellen Lenore
San Rafael, CA
 Wray, Alyce Rogers
Lewisville, NC

Study Abroad

- Barnhardt, Claire Marie
Hollins College in London, England
- Beckman, Mary Elizabeth
*Rockford College program at
Regent's College in London, England*
- Benson, Frances Taylor
*American Institute for Foreign Study,
University of Cannes*
- Burney, Eugenia Blake
*Rockford College program at
Regent's College in London, England*
- Fauber, Lee Winfree
*American Institute for Foreign Study,
University of Cannes*
- Jeanrenaud, Nancy Alice
*Institute of Spanish Studies,
Valencia, Spain*
- Jones, Amanda Mason
*Institute for American Universities,
Aix-en-Provence, France*
- Massey, Katherine Jane
*Central College program at
University of Granada, Spain*
- Moomaw, Anna Massey
Hollins College in London, England
- Townsend, Angela Noelle
*Institute of Spanish Studies,
Valencia, Spain*
- Vachon, Eleanor Marie
*American Institute for Foreign Study,
University of Cannes*
- Weilbaeher, Heidi Ziegast
*Anglo-German Institute Delfin,
Stuttgart, Germany*

1989 Graduates

Bachelor of Arts

Eliza Jane Abernethy
Beth Ann Adams
Elizabeth Rich Alexander
Elizabeth Jackson Anderson
Judith Swain Atkins
Patricia Bailey
magna cum laude
Honors in Art
Kathleen M. Baker
Lynn Pardue Baker
Janice Ritchie Barbee
Susan Stevens Barefoot
Elisabeth Springer Barksdale
Fredda M. Bartolucci
Lisa Marie Beatty
Cynthia Alicia Boland
Linda Hill Bondurant
cum laude
Jana Johnson Brown
magna cum laude
Melissa Conant Buccell
Betty Mae Burgess
Suzanne Louise Burns
Susan Lang Bynum
magna cum laude
Julia Carpenter
Elizabeth Haynsworth Clayton
Victoria Paige Cook
Ann Katherine Costenbader
Martha English Cousar
Laurie Lea Cox
Margaret Wilson Cox
Paula Adams Crone
Leslie Kirven Crow
Martha Alison Crowson
Kathleen Burke Culler
magna cum laude
Alma Lea Daughtridge
Betsy Hine Davis
magna cum laude
Stacy J. Deal
Elizabeth Stewart Douglas
Debra Harwell Eaker
Sheila Marie Elliott
Patricia Pate Evans
magna cum laude
Amy Catherine Ferguson
Tami D. Freeman
Alison Marie Gill
Jan Marie Girardeau
Carole P. Glover
cum laude
Dorothy Graham-Wheeler
Mary Elizabeth Guss

Kimberly Lea Hamilton
Susan Carroll Hamlett
Leigh Anne Harris
Catherine Louise Hedgpeth
Rosalie Wilson Hill
Martha Tate Horn
Anne Parker Hubbard
Allison Long Hughes
Nancy Sandler Huie
Marilyn Kash Idol
magna cum laude
Mary Joanna Kelly
Nancy Lee Kent
Felicia Carole Lamm
Ruth Ann Brouwer Lenger
cum laude
Julie Annette Lindsey
summa cum laude
Honors in Biology
Rebekah Hapgood Little
Christine Marie Lord
Laura Jeane Louis
Mary Bridget Maley
Cheryl Taylor Marion
magna cum laude
Ramona Potter Marsh
magna cum laude
Catherine Sears Martin
Pauline Rhoades McLean
Terri Lynn Hicks Merritt
Johanna Lee Metzgar
magna cum laude
Honors in Sociology
Honors in American Studies
Patrice Monique Black Mitchell
Georgia Ellen Mixon
magna cum laude
Janice Trate Moss
Cherry Shaffer Newsom
cum laude
Catherine L. O'Malley
cum laude
Marjorie Courtney Overcash
Frances Stuart Patteson
Dawn Susan Phelps
cum laude
Mary Bryan Pierce
Mary Theresa Poole
Martha Christine Porter
cum laude
Lesley Marie Prillaman
Kristie Lynn Reynolds
Jo Margaret Robertson
N. Cristina Roche
Virginia Anne Saunders
summa cum laude

Susan Lee Scaggs
Elizabeth B. Schell
Leigh Whetstone Scott
magna cum laude
Gretta Brooks Smith
Jodi Lynn Smith
Marietta Foster Smith
Patricia Elaine Smith
Caroline Carter Starnes
Julie Loree Stone
Elizabeth Susan Stroup
Marian Hazelton Taylor
magna cum laude
Jill Wayne Thomas
cum laude
Kathryn Cutchin Thomas
Leigh Kepley Varner
Mary Elizabeth Virtue
Amy Stuart Willson
Martha Lucy Woodham
Melissa Rachelle Woods
cum laude
Angela Elizabeth Young

Bachelor of Music

Chi-Chi Ziglar Messick
magna cum laude
Penny Powell Woods

Bachelor of Science

Michele Tracy Brennan
magna cum laude
Honors in Biology
Lori Frances Oakley
summa cum laude
Honors in Chemistry
Catherine Lorena Whitlock
magna cum laude

Bachelor of Science in Business Administration

Joy McHone Barlow
magna cum laude
Carol Ann Fogelsong
Vernice Michelle Watkins



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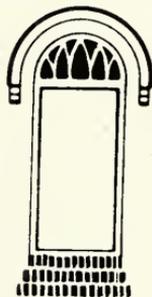
NOTES

Salem

SALEM COLLEGE
WINSTON-SALEM, NC
27108

*Salem Graduate
College Education
Program*

Founded 1772



Winston-Salem, NC

Graduate Catalog
1990-1991

Academic Calendar

1990-1991

1990 First Summer Term

May 21	Orientation for new graduate students
May 22	Classes begin
June 25	Classes end
June 26-27	Examination period

1990 Second Summer Term

June 28	Classes begin
August 2	Classes end
August 3-4	Examination period

1990 Fall Term

August 29	Orientation for new graduate students and Registration
August 30	Classes begin
October 18-19	Mid-term break
November 21	Thanksgiving recess begins at 12:15 pm
November 26	Classes resume at 4:30 pm
December 7	Last day of classes
December 9-14	Examination period
December 14	Christmas recess begins

1991 January Term

January 3	January Term begins; Classes begin at 3:00 pm
January 30	January Term ends

1991 Spring Term

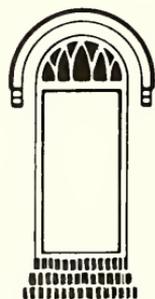
February 4	Orientation for new graduate students and Registration
February 5	Classes begin
March 22	Spring recess begins at 5:15 pm
April 1	Classes resume
April 25	Founder's Day Celebration
May 14	Classes end
May 16-21	Examination period
May 25	Graduation

Salem Graduate

College Education

Program

Graduate Catalog
1990-1991



Winston-Salem, NC

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Introduction to

Salem College

History

The early Moravians who settled in Salem, believing that young women as well as young men would profit from education, began a school for girls in 1772. This school evolved into a boarding school for girls and young women in 1802, Salem Female Academy in 1866, and a college for women in 1890. Since 1920, Salem College has been a member of the Southern Association of Colleges and Schools, with the most recent affirmation of accreditation taking place in December, 1980.

As early as the 1850's, Salem Academy was recognized as providing preparation for the teaching profession. When formalized certification practices were initiated in North Carolina, Salem College adapted its curriculum to meet the requirements of the state. The teacher education program of the College has been accredited by the state of North Carolina since 1964; the most recent accreditation took place in 1985.

While Salem College does not offer an undergraduate major in education, the college does offer teacher education programs in the following areas:

- Elementary Education (K-6)
- Learning Disabilities (K-12)
- Emotionally Handicapped (K-12)
- Second Language French, Spanish (K-12)
- Secondary (9-12)
- Biology, Chemistry, English,
Social Studies, and Mathematics

Salem College continues its commitment to both liberal arts and the preparation of teachers with the Master of Arts in Teaching (M.A.T.) and the Master of Education (M.Ed.) degree programs. These two graduate degree programs offer postbaccalaureate students the chance to prepare for or enhance a career as a classroom teacher.

Graduate Programs

The M.A.T. program is planned for the college graduate who has a firm foundation in the liberal arts and sciences and seeks professional certification and a master's degree. It also provides the Salem student the option of postponing professional training until her fifth year, thus securing both certification and a master's degree.

The M.Ed. program is planned for the teacher who intends to remain in the classroom and seeks to increase his or her professional knowledge and skills.

Both degree programs are open to women and men.

The goal of both programs is to provide a broad perspective on education as a whole, while providing opportunity for in-depth work in an area of choice or with a special population. Both programs require the student to complete a six-hour Liberal Arts Core on the graduate level. This requirement continues the two-hundred-year commitment of Salem College to liberal learning.

Goals of the Program

The goals of both graduate degree programs are to develop classroom teachers of exceptionally high competence who can:

1. Apply the results of educational research to their classroom teaching.
2. Vary their classroom teaching strategies to meet the needs and interests of individual learners.
3. Become leaders within the school environment in such roles as lead teacher, mentor, cooperating teacher, or "coach".
4. Demonstrate advanced mastery of the intellectual skills of analysis, synthesis, and evaluation.
5. Demonstrate comprehension of interdisciplinary issues that confront the liberally-educated person.
6. Further, the graduate faculty are committed to promoting the cognitive development of each prospective teacher. A developmental theme undergirds the entire teacher education program providing coherence, purpose, and process.

Accreditation

Salem College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the Bachelor's Degree and is a Candidate for Accreditation to award the Master's Degree. Undergraduate programs in teacher education are approved by the North Carolina State Board of Education and graduate programs have temporary authorization to begin.

Equal Opportunity Policy

Salem is committed to the principle of equal opportunity. It is the policy of Salem not to discriminate on the basis of race, color, national origin, or handicap with regard to its students, employees, or applicants for admission or employment.

Admissions

Information

Application materials are available from the Graduate Education Office. They may be obtained by writing or calling:

Application

Office of Graduate Education
Fine Arts Center 302
Salem College
Winston-Salem, NC 27108
(919) 721-2658

New students may begin either program in any term. However, to complete the M.A.T. program in one academic year and two summers, the student must begin in the summer term. All application materials and test scores must be received by the Graduate Education Office before any action will be taken. A non-refundable application fee of \$30 must be included with the application.

Requirements for admission to either the M.A.T. or M.Ed. program include:

Admission Requirements— General

1. Submission of an official transcript from an accredited college or university showing possession of a baccalaureate degree and graduating G.P.A.
2. Submission of official test scores from the Graduate Record Examination (GRE). Applications to take the GRE may be obtained from the Salem Career Development Center (Lehman Hall), the Education Office (Fine Arts Center 302) or by writing directly to:

Graduate Record Examinations
Educational Testing Service
CN 6000
Princeton, NJ 08541-6000

Graduate Record Examination scores must be officially verified to be accepted.

Note: The GRE code for Salem College is 5607.

3. Two letters of recommendation.
4. Interview with the Director of Graduate Studies and acceptance by the Graduate Education Council.

**Specific Requirements—
M.A.T. Degree**

In addition to the above general requirements, the applicant to the M.A.T. degree program must:

1. Obtain satisfactory scores on Core Batteries I (Communication Skills) and II (General Knowledge) of the National Teachers Examination. Minimum score requirements are set by the North Carolina State Board of Education.

**Specific Requirements—
M.Ed. Degree**

In addition to the above general requirements, the applicant to the M.Ed. degree program must:

1. Submit one recommendation from a principal or supervisor for whom the applicant has worked.
2. Submit a copy of your teaching certificate in either Elementary or Special Education. Applicants seeking admission to the graduate M.Ed. program in Learning Disabilities must have certification in Specific Learning Disabilities, Mentally Handicapped, or Severely Emotionally Handicapped (SLD, MH, or SEH).

Additional Admissions Information

The M.Ed. student is expected to work toward the degree in his or her current area (Elementary or Learning Disabilities). A teacher who is already certified, but not in Elementary or Special Education, and who desires one of these certifications, may enter the M.A.T. program.

A teacher certified in Elementary or Special Education but not currently teaching may enter the M.Ed. program but will be required to complete a practicum prior to graduation to demonstrate teaching effectiveness.

The college retains the right to inspect undergraduate transcripts for the appropriate breadth of liberal arts courses for entrance to the M.A.T. program and the appropriate professional coursework and practicum experience for entrance to the M.Ed. program. Students may be required to make up undergraduate deficiencies.

Notification of Admission

The applicant will be notified of the acceptance or rejection of his or her application for admission within six weeks once all admission requirements have been met. Any appeal of the decision must be made in writing within ten (10) days to the Director of Graduate Studies.

An applicant who meets all admission requirements, including an acceptable combination of GRE scores and G.P.A. from the baccalaureate degree-granting institution, will be admitted unconditionally. Any questions regarding acceptable scores should be directed to the Director of Graduate Studies.

**Admission Status:
Unconditional
Admission**

If a student does not meet the unconditional admission standards, provisional admission may be granted until the student has taken three courses. If the student receives a grade point average of 3.3 or above on these first three courses, he/she will be unconditionally admitted. Any appeal of admission decisions will be decided by the Graduate Education Council.

**Provisional
Admission**

A student with a baccalaureate degree from an accredited institution may enroll for graduate courses for credit as a "Special Student." This designation does not guarantee the student subsequent admission to the graduate program. If a Special Student later applies to the graduate program and is accepted, credit earned on courses already taken may be applied to the degree provided the grade is B or better. A student desiring special student status should submit an official transcript showing completion of a baccalaureate degree to the Director of Graduate Studies.

**Special Student
Status**

An orientation will be held for new students prior to the beginning of each term.

**New Student
Orientation**



Financial Information

Tuition and Fees

The tuition charge for the M.A.T. and M.Ed. degree programs is \$390 per three hour course (\$130.00 per credit hour).

Other fees include:

Application fee	\$ 30.00	
Reentry fee	15.00	
Transcript fee	2.00	each after the first transcript
Audit Fee	100.00	
Returned check fee	10.00	
Graduation fee	75.00	

Refunds

Students enrolled in graduate courses may receive a full refund, minus a \$35 administrative fee, if they drop a course prior to the last day of the drop/add period. No refunds will be given for courses dropped at a later date. No refunds will be given for audit fees.

Financial Aid

Specific information regarding financial aid programs may be obtained from Ms. Neville Watkins, Director of Financial Aid, in the Financial Aid office in Lehman Hall, 919-721-2808.

Beginning in 1991, Salem College will award one minority scholarship (half-tuition) a year to a minority student who enters the Master of Arts in Teaching program in either Elementary Education or Learning Disabilities. To be eligible for consideration, the applicant must have been accepted to the M.A.T. degree program. Additional selection criteria include financial need, scholastic achievement, participation in community or extracurricular activities, and demonstrated potential for teaching. The scholarship will be renewed until completion of the degree provided that the recipient maintains a 3.0 cumulative grade point average.

The scholarship will be awarded each year in May. To be eligible, the applicant must have mailed the Financial Aid Form to Princeton by April 1, and have been accepted to the M.A.T. program by May 1, of the year in which the scholarship is to be awarded. For a graduate financial aid packet contact the Director of Financial Aid and for a graduate admissions packet, contact the Graduate Education Office.

Applicants should begin the process early (January) to ensure meeting all the deadlines.

There are two federal loan programs available to graduate students. Students must apply for financial assistance before applying for a student loan. For the Stafford Loan (see below), the student must qualify on a "need" basis. For the SLS (see below), the student must prove non-qualification for the Stafford Loan. Applications are available in the Financial Aid office.

Stafford Loan (formerly Guaranteed Student Loan)—This need-based federal loan program will award up to \$7,500 per year to students who are enrolled at least half-time (4.5 credit hours per term) in a degree program, who demonstrate need, who are not in default or owe repayment of any federal money, and who demonstrate credit-worthiness. Application for these loans is made through local lenders. The major lender for legal residents of North Carolina is College Foundation, Inc., P.O. Box 12100, Raleigh, NC 27605, 919-821-4771. College Foundation applications are available in Salem's Financial Aid office. Students who are legal residents of other states must contact a lender in their home state; lenders are generally banks, savings & loans, and/or credit unions.

Supplemental Loans for Students (SLS)—This non-need-based federal loan program will award up to \$1,000 per year to students who are enrolled at least half-time (4.5 credit hours per term) in a degree program, who are not in default or owe repayment of any federal money, and who demonstrate credit-worthiness. Application for these loans is made through local lenders. The major lender for legal residents of North Carolina is College Foundation, Inc., P.O. Box 12100, Raleigh, NC 27605, 919-821-4771. College Foundation applications are available in Salem's Financial Aid office. Students who are legal residents of other states must contact a lender in their home state.

Other sources of loans include:

Winston-Salem Foundation—This organization will grant low-interest loans of up to \$2,500 to credit-worthy students who are legal residents of Winston-Salem or Forsyth County. Contact the Winston-Salem Foundation, 229 First Union National Bank Building, Winston-Salem, NC 27101, 919-725-2382.

Academic Policies

Transfer Credits

No more than six (6) graduate credit hours (2 courses) may be transferred from another accredited institution. Official transcripts from the credit-granting institution must be submitted to the Graduate Education office. Acceptance of transfer credit is subject to the approval of the Director of Graduate Studies. Transfer credit will *not* be given for courses with a grade lower than a B, correspondence courses, or undergraduate education courses.

Grading

The following grading scale will be used:

- A Distinction as demonstrated by excellence in effort and quality of work that extends beyond the minimal requirements of assignments as substantiated through tests, papers, discussion, etc.; clearly reflects a creative understanding of topic areas; superior writing skills.
- B Quality expected of a graduate student which shows an adequate integration of topics via tests, papers, discussions, etc.; average writing skills.
- C Quality not up to the standards of graduate work as demonstrated by below average performance in fulfilling assigned requirements; shows minimal effort in understanding topic as substantiated through tests, papers, discussions, etc.; below average writing skills.
- F Failure to fulfill course requirements.
- I Incompletes may be granted by the faculty for medical reasons or death in the immediate family or for extenuating circumstances as determined by the Director of Graduate Studies.

Dropping a Course

A student may drop a course with the following conditions:

1. **Without a grade**—during the first two complete weeks of class.
2. **With a grade of Withdrawal Passing or Withdrawal Failing**—after the first two weeks and through the eighth week of the term. A student will receive a Withdrawal Passing or a Withdrawal Failing depending upon his/her standing at the time the course is dropped.

3. **With an automatic F (dropped)**—after the eighth week of the term unless excused from the penalty by the Graduate Education Council.

The student must remain continuously enrolled. After any term(s) of non-enrollment, a “re-entry” form must be filed and a fee paid prior to resumption of enrollment. Non-enrollment terms *will* be counted as part of the five-year limit for obtaining the graduate degree.

Continued Enrollment

If a student receives one F or more than 2 C's, he or she will be dropped from the graduate program.

Retention

The student will have an initial interview with the Director of Graduate Studies prior to admission. Upon enrollment the student will be assigned an advisor from among the graduate faculty.

Academic Advising

Thirty-three (33) hours will be required for the M.Ed. program, 44 hours for the M.A.T. in Elementary Education, and 47 hours for the M.A.T. in Learning Disabilities. An eighteen (18) hour professional core of studies as well as a six-hour Liberal Arts Core is required for both programs. A full-time graduate course load will be nine (9) hours (three 3-hour courses) per term.

Academic Load

The Master's Degree Project (M.Ed.) may be started after the student has completed four of the six professional core courses, including the Research and Evaluation course. The Master's Degree Project will be evaluated by a committee of three graduate faculty members.

The M.A.T. program is designed as a full-time program that takes two summers and one academic year to complete. However, students may elect to complete this program on a part-time basis.

The M.Ed. program is designed to be completed by teachers currently teaching and may be completed on a part-time basis over two to three years.

Auditing a course is permitted with the permission of the instructor and payment of a fee.

Auditing

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

Appeals

Student Teaching

Students in the M.A.T. Program will complete their student teaching in the Winston-Salem/Forsyth County Schools. Student teaching is of ten weeks duration. The graduate student has the option to student teach in either the fall or spring term; however, students must have completed or be currently enrolled in the significant methods courses. Significant methods courses for the M.A.T. in Elementary Education are Education 400, 406, 408, 416, and 418. Significant methods courses for the M.A.T. in Learning Disabilities are Education 400, 406, 408, 416, 420, and 422.

Graduate students must apply to student teach by the middle of the term which precedes the term in which they will student teach. The student must also sign up for two hours of seminar which accompanies student teaching.

Each student will be evaluated on Salem's Exit Criteria Instrument which includes all performance criteria on the North Carolina Teacher Performance Appraisal Instrument. This will be a cooperative evaluation completed by the cooperating teacher, the Salem supervisor, and the student.

Practicum experiences with classroom observation of M.Ed. students will be included in certain courses. In the case of non-teaching M.Ed. students, an additional practicum with observation will be required.

Application for Candidacy

Students will be required to file an application for candidacy after completion of nine (9) hours and prior to completion of fifteen (15) hours of graduate study. Requirements for admission to candidacy are:

1. Previous admission in full standing to the graduate program.
2. Completion of nine (9) hours of graduate study with a GPA of 3.0 or higher.
3. Submission of a degree plan and approval of the plan by the Graduate Education Council.

The Director of Graduate Studies will assess the candidate's application. Appeals may be made in writing to the Graduate Education Council.

Both M.A.T. and M.Ed. students are required to successfully complete oral comprehensive examinations which will include questions of both professional knowledge and application of liberal learning. Comprehensive examinations will be taken within the last six hours of study, and application to take the examinations must be made four (4) weeks prior to the time they will be given. The examinations will be scheduled once in each of the spring, summer and fall terms. One opportunity to re-take the exams will be given.

Comprehensive Examinations

To be eligible for graduation, the student must:

Graduation Requirements

1. Be admitted to degree candidacy.
2. Complete all course requirements, including:
 - a. successful completion of the practicum for M.A.T. candidates and recommendation for certification [which requires successful completion of Core Battery III (Test of Professional Knowledge) and the appropriate Specialty Area exam of the National Teachers Examination] by the Director of Graduate Studies.
 - b. successful completion of the project with a grade of B or higher for M.Ed. candidates, and demonstration of above-average performance as a classroom teacher.
3. Perform satisfactorily on the comprehensive examination.
4. Obtain an overall grade point average of 3.0 or above.
5. File an application for graduation.

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

Degrees will be conferred in May and August. Actual graduation ceremonies will be held only in May.

Requests for transcripts must be made *in writing* to the Salem College Registrar's Office. The first transcript is free; subsequent transcripts require payment of \$2.00 each.

Transcripts

Academic Programs

Master of Arts in Teaching

M.A.T. Degree Requirements

The Master of Arts in Teaching (M.A.T.) degree is offered in Elementary and Learning Disabilities Education. The student completing this degree qualifies for certification in Elementary Education (K-6) or Specific Learning Disabilities (K-12). The program is planned for students who have never been certified, as well as teachers who wish to change their certification to one of those listed above.

The M.A.T. program is designed as a full-time program which takes two summers and one academic year to complete. The program may be completed on a part time basis as well. However, it should be noted that to complete the M.A.T. program in one academic year and two summers, the student must begin in the summer and attend full time. A total of 44 hours is required in Elementary Education and 47 hours in Learning Disabilities.

Courses

The Core courses required for all M.A.T. students are:

Liberal Arts Core (3 hours per term, 2 terms)

Human Development (3 hours)

The Exceptional Child (3 hours)

Assessment and Instruction for Students Experiencing Reading Difficulties (3 hours)

Practicum (6 hours)

Seminar (2 hours)

The Teacher as Decision Maker (3 hours)

Foundations of Reading (3 hours)

Research and Evaluation (3 hours)

Issues in Education (3 hours)

Tests and Measurements (3 hours)

Courses required for Elementary Education Certification only:

Methods of Teaching Language Arts and Mathematics (3 hours)

Methods of Teaching Social Studies, Science and Fine Arts (3 hours)

Courses required for Specific Learning Disabilities Certification only:

Characteristics and Assessment of the Learning Disabled (3 hours)

Teaching Strategies for the Learning Disabled (3 hours)

Methods of Teaching Language Arts and Mathematics (3 hours)

Scheduling for the M.A.T. program is as follows:

Scheduling

First Summer

- Human Development or Tests and Measurements
- Foundations of Reading
- Liberal Arts Core I or II
- The Exceptional Child or Issues in Education

Fall

- Methods of Teaching Language Arts and Mathematics
- Characteristics and Assessment of the Learning Disabled
- Research and Evaluation
- The Teacher as Decision Maker

January

- The Exceptional Child

Spring

- Methods of Teaching Social Studies, Science, and the Fine Arts or Teaching Strategies for the Learning Disabled
- Assessment and Instruction for Students Experiencing Reading Difficulties
- Practicum and Seminar

Second Summer

- Issues in Education or the Exceptional Child
- Human Development or Tests and Measurement
- Liberal Arts Core I or II

The M.A.T. student will be recommended for North Carolina G certification after completing all requirements for graduation, including receiving satisfactory scores on the National Teachers Examination Professional Knowledge and Specialty Area tests.

Certification



Academic Programs

Master of Education

Degree Requirements

The Master of Education degree is offered in Elementary Education or Learning Disabilities to current practitioners who intend to remain in the classroom and who seek to increase their professional knowledge and skills. It will provide the practitioner with the opportunity to develop excellence in teaching as well as leadership skills. The applicant must be currently certified in either Elementary or Special Education, with the applicant to the Learning Disabilities program holding current certification in Specific Learning Disabilities, Mentally Handicapped, or Severely Emotionally Handicapped. A teacher with current certification in one of the above areas who is not currently teaching will be required to complete a practicum prior to graduation.

The M.Ed. program is to be completed by teachers currently teaching and thus will be completed in a part-time manner over two to three years. The Master's project may be begun after the student has completed four out of the six professional education courses in the core, including the Research and Evaluation course.

Courses

The Core courses required for all M.Ed. students are:

- Liberal Arts Core (3 hours per term, 2 terms)
- Issues in Education (3 hours)
- Human Development (3 hours)
- Assessment and Instruction for Students Experiencing Reading Difficulties (3 hours)
- Research and Evaluation in Teaching (3 hours)
- The Teacher as Decision Maker (3 hours)
- Tests and Measurements (3 hours)
- Project (3 hours)
- Instructional Supervision (3 hours)

Additional course required for Elementary Education Certification only:

One 3-hour elective

Additional course required for Learning Disabilities Certification only:

Teaching Strategies for the Learning Disabled (3 hours)

Certification

The M.Ed. student will be recommended for North Carolina G certification in the appropriate area after completion of all requirements for graduation.

Classes in both graduate degree programs are held in the late afternoon and evening to enable employed students and working teachers to attend. Summer term classes are also held in the evening.

Graduate Program Scheduling

The Salem College academic year is comprised of Fall Term, January Term, Spring Term, and two five-week Summer School Sessions. Graduate degree courses will be offered in all of these terms. Generally, Fall Term runs from the beginning of September to mid-December; January Term takes place in the month of January; Spring Term runs from the beginning of February to mid-May; the First Summer School Session runs from late May through June; and the Second Summer School Session runs from early July through early August.



Graduate

Courses

- HUM 400 **Liberal Arts Core I** (3 hrs). Clauss.
- HUM 402 **Liberal Arts Core II** (3 hrs). Six hours of graduate level work in the liberal arts, "Problems in American Society and Culture in the Late 20th Century." Zehr. Summer.
- PSY 400 **Human Development** (3 hrs). Psychological development from conception through adulthood, with emphasis on cognitive, social, and biological factors. (Cross-referenced as ED 412.) Summer.
- PSY 402 **Tests and Measurement** (3 hrs). Test theory and construction. Study of aptitude, achievement, and interest tests with special emphasis on the tests used by the schools in diagnosis and placement. Includes practice in administering tests and evaluating results. Pearman. (Cross-referenced as ED 414.) Summer.
- ED 400 **Foundations of Reading** (3 hrs). The course compares different models of the reading process. The socio-psycholinguistic philosophy is examined and its implications for literature-based instruction explored. Effective instructional, management and evaluation strategies, and relevant reading materials for a literature-based classroom will be presented. Baker. Summer.
- ED 402 **The Exceptional Child** (3 hrs). An introduction to all areas of exceptionality as well as how to work with the mainstreamed child. Includes field experiences. Kea, Shearburn. January.
- ED 404 **Research and Evaluation in Education** (3 hrs). Introduction to research and evaluation methods. Analysis of research studies, reading of research in the teaching area of interest. Wishnietsky. Fall.
- ED 406 **The Teacher as Decision Maker** (3 hrs). Emphasis on the teacher as the instructional decision maker who utilizes research and theory in selecting content, learning activities, and means of assessment for the classroom. Students will learn and demonstrate a variety of instructional models including the inductive, integrative, deductive, and interactive models of teaching. Baker, Kea. Fall.
- ED 408 **Assessment and Instruction for Students Experiencing Reading Difficulties** (3 hrs). Prerequisite: ED 400 or certification. Formal and informal procedures for assessing reading performance. Instructional strategies and materials for assisting children experiencing reading difficulties. Baker. Spring.
- ED 410 **Issues in Education** (3 hrs). A study of the major issues affecting education today. The course is designed to give an overview of the teaching profession, the problems it faces, and the outlook for the future. Shearburn. Summer.

- ED 412 **Human Development** (3 hrs). Psychological development from conception through adulthood, with emphasis on cognitive, social, and biological factors. (Cross-referenced as PSY 400.) Summer.
- ED 414 **Tests and Measurement** (3 hrs). Test theory and construction. Study of aptitude, achievement, and interest tests with special emphasis on the tests used by the schools in diagnosis and placement. Includes practice in administering tests and evaluating results. (Cross-referenced as PSY 402.) Pearman. Summer.
- ED 416 **Methods of Teaching Language Arts and Mathematics** (3 hrs). Content, methods, and materials for teaching the language arts and mathematics. Includes study of computer software and Logo. Includes field experiences. Baker, Russell. Fall.
- ED 418 **Methods of Teaching Social Studies, Science and Fine Arts** (3 hrs). Content, methods, and materials for teaching social studies, science, and the fine arts. A core of generic information will be taught including techniques for determining student knowledge, program planning, lesson planning, monitoring achievement, and integrative methods. Students will apply the generic knowledge to the various content areas. Includes field experiences. Shearburn. Spring.
- ED 420 **Characteristics and Assessment of the Learning Disabled** (3 hrs). Includes study of the etiology of learning disabilities, learning, and behavioral characteristics of the learning disabled, assessment methodology, and the delivery of services. Also includes study of building-based staff support teams. Includes field experiences. Prerequisite or concurrent enrollment in Exceptional Child and Research and Evaluation. Kea. Fall.
- ED 422 **Teaching Strategies for the Learning Disabled** (3 hrs). Strategies for teaching reading, math, writing, study skills, social and transition skills, problem solving, and goal setting to learning disabled students. Includes field experiences. Kea. Spring.
- ED 424 **Instructional Supervision and Leadership** (3 hrs). Study of the professional role of the supervisor/mentor in guiding the student/beginning teacher to become an effective and self-analytic teacher. Russell. Fall.
- ED 426 **Independent Study** (3 hrs).
- ED 428 **Practicum** (6 hrs). Clinical experience in the Winston-Salem/Forsyth County Schools. Students may fulfill this requirement by doing a traditional student teaching practicum of ten weeks duration or by doing two five-week placements over two consecutive summers in the Model Summer School Student Teaching Program. Staff.
- ED 430 **Seminar** (2 hrs). Students will attend a weekly seminar while engaged in their practicum. Content of the seminar will vary depending upon immediate needs but will include classroom management, organization, and grading. Staff.

ED 432 Project (3 hrs). In-depth study in a curricular area of interest that results in a project or research paper. The project or research paper must be presented and evaluated by a three-member committee of the graduate faculty. Staff.

General Student Information

Parking

Parking is permitted in the lot immediately in front of the Fine Arts Center. Commuter parking stickers (no overnight parking permitted) may be purchased from the campus Security Office at a cost of \$15 per term or \$20 per academic year. There is no charge for parking on campus after 6:00 p.m. However, before 6:00 p.m., unregistered or illegally parked automobiles will be ticketed or towed.

Bookstore

The Salem Textbook Store is located in the basement of Main Hall. It is open at specified times which are posted on the door. Course books and a limited range of notebooks and supplies are available. At other times, the student may inquire at the Book Store on Salem Square about purchasing textbooks and supplies.

Library Services

Gramley Library, located just south of Salem Square, contains the Professional Education Collection as well as the ERIC Microform. Library hours for the academic year are:

8:30 a.m. to 11:45 p.m.—Monday through Thursday

8:30 a.m. to 10:30 p.m.—Friday

9:00 a.m. to 10:30 p.m.—Saturday

2:00 p.m. to 11:45 p.m.—Sunday

Computers

Campus computer facilities are located in the Rondthaler Science Building and Main Hall. An Apple II microcomputer lab is located on the third floor of the Science building, a MacIntosh Laboratory on the basement level of the Science Building, and an IBM laboratory on the third floor of Main Hall. All laboratories are available for student use. Microcomputers for student use are also located in Gramley Library.

Career Development and Counseling Center

Placement files for graduate students will be maintained in the Career Development Center in Lehman Hall. Counseling services are available for a fee.

In keeping with the long-standing honor tradition of Salem College, all students who take graduate courses are bound by the Honor Code which states: (1) Every student shall be honor-bound to refrain from cheating. (2) Every student shall be honor-bound to refrain from stealing. (3) Every student shall be honor-bound to refrain from lying.*

Every student is not only responsible for his/her own actions, but is also responsible for encouraging other students to uphold the honor tradition. Every student must encourage anyone who violates the honor code to report his/her infractions to the Director of Graduate Studies. If the accused does not, the student has the right to report the violation to the Director of Graduate Studies.

The Graduate Honor Code Committee is made up of the Director of Graduate Studies, a graduate faculty member, one graduate student currently enrolled, and the Chair of the Undergraduate Honor Council.

When a student is accused of an honor violation, he/she has the right to be notified in writing of the accusation; face his/her accuser at a hearing of the Graduate Honor Code Committee and present any witnesses to speak on his/her behalf; and to have an adviser who is either a graduate student or a graduate faculty member support his/her defense at a hearing of the Graduate Honor Code Committee.

Infractions are reported to the Director of Graduate Studies. If upon hearing the evidence, the Director of Graduate Studies believes that action is warranted, she will call a meeting of the Graduate Honor Code Committee.

The Graduate Honor Code Committee will hear the testimony of the accuser and the accused, allow for cross-examination by accuser and accused, and hear testimony of witnesses for the accuser and accused. Members of the Committee may ask questions at any point during the hearing. The Graduate Honor Code Committee will issue a decision within twenty-four hours of the hearing.

A student may appeal the decision of the Graduate Honor Code Committee to the President of Salem College within twenty-four hours of notification of the decision. The administration of the College reserves the right to make a final decision in the event of a violation of the Honor Code.

*Plagiarism is an honor code offense.

Telephone

Numbers

Office of Graduate Studies (FAC 302)	721-2658
Director of Graduate Studies (FAC 301)	
Dr. Dorothy Russell	721-2656
Dr. Chris Baker (FAC 310)	721-2829
Dr. Errol Clauss (MH 227)	721-2756
Dr. Cathy Kea (FAC 303)	721-2610
Dr. Dudley Shearburn (FAC 319)	721-2774
Dr. Janet Zehr (MH 112)	721-2721
Salem College General Information	721-2600
Gramley Library	721-2649
Registrar (Main Hall)	721-2618
Continuing Education Office (Main Hall)	721-2631
Business Office (Behind Main Hall)	721-2613
Hours: MTuThF 10:30-12:30, 1:30-4:00	
W 10:30-12:30	
Financial Aid (Lehman Hall)	721-2808
Career Center/Placement Office (Lehman Hall)	721-2807
Public Safety	721-2718

Graduate

Faculty

Director of Graduate Studies

Dorothy S. Russell (1978*).

Director of Graduate Studies, Professor of Education

B.A., Fairleigh Dickinson College; M.A.T., Paterson State College;

Ed.D., University of North Carolina at Greensboro.

Graduate Faculty

Christopher J. Baker (1989)

Associate Professor of Education

B.A., B.Ed., The University of New England, Australia; M.Ed., The

University of Alberta, Canada; Ph.D., The University of Texas at Austin.

Errol M. Clauss (1963)

Professor of History

B.A., Gettysburg College; M.A., Ph.D., Emory University.

Cathy D. Kea (1986)

Assistant Professor of Education

B.A., North Carolina Central University; M.S., University of Wisconsin-

LaCrosse; Ph.D., University of Kansas

*Date following name indicates year of appointment to Salem College.

Roger R. Pearman Adjunct

B.A. and M.A. Wake Forest University;
Ph.D., University of North Carolina at Greensboro.

Dorothy S. Russell (1978)

Professor of Education, Director of Graduate Studies
B.A., Fairleigh Dickinson College; M.A.T., Paterson State College;
Ed.D., University of North Carolina at Greensboro.

Dudley D. Shearburn (1977)

Associate Professor of Education
A.B., Birmingham Southern College; M.Ed., Ph.D., St. Louis University.

Dan H. Wishnietsky Adjunct

B.A. and M.S. University of California, Los Angeles;
Ed.D., University of North Carolina at Greensboro.

Janet S. Zehr (1985)

Assistant Professor of English
B.A., State University of New York, College of Geneseo;
M.S., Columbia University;
Ph.D., University of Illinois at Urbana-Champaign.

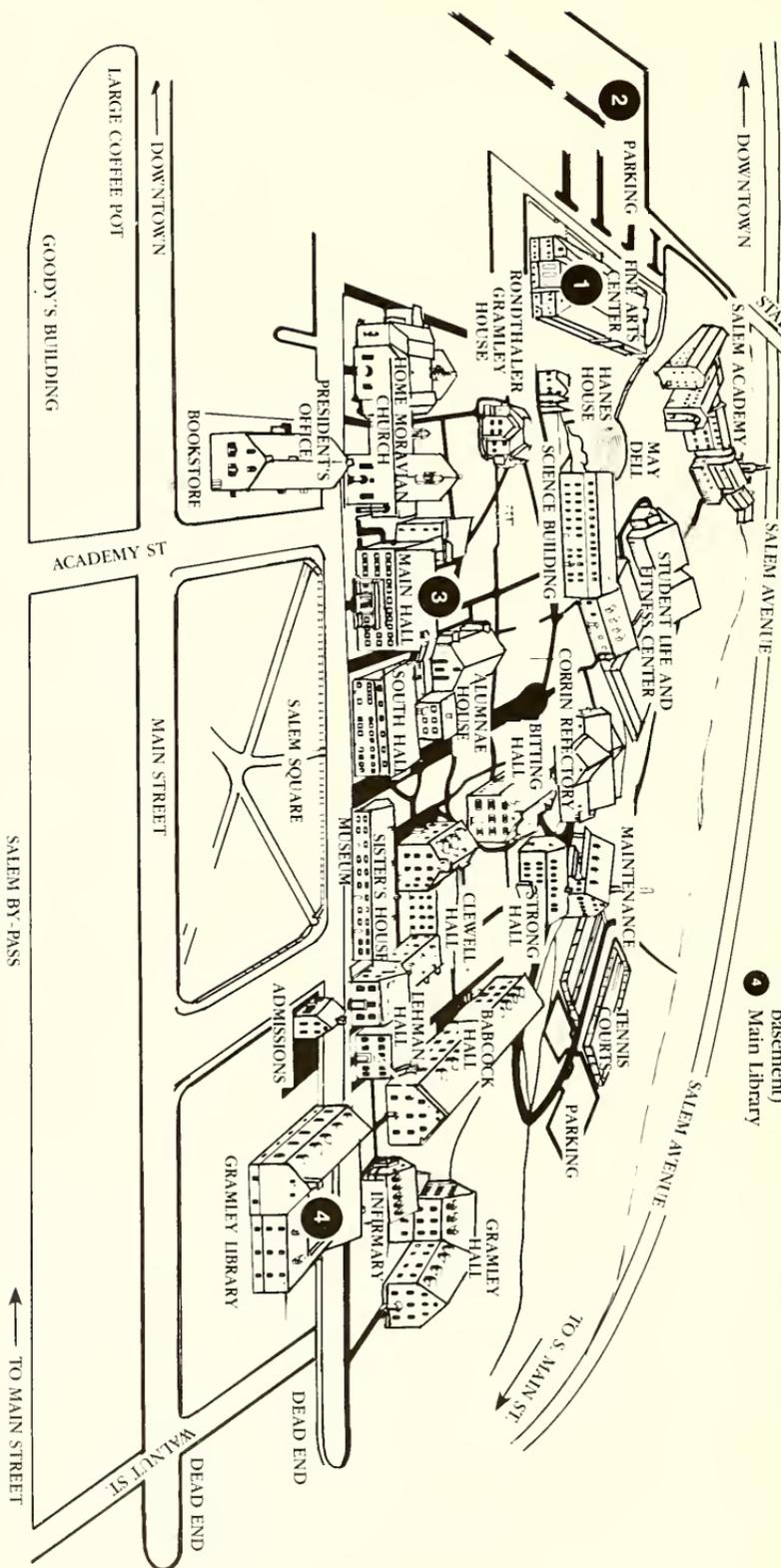
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Salem College Campus

RT. 52

- 1 Fine Arts Center (Education Office, Classrooms)
- 2 Parking
- 3 Main Hall (Registrar, Dean, Textbook Store in basement)
- 4 Main Library



Advising

Checklist

Core Courses Required for Both Degree Programs

- HUM 400 ___ A Critical View of American Life in the Last Half of the 20th
HUM 402 ___ Century (3)(3) (Summer)
ED 410 ___ Issues in Education (3) (Summer)
ED 412 ___ Human Development (3) (Summer)
ED 408 ___ Assessment and Instruction for Students Experiencing Reading
Difficulties (3) (Spring) (Prerequisite for M.A.T. students: Ed 400)
ED 404 ___ Research and Evaluation in Education (3) (Fall)
ED 406 ___ The Teacher as Decision Maker (3) (Fall)
ED 414 ___ Tests and Measurements (3) (Summer)

24 Hours

Additional Requirements—M.A.T.

Elementary Education:

- ED 416 ___ Methods of Teaching Language Arts and Mathematics (3) (Fall)
ED 418 ___ Methods of Teaching Social Studies, Science and Fine Arts (3)
(Spring)
ED 428 ___ Practicum (6) (Fall/Spring/Summer)
ED 430 ___ Seminar (2) (Fall/Spring/Summer)
ED 402 ___ The Exceptional Child (3) (Summer)
ED 400 ___ Foundations of Reading (3) (Summer)

20 Hours

Learning Disabilities:

- ED 420 ___ Characteristics and Assessment of the Learning Disabled (3)
(Fall) (Prerequisite: ED 402)
ED 422 ___ Teaching Strategies for the Learning Disabled (3) (Spring)
(Prerequisite: ED 402)
ED 428 ___ Practicum (6) (Fall/Spring/Summer)
ED 430 ___ Seminar (2) (Fall/Spring/Summer)
ED 402 ___ The Exceptional Child (3) (Summer)
ED 400 ___ Foundations of Reading (3) (Summer)
ED 416 ___ Methods of Teaching Language Arts and Mathematics

23 Hours

Additional Requirements—M.Ed.

Elementary Education:

- ED 424 ___ Instructional Supervision (3) (Fall)
ED 432 ___ Project and Practicum (3) (TBA)
ED 426 ___ Independent Study (3) (TBA)

9 Hours

Learning Disabilities:

- ED 424 ___ Instructional Supervision (3) (Fall)
ED 432 ___ Project and Practicum (3) (TBA)
ED 422 ___ Teaching Strategies for the Learning Disabled (3) (Spring)

9 Hours



Winston-Salem, NC 27108

A photograph of a student sitting on a blanket under a tree in front of a brick building. The student is wearing a white long-sleeved shirt and shorts, and is looking down at something in their hands. The tree has white blossoms. The brick building has white-trimmed windows and a white fence in front of it.

Salem

COLLEGE

EXPLORERS OF IDEAS
CREATORS OF CONNECTIONS
LEADERS FOR LIFE

ACADEMIC CATALOG
1991-1992

WINSTON-SALEM, NC



*Salem College in Historic Old Salem,
Winston-Salem, North Carolina*



Founded 1772

The Salem College catalog includes the official announcements of academic programs and policies. 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 the actual offerings in any term may need to differ from prior announcements. Programs and policies are subject to change from time to time in accordance with the procedures established by the faculty and administration of the College.

Salem College admits students of any race, color, national origin, religion, or ethnic origin to all the rights, privileges, programs, and activities of this institution. It does not discriminate on the basis of race, color, national origin, ethnic origin, religion, or physical handicap in administration of its educational policies, admission policies, scholarship or loan programs, or other institutional programs.

Salem College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the bachelor's degree and two master's degrees in graduate education.

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

The Salem Catalog is published each summer by Salem College, P.O. Box 10548, Winston-Salem, North Carolina 27108. Phone: 919/721-2600.

Second-class postage paid at Winston-Salem, North Carolina. Publication number USPS 477-520. Salem College, July 1991, Volume XXXIII, Number 3.

Salem College

Winston-Salem, North Carolina

Catalog 1991-1992

The two-hundred-twentieth session

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Salem Facts (1990-1991)

Date of founding: 1772

Calendar: 4-1-4

Degrees granted: Bachelor of Arts, Bachelor of Music, Bachelor of Science, Bachelor of Science in Business Administration, Master of Arts in Teaching, Master of Education

Fields of study: American studies, art, arts management, biology, business administration, chemistry, communications, economics, English, foreign language-management, French, German, history, interior design, international relations, mathematics, medical technology, music performance, philosophy, psychology, religion, sociology (emphasis on organizations and society, applied sociology, and anthropology), Spanish

Special opportunities: Archaeology and anthropology, computer science, interdisciplinary courses, off-campus internships, pre-professional advising in law, medicine, business, and graduate school, study abroad opportunities, teacher certification (elementary, secondary, learning disabilities and emotionally handicapped), United Nations Semester, Washington Semester, independent study, honors study, Model United Nations Program, women's studies program, cross registration with Wake Forest University, 3:2 engineering programs with Duke and Vanderbilt, foreign study programs in Paris and Mexico.

Required freshman courses: English composition, physical education

Faculty: 73 (71% earned the Ph.D. or other terminal degrees)

Student-faculty ratio: 10:1

Average size of classes: 15 students

Location: Metropolitan area of Winston-Salem, North Carolina (population 150,000) within Historic Old Salem

Size of campus: 57 acres

Library facilities: 113,000-volume book collection, 540 current periodicals, 20,430 microcards and microfilms

Number of residence halls: 7, each accommodating from 30 to 140 students

Size of student body: 745 students representing 28 states and 5 foreign countries

Geographical distribution: 74% in-state, 26% out-of-state

Students receiving financial assistance: 52% receiving an average aid package of \$9,255

College Calendar 1991-1992

1991 Fall Term

August 24, Saturday
August 28, Wednesday
August 29, Thursday
September 24, Tuesday

October 16, Wednesday
October 21, Monday
November 27, Wednesday
December 2, Monday
December 6, Friday
December 7, Saturday
December 8, Sunday
December 13, Friday

Freshman Orientation
Registration; Opening Convocation
Classes begin
Fall Fest Day;
daytime classes suspended
Mid-term break begins 9:45 p.m.
Classes resume 8:00 a.m.
Thanksgiving recess begins 12:15 p.m.
Classes resume 8:00 a.m.
Last day of classes
Reading Day
Examinations begin
Examinations end and Christmas
vacation begins

1992 January Term

January 6, Monday
January 31, Friday

January Term begins
January Term ends

1992 Spring Term

February 3, Monday
February 4, Tuesday
March 20, Friday
March 30, Monday
April 23, Thursday
May 12, Tuesday
May 13, Wednesday
May 14, Thursday
May 19, Tuesday
May 23, Saturday

Registration
Classes begin 8:00 a.m.
Spring recess begins 5:15 p.m.
Classes resume 8:00 a.m.
Founders Day celebration
Last day of classes
Reading Day
Examinations begin
Examinations end
Commencement

The residence halls and dining room will be closed during the following vacation periods: Mid-term break, Thanksgiving, Christmas, and spring recess.

Salem College: An Introduction

Salem College's past begins with purpose. The Moravians, an early and central Protestant denomination, established the village of Salem in 1766. Believing that women deserved an education comparable to that given men, they began a school for girls in 1772. In the 18th century such a view was exceptional because of the regard in which women were held and the roles to which they were deemed suited. That Moravian insistence on education produced first a school for the girls in the community (1772), then a boarding school for girls and young women (1802), then Salem Female Academy (1866), and finally Salem College (1890). A two-centuries-long belief in the well-educated woman inspires those who work and study on the Salem campus. The exceptional view of the Moravians continues to translate itself into the exemplary programs and emphasis of the College.

Salem has always championed independence in thought and action. In the 1700s the Single Sisters, the unmarried women of the Moravian community, were economically self-sufficient, a rare condition for women at that time. The Moravians were more concerned, however, with the freedom and responsibility which an education imposes. The education these Moravian women passed along to the succeeding generations of Salem students emphasizes reason, creativity, and resourcefulness. The 15th oldest college in the nation, Salem stands today as one of the distinguished private liberal arts colleges.

In its 219-year history, Salem has had 18 presidents:

Inspectors, Principals, and Presidents of Salem

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 Cuninggim	1976-1979
Richard Leslie Morrill	1979-1982
Thomas Vernon Litzenburg Jr.	1982-1991
Julianne Still Thrift.....	1991-



Educational Mission

Salem College is a small liberal arts college committed to liberal learning and quality professional preparation, serving young women in a traditional residential setting and women and men from the community in a variety of programs. The College offers academic programs leading to the Bachelor of Arts, Bachelor of Science, Bachelor of Music, Bachelor of Science in Business Administration, Master of Education, and Master of Arts in Teaching degrees.

Salem believes that a liberal education endows students with a fundamental understanding of the human condition, of our cultural heritage, and of our pluralistic and technological society. By providing a rigorous academic program which fosters clarity of thought and expression, the College enables students both to become familiar with the humanities, the social and natural sciences, and the fine arts, and to concentrate on a chosen field. Salem also offers career programs that supplement this liberal course of study.

The small size and character of the College afford all students easy access to academic, athletic, and cultural facilities as well as opportunities for intellectual discussion. At Salem, faculty and staff know, take seriously, and provide attention to individual students. Salem affords a special environ-

ment where students have the opportunity to engage in serious academic work, attain positions of responsibility, and develop leadership qualities.

Situated in historic Old Salem, with its rich cultural heritage, the buildings and grounds of the College constitute tangible evidence of its commitment to preserve and transmit the culture of the past to the students of the present and future. The city of Winston-Salem provides students opportunities for professional experience, for cultural enrichment, and for community service.

As a church-related college true to its Moravian heritage, Salem emphasizes physical, emotional, spiritual, and intellectual development, moral integrity, leadership, and service. By its commitment to self-government and an honor code, the College preserves a humane community of shared values in which each member is treated with dignity and respect.

Salem College is both tangible and intangible. The character of the intangible campus relates closely to that of the physical campus. The mutual respect of faculty and student, the place of tradition in college life, a community that supports and inspires, the belief that learning matters for what it is as well as what it does—all this gives shape to the intangible campus.

Setting

Located in Old Salem, the College is the inheritor of the physical beauty of the place and the more significant qualities of mind, spirit, and community which the place holds and conveys. Old Salem's timeless Main Street runs in front of the campus. Five buildings from the original Moravian town serve the College as residence halls, classrooms, and administrative offices. The other pre-1820 buildings, in this classic example of inspired historic preservation and adaptive use, line the street across from Salem Square. These buildings, human in scale and extremely handsome in their timbers, brickwork, design, and interior detailing, continue to influence the College through their example of creative vigor.

The old bricks, the hooded archways over the doors, the benches, lightposts, and steps give the tangible campus its character. Close but not crowded, the buildings display a style and scale that is consistent everywhere on campus. Nothing is towering or cold to dwarf or overwhelm; nothing suggests the shoddy or the temporary. The warmth of brick, excellence of plan, and strength of time and talent from committed artisans carry over into a feeling on the campus: human values show themselves most clearly in acts of creation. The cornerstones of buildings become cornerstones of education.

Campus Buildings

Perhaps the most typical early Moravian building on the campus is the Inspector's House, built in 1810 for the "inspector," as the head of the early school was called. Renovated in 1936 and restored in 1967, it has offices for the president and the chief business officer. Of early construction is the Gottlieb Shober House, built in 1795. Reconstructed in 1979, the Shober House is the Office of Admissions. That all prospective students enter Salem through this highly functional but infinitely charming 18th century building is a striking indication of the way the College uses its past to serve the present.

Built in 1855 in a period of classical architectural revival, Main Hall houses faculty and administrative offices, classrooms, the supply center, and the administrative computer facilities.

The residence halls, though covering a wide span of construction dates, blend in atmosphere and style. They include Sisters House (1786), South Hall (1802), Alice Clewell (1922), Louisa Wilson Bitting (1930), Hattie Strong (1942), Mary Reynolds Babcock (1957), and Dale H. Gramley (1965) Residence Halls. In addition to residence facilities (mostly double rooms), the halls contain study, recreation, and utility rooms.

The Salem Fine Arts Center, completed in 1965, contains the Ralph P. Hanes Auditorium, seating 800; the H. A. Shirley Recital Hall, seating 220; the workshop theatre, seating 200; extensive art gallery space; complete facilities for the School of Music; and the offices and classrooms of the Departments of Psychology, Education, and Art, and the drama program. There are 14 music teaching studios, 28 practice rooms, a rehearsal-lecture



hall, large art studios, and the spacious Lorraine P. Rudolph Fine Arts Library.

Old Chapel (1856) holds the Day Student Center, the accounting office, faculty offices, and classrooms. In Corrin Hall (1941) is the College refectory. Lehman Hall (1892) houses the Office of the Dean of Students, Writing Center, Learning Resource Center/Counseling, Career Planning and Placement, and Financial Aid. Other buildings on campus are the Lizora Fortune Hanes House (1930), Annie Spencer Penn Alumnae House (1817), Presidents House (1844), Rondthaler Science Building (1951,1960), and Bahnsen Memorial Infirmary (1925). The newly restored Rondthaler-Gramley House, built in 1888, serves the community as an elegant and comfortable place for small meetings, receptions, and dinners. The upstairs bedrooms are available for special guests to the campus.

Athletic Facilities

The Salem athletic complex provides the focal point for the full complement of physical education, intramural, and intercollegiate sports activities.

The facilities of the Student Life and Fitness Center, completed in 1982, include a 25-meter indoor swimming pool. The pool has six lanes for swimming competition and a one-meter diving board. The Fitness Center also contains varsity and practice gymnasias, exercise room with a Universal Weight Machine, a dance studio, and fully equipped locker facilities in addition to classrooms and faculty offices.

Salem students and faculty enjoy the use of 12 Laykold tennis courts and the archery range. Three playing fields for team sports such as hockey, soccer, and softball border the athletic complex.

Library Services

Salem students and faculty members enjoy invaluable support from the library system which serves them. The Dale H. Gramley Library, built in 1937 and remodeled and expanded in 1972, is an attractive and spacious place for students to read and carry out research. Library services, which include individual and group instruction in the library research process, enhance the use of a collection which features nearly 113,000 volumes and over 540 current periodicals. During the academic year, professional reference assistance is available to researchers over 52 hours each week.

Students enjoy a variety of work and study areas, including a beautiful main reading room; an assembly room; a periodicals lounge; tables and individual study carrels; and a browsing collection of new books. There is a special area for the microfilm collection with reading and copying machines.

Over 6,823 music recordings and 5,210 scores are available in the Lorraine Rudolph Fine Arts Library in the Fine Arts Center. Gramley Library features the Siewers Room, which houses special collections devoted to the history of the Moravian Church and of Salem Academy and College. The Clarence E. Clewell Rare Books Room, opened in the spring of 1984, is a fine new facility for Salem's collection of rare books and early imprint material.

Academic Computing Facilities

Salem College has exceptionally accessible academic computing facilities. There are two centralized computer laboratory facilities located in the Rondthaler Science Building: a microcomputer laboratory and a mainframe computer terminal room. The microcomputer laboratory contains Apple II computers equipped with double disc drives and an Epson printer. The mainframe computer terminal facility contains 15 Teletype 5425 Buffered Display CRTs connected through AT&T Technologies data sets to a 3B15TM computer with the Unix operating system, a high speed line printer, and a high quality laser printer. This facility is used for beginning and advanced level computer science courses, as well as for student and faculty research projects. Both facilities are used solely for academic computing. In addition to the two centralized computer facilities, microcomputers for student use are located in the Lorraine Rudolph Fine Arts Library, Gramley Library, and the Rondthaler Science Building. The microcomputers in Gramley Library are equipped with software and printers for word processing. The computing facility in the Fine Arts Center has an alphaSyntauri synthesizer for keyboard and composition work in music. A separate facility in the Rondthaler Science Building houses a number of workstations for individual use.

Academic Standing

Salem College is accredited by the Southern Association of Colleges and Secondary Schools. The School of Music is a member of the National Association of Schools of Music, with requirements for admission and graduation in accordance with published regulations of this Association. The course in medical technology is recognized by the American Medical Association. Salem College is fully accredited by the National Council for the Accreditation of Teacher Education for the preparation of elementary and secondary teachers.

Students who receive degrees from Salem College are eligible to be admitted unconditionally by graduate and professional schools.

Old Salem and Winston-Salem as Extended Campus

The tangible campus and the intangible campus as a place of commitment to excellence and achievement for women exist in a larger context.

The 57-acre campus borders Salem Square on the west, the center of the historical restoration of Old Salem—acknowledged as one of America's most authentic and complete restorations.

The traditions of the Moravian community and the restored 18th century village play an important role in the life of the College. The Moravian Lovefeasts, the Candle Tea at Christmas, and the Easter Sunrise Service are moving and meaningful celebrations. Salem College, the Home Moravian Church, and Old Salem share Salem Square, the sounds of Salem bells, and a rich heritage.⁵

Beyond Old Salem, the city of Winston-Salem (population 150,000) spreads out its business, industrial, and cultural opportunities. Winston-Salem is widely recognized as an artistic and cultural center. Within the city, the College cooperates with a variety of educational institutions, including Wake Forest University, Bowman Gray School of Medicine, Forsyth Memorial Hospital, Winston-Salem State University, North Carolina School of the Arts, and the Winston-Salem/Forsyth County public schools. The College and the city together constitute an incomparable tool for shaping an education.

Using campus, city, and state, the Salem student has a wide selection of extracurricular activities. In addition to intramural and intercollegiate sports, popular recreation includes horseback riding, skiing in the North Carolina mountains, and exploring the Outer Banks. Nearby colleges such as Davidson, Duke, North Carolina State, and the University of North Carolina at Chapel Hill, sponsor many activities of interest to Salem students.

On campus the Salem Fine Arts Center presents the work of visitors and students. Nearby, the Museum of Early Southern Decorative Arts, the Southeastern Center for Contemporary Art (SECCA), the Arts Council, and the other colleges and universities in the city offer art exhibits and classes. Reynolda House specializes in lectures on American art.

Concerts and recitals by the Salem School of Music faculty and students, as well as guest artists, are presented regularly for the community. The Winston-Salem Symphony and music departments at other colleges perform programs of music in many styles and from all periods.



The Pierrette Players of the College stage dramatic works and programs in the workshop theatre. At least three other community theatrical companies regularly mount productions. There are several film series in addition to local cinemas.

Campus speakers stimulate the interchange of ideas. Biennially, Salem sponsors a two-day symposium on a subject in education, technology, politics, or the arts.

Volunteer work is available to students in community-action programs, in hospitals and schools, and in political organizations. Internships for academic credit are available with law offices, newspaper staffs, television stations, state legislators, and local artists. Informal courses and study programs in historic preservation are available at Old Salem and at the well-known Museum of Early Southern Decorative Arts, which border the campus.

To examine Salem College is to discover an institution that is unexcelled in location and heritage, adaptive and creative in its teaching and special programs, and committed to high standards and challenges. The College is a distinctive combination of the tangibles and intangibles of higher education, and exemplary in both.



Student Services

Advising

The advising of students is an integral part of the educational program at Salem College. The aim of the advising program is to assist students in understanding their potential and to help them achieve maximum effectiveness in academic, personal, and social endeavors.

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 freshman-sophomore advising; the second, advising of majors. Each incoming freshman is assigned a peer adviser and a faculty adviser on the basis of her interests. Once the student declares her major, usually in the spring of her sophomore year, she is assigned a new faculty adviser in the department of her major. A student may change her faculty adviser at any time either by consultation with the associate dean or the chair of the department in which she has declared her major.

Residence Hall Advising

The residence halls are active learning centers with student leaders assuming policy and program development responsibilities. Studying, discussions on serious topics, relaxing, and building friendships occur as students plan educational, social and recreational activities, holiday events, special programs, and other projects.

Trained student advisers are assigned to new students and assist them during orientation and throughout the year. The student advisers meet frequently with their advisees in order to promote an understanding of the special traditions, residence halls regulations, college policies, and opportunities for participation in the life of the institution and larger community.

Except for women 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 extracurricular offerings provide an added dimension to the student's liberal education. The dean of students and staff supervise the residence halls and student activities in order to create an environment conducive to the total development of each student.

Learning Resource Center and Counseling

The Learning Resource Center offers services to assist students in improving their academic performance. Each program is tailored to meet the special interests and needs of the student. After an initial conference an individualized program is designed for the student in order to assist her in reaching her goals. The services offered at the Learning Resource Center include assessment workshops, tutoring, and computer assisted instruction programs. Students may expect to set academic goals, and improve their skills in retention of information, concentration, note taking, motivation, reading comprehension, reading rates, study effectiveness, managing time, and reducing test anxiety.

Professional counseling is also available for students seeking help with any personal concerns they may have.

All Learning Resource Center and counseling information obtained in a verbal and/or written form is confidential.

Career Planning

The purpose of the Career Center at Salem College is to assist each student in identifying appropriate career goals for herself and developing the skills needed to successfully implement these goals upon graduation. A variety of campus-wide programs and services is offered.

All freshmen meet with a representative from the Career Center to learn about career services at Salem. A January Term course in career exploration is available for those students who wish to focus on this important area. In their sophomore year all students are given the opportunity to take a vocational interest and learning styles and preference test to help in their career planning and choice of a major. Students who are uncertain about a major are encouraged to talk with a counselor at the Career Center.

The Mentoring Program for juniors matches students with professional women in a specific career area. Through this program juniors are able to refine career interests and begin to see how their work at Salem translates into career goals.

Seniors are invited to meet with the career counselor to discuss their post graduation plans. Workshops on résumé writing, job interviewing, and job hunting strategies are available throughout the year. Each senior is encouraged to set up a placement file so that upon her request, her résumé, letters of reference, and transcript, can be sent to prospective employers. Seniors may schedule interviews with recruiters from businesses and graduate schools who visit Salem. In addition, Salem coordinates a job fair with eight



colleges in the area which attracts a wide range of companies and organizations who wish to recruit seniors and/or provide career information to all students.

A network of Salem alumnae across the country has been developed to provide information and assistance to students as they plan and implement career decisions.

Career Reading Room

Located in Lehman Hall, this library of vocational resource materials contains information on various career areas, graduate and professional schools, employment opportunities, employers in the area, and job hunting strategies. A listing of current job openings maintained by the North Carolina Employment Securities Commission and catalogs from virtually every postsecondary institution in the southeast are available on microfiche. In addition, SIGI-Plus, a comprehensive, interactive software program for career guidance and information is available for all students. It not only encourages value-based decision making, but contains detailed information on more than 200 occupations.

Information and applications for graduate and professional schools tests (LSAT, GRE, MCAT, and GMAT) are available in the Career Reading Room.

Students are encouraged to become familiar with these resources to aid in their career planning.

Student Activities and Organizations

The Student Government Association at Salem College provides the means by which the students actively govern themselves. Membership is open to all traditional age students. Non-traditional age students have the opportunity to participate as non-voting members of the Association on a voluntary basis. The Association strives to foster both the individual and community interests of students by maintaining 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.

The students achieve these ends through several boards within the Association. These student groups include Legislative Board, Interdorm Council, Honor Council, Executive Board, and various committees governing student life. As members of the Student Government Association all students are required to attend the meetings held at least once a month. The Faculty Advisory Board works with these student groups as they create and maintain campus standards. The Executive Board of the Student Government Association appoints student representatives as voting members of student-faculty committees and the Student Affairs Committee of the Board of Trustees. Within this system of student government, students organize the self-scheduling of exams, administer the Student Emergency Loan Fund, control the rental of room refrigerators, and form a direct liaison between students and faculty and administration. Through the Student Government Association, students at Salem College learn the responsibilities and privileges of taking an active role in the self-government system.

Clubs and Organizations

Student budget organizations are supported by the fee which all students pay at the beginning of each school year. By paying this fee, each Salem student becomes a member of the following organizations:

April Arts sponsors a week in April devoted to the arts. The program coordinates contributions in music, art, dance, and literature from students and faculty; craft seminars with instruction; and visiting entertainers, such as folk singers.

The *Big 3 + 3 Committee* organizes and implements social activities for all students. Activities include three dance weekends each year, a minimum of three mixers each year, and other events as desired by students.

Fall Fest is a program involving all classes and the faculty of Salem College. Its purpose is to improve friendship and to promote class unity and school spirit. Fall Fest sponsors various activities involving competition

between classes and is celebrated in the fall of each year.

Student publications include *The Salemite*, the college newspaper which, in keeping with Salem's tradition of open and thorough communications, keeps the campus informed of events both within and beyond the Square; *Sights and Insights*, the college yearbook which is published by volunteer staff made up of all classes; *The Student Handbook*, published by the Student Government Association. In addition, a literary magazine, *Incunabula*, is published once a year. Its purpose is to provide a medium for the best student creative work in art, music, prose, poetry, and photography.

The *Pierrette Players* is the Salem College drama group, a club organized for the purpose of developing an appreciation for drama, studying and presenting plays, and teaching the essentials of acting and production techniques. Two major productions are given each year.

The purpose of *The Lectures Committee* is to provide educational programs for the Salem College community by bringing speakers and scholars to campus. It sponsors lectures, the Scholar-in-Residence Program, panel discussions, and cultural events which enrich the lives of students and faculty throughout the college year. Students, faculty, and administrative representatives work together in planning for each event.

The *Salem Recreation Association* is an organization designed to promote recreational and sports activities for all students. The Association sponsors the intramural program.

Student non-budget organizations do not receive funds from the student budget. They are open, unless otherwise designated, to all interested students:

The Ambassadors is a student organization affiliated with the institutional advancement office. The members are chosen from the entire student body with a maximum membership of 20. Members of the organization serve as hostesses for alumnae gatherings on campus throughout the year, attend alumnae meetings off campus, organize the annual phonathon and the Senior Pledge drive.

The Archways is an independent, student-directed, small choral group which performs various kinds of music for civic groups, volunteer organizations in the Winston-Salem area, campus events, and two annual concerts. Archways vacancies are filled at fall auditions in which musical ability, vocal blend, stage presence, and commitment are emphasized.

The *Salem College Arts Society* is a student organization which works to

enrich the cultural awareness of Salem students through shared group experiences in the visual arts. The group sponsors field trips to view special exhibits or museums and encourages all students to participate in the club regardless of major or background in the visual arts.

The *Campus Activities Council* is an organization responsible for sponsoring various types of social and entertainment programming on campus. These include mixers and parties, special events, and an entertainment series that brings various types of performers to campus. The core of the Council is composed of elected class and residence hall representatives. However, all interested students are encouraged to become members of the organization.



The *Catholic Student Association* seeks to provide a support group for Catholic students and to involve students in service in the community. The members are actively involved with a nearby Catholic church and work closely with the campus minister at Wake Forest and with interested faculty members. Any Salem student is welcome to be involved in the group.

Salem Chorale is a vocal group whose purpose is to foster and stimulate interest in the vocal arts. Programs include entertainment for special events on campus such as the Christmas Candle Service and for Winston-Salem civic organizations and conventions. Any student, with the approval of the director, is eligible for membership.

Circle K is recognized as the world's largest service organization. Salem's chapter provides students with the opportunity to help people in need, to improve the campus and community, and to become involved in the world and its needs. Circle K sponsors many types of projects, ranging from year-long commitments to spending a few hours a month working for a good cause. Membership is open to all students.

Dansalems, Salem's modern dance society, seeks to develop an appreciation of modern dance, to develop skills and creative ability, and to plan, choreograph, and present concerts. New members are selected through auditions each fall.

The *Salem College Democrats Club* is affiliated with the North Carolina Federation of College Democrats. The Federation is a division of the North Carolina Young Democrats and offers many of the same opportunities. Students involved with this organization participate actively in Democratic politics on a local, state, and national level helping with campaigns of politicians, sponsoring speakers, and attending rallies and conferences.

The purpose of the *Salem Drug Prevention Committee* is to sponsor alcohol and drug education and abuse prevention programs for Salem College students. The group provides speakers, workshops, parties and training for peer counselors and encourages responsible decision making on the issues of drug and alcohol use. Interested students are welcome to serve on the committee.

The *Episcopal Student Fellowship* provides an opportunity for Episcopalian students to meet together to explore their faith and join in fellowship, discussion, worship, and meals together. All interested students are invited to attend. An Episcopal campus minister works closely with the group.

Off-Campus Student Association works to involve the day and continuing studies program students in many aspects of the Salem community. Under

the direction of this association, day students are offered the opportunity of participation in all campus activities.

The *Food Committee*, whose representatives are elected from each residence hall, acts as a liaison between the student body and the refectory management. It also works with Big 3 + 3 in planning menus for dance weekends.

Fremdendienerin, a German word meaning "one who serves strangers," is a student organization affiliated with the admissions office. The members are chosen from the entire student body. The organization is responsible for those activities concerning prospective students, including: scheduling and giving campus tours, arranging student overnights, and planning and participating in admissions seminars.

The International Club fosters the interests of Salem students in international affairs, foreign culture, and study abroad. It recognizes the contributions of international students to the Salem community and provides cultural and academic events of an international nature. All students are eligible for membership and are invited to join.

Lablings is Salem's organization responsible for furthering interest in scientific fields. The club does not restrict its membership to science majors but is open to all students. It is a member of the North Carolina Academy of Science which provides opportunities for undergraduate scientific research, field trips, lecture programs, and participation in the spring annual meeting for those students wishing to present papers.

The purpose of the student chapter 69 of the *Music Educators National Conference* is to promote an interest in music as a fine art. All music majors are encouraged to join, but the membership is not restricted to music majors. Any interested student may join.

ONUA is an organization for all students at the College who are interested in the quality of life for African-American students. The members are concerned with promoting awareness of minority students on campus, acting as a support group for these students, assisting in recruiting minority students, and sponsoring activities and projects which give service to the College and larger community.

The *Salem College Republican Club*, a member of the North Carolina Federation of College Republicans, offers each student the chance for practical work and experience in the American political system. Members work for Republican candidates on all levels and also have the opportunity

to meet with other college Republican clubs for rallies, workshops, mixers, and guest speakers and to attend the state-wide college Republican conventions.

The goals of the *Salem College Symphony Guild* are to support and promote the growth of the Winston-Salem Symphony Association Inc. and to provide charitable and educational services for the Symphony. The Salem Guild also seeks to inform students of all symphony concerts and activities. Membership is open to all students genuinely interested in promoting and preserving the performing arts within the Winston-Salem community. New members are always welcome.

The *Johann Comenius Chapter of the Student National Education Association* is a professional service organization seeking to provide its members with knowledge which will be beneficial to their future teaching profession. Speakers and special programs are planned for the monthly chapter meetings. All students interested in the teaching profession are encouraged to join the organization. Special programs are opened to everyone.

The *Wesley Foundation* is a Christian organization affiliated with the United Methodist Church. The organization meets weekly for theological discussions, dinners, Bible study, worship, fellowship, and retreats. A Methodist campus minister meets regularly with the group, does counseling, and provides assistance in program planning. Students from all denominations are welcome to attend.

The *Winston-Salem Symphony Orchestra and Chorus* offers students the opportunity to participate as members of the orchestra or of the chorus.

Religious Life

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

The churches of Winston-Salem and the denominational chaplains to the colleges in the community encourage the students to participate in local church life and denominational programs. In addition, these chaplains serve on the Religious Life Council and contribute to the counseling services available through the Office of the Dean of Students. Personal counseling is available to all students through the Office of the College Chaplain.

Athletics

The Salem College athletic program is composed of seven intercollegiate sports: field hockey, cross country, equitation, volleyball, swimming, soccer, and tennis. The schedule includes competitive colleges from Virginia, North and South Carolina. Practice sessions are held five days a week during the specific season in most sports. Facilities include two gymnasiums, 12 tennis courts, a 25-yard pool, two outdoor playing fields, and a weight training room for conditioning. Equestrian practice is at an off-campus stable. Memberships include Deep South Field Hockey Association and the North Carolina Women's Soccer League. Salem College hosts invitational tournaments in volleyball and tennis.

Salem College Recreation Association, a student-run organization, is available to all students wishing to participate in intramural and recreational activities. These activities are based on student interest and are of a team and individual nature.

The Honor Tradition

A tradition of respect for the Honor Code is upheld by students, faculty, and administration. In keeping with this tradition, each student assumes full responsibility for her actions in all phases of life at Salem College. In case of failure to abide by the Honor Code, which is the core of the honor tradition, a student is responsible for reporting her infractions to Honor Council. Every student is also responsible for encouraging other students to uphold the Honor Code.

Honor Code

1. Every student shall be honor-bound to refrain from cheating.
2. Every student shall be honor-bound to refrain from stealing.
3. Every student shall be honor-bound to refrain from lying.

The Honor Council of the Student Government Association deems the violation of the Honor Code extremely serious and may recommend penalties of probations, suspension, or expulsion. The administration of the College reserves the right to make the final decision in the event of a violation of the Honor Code.

The Alumnae Association

Founded in June, 1886, the Alumnae Association of Salem College has clubs and local groups in 38 cities across the country, ranging from Boston, Massachusetts to Phoenix, Arizona.

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 educational and cultural relationships with its alumnae. The Alumnae House, a college-owned building which was restored by the alumnae in 1948, serves as an office and guest house with a reception room and rooms for alumnae, relatives of students, and college guests. The Alumnae Association supports: faculty summer sabbaticals, a grant enabling summer study and research in this country and abroad; President's Prizes for academic excellence; Rondthaler Awards for creative expression; and the Siewers Room, the Alumnae historical room in Gramley Library.

Admissions

Selection of Candidates

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.

The Committee on Admissions considers each application individually and bases its decision on the candidate's school record, the scores of the College Board Scholastic Aptitude Test or the American College Testing 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 12:00 noon on Saturdays during the school year. Appointments may be arranged easily by writing or by calling: Dean of Admissions, Salem College, Winston-Salem, North Carolina 27108, 1-800-32-SALEM (1-800/327-2536) or 919/721-2621 .

Recommended 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 units are recommended:

English	Four
Foreign language	Two (of one language)
History	Two
Mathematics (Algebra I and II, Geometry)	Three
Science (laboratory)	One

Elective units may be submitted from the following: classical or modern foreign 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 request the Office of Admissions to submit a transcript to the appropriate department at Salem for placement and/or credit evaluation.

Procedure for Admissions

1. *Official Application.* This form must be accompanied by a non-refundable fee of \$25. 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 plan, as soon as all credentials are assembled and reviewed. Salem College adheres to the Candidates' Reply Date of the College Board, and accepted freshmen are not required to notify the College of intention to enroll before May 1 (with the exception of honor scholarship recipients).

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.

3. *Test Requirements.* Salem College requires the Scholastic Aptitude Test of the College Board or the American College Testing Program.

The applicant is responsible for arranging to take the SAT or the ACT and for having the scores reported to Salem College. Information and registration forms may be obtained by writing to the College Board, P.O. Box 592, Princeton, New Jersey 08540, or P.O. Box 1025, Berkeley, California 94701; or to ACT, P.O. Box 414, Iowa City, Iowa 52240.

A foreign 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 February 1. Generally, 500 is the minimum acceptable TOEFL score. Information and registration forms may be obtained by writing to the Test of English as a Foreign Language, Educational Testing Service, Princeton, New Jersey, U.S.A. 08540

4. *Recommendations.* The College requires two letters of recommendation. The appropriate forms are included with the application and should be given to the individuals serving as the applicant's references. Additional forms are available, if needed, through the Office of Admissions.

5. *Personal interview.* A personal interview is not required, but strongly recommended and may be arranged by writing or calling the admissions office.

6. The *School of Music* requires an audition of all candidates for the bachelor of music degree and for the bachelor of arts degree with a music major. It is strongly urged that this audition be arranged soon after formal application has been filed. A schedule of audition dates will be furnished upon request, and appointments are made through the Office of Admissions. In some special cases, the School of Music will accept a tape recording of the applicant's performance (about 20 minutes in length) in lieu of an audition.

Advanced Placement

An entering freshman may apply for advanced placement and/or credit if she submits scores of three, four, or five (depending on the department) on the Advanced Placement Tests of the College Board. (See page 63.)

College Honors Program

Salem provides formal opportunities for qualified students to undertake honors study. (See page 77.) Entering freshmen who are eligible to apply for admission to the College Honors Program include all Honor Scholars, and those students who rank in the upper 10% of the entering freshman class on the basis of their total SAT scores.

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.

The College also offers an Academic Acceleration Program with Salem Academy, a nationally recognized preparatory school whose campus is adjacent to the College. The Salem Academy and College Acceleration Program enables gifted young women to complete an advanced program of study by combining the senior year of high school with the first year of college while the student is in residence at the Academy. Admission to the Acceleration Program is highly selective and includes: general admission to

Salem Academy, acceptance by the Academy English department to Honors English IV, and approval by the Academy and College Acceleration Program Committee. Students participating in this program are expected to fulfill the normal requirements for Academy graduation and are entitled to a transcript from Salem College showing courses of college credit. To recognize and encourage students of exceptional ability, Salem College awards Founders Scholarships, in the amount of \$5,000, to students who matriculate at the College.



Additional information on Early Admission programs may be obtained by writing or calling the dean of admissions.

The College also participates in the Cooperative College/High School Study program, which offers advanced students in the senior high schools of Winston-Salem and Forsyth County an opportunity to enroll at Salem College in special courses not available to them in the public schools. This plan makes it possible for students to earn college credit for college level courses while completing their requirements for high school graduation.

Additional information on this cooperative program may be obtained by writing or calling the dean of admissions.

Transfer Admissions

Each year students transfer to Salem College from other four-year and two-year colleges.⁵ Normally a transfer student should meet general freshman 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 \$25 application fee which is non-refundable.
2. A statement of good standing from the dean of students of the college previously attended.
3. Two letters of recommendation.
4. A transcript from each college attended and a transcript of secondary school record.
5. A catalog of each college attended with every course in which credit was earned clearly indicated.
6. Scores from the Scholastic Aptitude Test of the College Board or the American College Testing Program.

The academic record at the college(s) from which the student transfers must show a quality point average of 2.0 (based on a 4.0 scale) on previous work. No credit will be allowed for work of D grade in more than two courses. A student who enters as a senior must complete a full year of work in residence at Salem in order to qualify for graduation.

Transfer credits which will be accepted toward the Salem College degree are determined by the dean of the College and the registrar. The candidate will receive a statement of this evaluation with the provision that all transfer credit will be regarded as tentative, pending the successful completion of at

least one term at Salem. Credit for the first year of English remains tentative throughout the College program.

A student who transfers from a non-accredited institution may be required to take certain courses and/or to validate credit in subjects offered for transfer.

Services for the Handicapped

As an historic institution, not all facilities are easily accessible to the mobility-impaired. Food service is accessible. Limited housing and classroom facilities are available. All administrative and library services can be provided. Interested applicants should discuss their individual needs with the dean of admissions so that adequate preparations can be made to facilitate attendance.

Financial Information

Fees

Resident Students

Resident students are expected to enroll for a full academic year and pay a comprehensive fee of \$14,550.00 which includes the enrollment deposit, tuition, room and board, and laboratory and health service fees. The College expects full-year enrollment because it reserves facilities and executes contracts to provide for the needs of the student during the entire academic year. Payments are scheduled as follows

Enrollment deposit—(non-refundable)	\$250.00
returning students—April 1	
new students—May 1	
First term—August 1	\$8,020.00
Second term—January 15	\$6,280.00
Total	<u>\$14,550.00</u>

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 \$7,275.00 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.

Please read the sections of page 37 which contain information about the refund policy and installment payments.

Non-Resident Students

Non-resident students are full-time degree candidates who commute between their residence and the College. Non-resident students are charged a comprehensive fee of \$8,950.00 for the academic year, which includes 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—August 1	\$4,225.00
Second term—January 15	\$4,475.00
Total	<u>\$8,950.00</u>

Some non-resident students are also classified as “continuing studies students.” Continuing studies students are 23 years of age or older. A fee of \$475.00 per course credit and \$520.00 for a directed study course is charged to continuing studies students. Additional fees for special music performance and physical education are described below. Continuing studies students should also consult publications of the continuing studies office for information about services and fees.

Continuing studies students may enroll at one-half the stated course fee for their first two courses during their first semester. This fee structure does not apply to persons who hold undergraduate degrees. To become eligible for the reduced fee, students must request before or during registration that their status and number of courses taken be certified by the registrar.

Elementary and secondary school teachers who are actively engaged in teaching under contract are charged only one-half the stated fee for courses taken for credit. Substitute teachers are ineligible for the reduced fee.

Music Fees

Music majors receive one hour of private instruction in music each week as part of the comprehensive fee. Additional private instruction is charged on the basis of \$130.00 for a one-hour lesson each week per term.

Non-music majors and continuing studies students are charged \$260.00 for private instruction in music for a one-hour lesson each week per term.

Special Fees

Continuing studies students are charged according to the duration of physical education courses as follows:

6 1/2-week course	\$55.00
13-week course	\$110.00

Other special fees are charged for:

Enrollment only for January Term	\$475.00
Enrollment of continuing studies students for one-half credit course	\$237.50
Auditing a course (reduced one-half for alumnae)	\$100.00
Late registration fee	\$ 25.00
Returned check fee	\$ 10.00
Graduation fee	\$ 75.00
Room damage deposit (See below)	\$ 75.00
Horseback riding (See below)	\$295.00
Riding team (Lesson fees per term) (See page 173.)	\$220.00
Scuba diving	\$225.00
Student government fee (See below; subject to revision)	\$175.00
Single Room Rate (Additional Per Term—Non-refundable)	\$250.00

Charges in addition to the comprehensive fee may be 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 room damage deposit of \$75.00 is required of each student prior to occupancy of a room in the residence halls. This deposit is refundable upon graduation or withdrawal from the institution. 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 horseback riding charge is for one semester of course instruction. Other information about horseback riding is contained in the Courses of Instruction section of this catalog under the Department of Physical Education heading.

The student government fee pays for class dues, other student organization dues, the yearbook, and other student publications. S.G.A. issues instructions for payment before fall term registration.

Each student is entitled to one transcript of her college record. A fee of \$2.00 will be charged for each additional copy. Each student is entitled to five copies of her placement file. A fee of \$2.50 will be charged for each additional copy. Diplomas, reports of grades, and transcripts will not be issued until all college charges have been paid.

Parking Fees

Students must register automobiles with the business office and obtain permanent parking decals from the Office of Public Safety. If the student

withdraws, refunds are made in accord with the tuition refund policy.

	Annual	Single Term
Resident	\$30.00	\$20.00
Commuter	\$20.00	\$15.00

Regularly enrolled residential or day students who wish to park on campus for a continuous period of one month or less may obtain a non-refundable monthly parking permit for \$5.00.

Installment Payments

Salem offers a monthly installment payment plan which begins each June. There are no finance charges, but a \$75.00 application fee is charged. Information about the plan may be obtained from the business office.

Other private companies that offer installment payment plans are listed in the Financial Aid section of this catalog.

Other Financial Information

The purchase of textbooks may require an annual expenditure of approximately \$550.00. Checks should be made payable to Textbook Sales when books are purchased.

Transportation costs for the academic year are estimated to range between \$400.00 to \$1,000.00.

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

A personal banking account may be maintained by depositing personal funds in the student bank at the business office. The facilities of this office are available to students at certain hours for depositing or withdrawing money.

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.

Refund Policy

Fees for Instruction

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 and direct instructional cost has been incurred by the College.

Tuition and fees charged for instruction in course offerings for academic credit are refunded as scheduled below. Written notification of withdrawal must be submitted to the business office by the dates shown.

Notification Dates	Refund Rate (excludes deposit)
1st Term—August 15	100%
2nd Term—January 1	100%
Last day of drop/add period	50%
14 calendar days after drop/add	25%

The Office of Continuing Studies provides financial information which includes a refund policy for credit courses and non-credit activities.

Fees for Room and Board

The enrollment deposit of \$250.00 (double occupancy) and \$500.00 (single occupancy), which guarantees a room to the student, is not refundable.

If notification of the cancellation of first term enrollment is received at the business office by August 15 and second term enrollment by January 1, payments for room and meals are refunded. After these dates there are no refunds for room fees.

Meal charges are refunded on a daily basis to students who officially withdraw during an academic term. Refunds are computed on the basis of direct daily meal costs determined at the beginning of each academic year.

There are only two special refunds for missed meals. A special refund of \$4.00 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 registrar's 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 \$3.00 per day, by completion of 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 secretary of 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 a family financial analysis which indicates the student needs assistance in meeting educational costs. 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 they prefer. The director of financial aid is available to meet with any student and her family who are interested in receiving financial information and assistance.

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. Salem believes the principal responsibility for financing a college education lies with a student and her family. The amount of aid is based on the difference between the cost of attendance and what the family can afford to pay. Educational expenses include tuition, mandatory fees, room, board, books, transportation, and personal expenses. The amount the family is able to contribute is determined by an analysis of the information provided on the Financial Aid Form (FAF) and the Salem College Financial Aid Application.

The College will attempt to meet total financial need to the extent that funds are available through a combination of resources most appropriate to the individual applicant. Ordinarily, each student's financial aid package consists of funds from several sources including scholarships and/or grants, a loan, 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; instead, the expected family contribution is increased by an equivalent amount. 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.

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. In addition, substantial funds are available through the College's participation in federal and state aid programs and

through institutional funds set aside each year specifically earmarked for financial aid.

Applying For Need-Based Financial Aid

1. Prospective students should submit an application for admission to the College, requesting financial aid information.
2. New and returning students should request aid applications as soon after mid-December as possible.
3. Complete the Salem College Financial Aid Application.
4. Complete the Financial Aid Form (FAF) as soon after January 1 as possible.
5. Submit a signed copy of the family's latest federal tax return if requested to do so by the financial aid director.

Notification of Award

Estimates of possible financial aid are available throughout the year. However, official aid offers are made after a student is admitted to the College and the results of the Salem application and family need analysis are reviewed, usually beginning in March. Any other financial aid award or other resources which the student receives must be reported in writing to the financial aid office as soon as such awards are made, and may result in an adjustment of the financial aid package.

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, you should complete all forms as soon as possible. Applicants who complete financial aid applications by March 1 will receive priority in funding.

Returning Students: financial aid applications must be filed by April 1 for consideration for Salem College scholarships and grants.

Award Renewal

New applications for aid must be submitted each year. In addition, students must maintain satisfactory academic progress as defined in the catalog in the section titled Exclusion. 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.

Need-Based Programs

Grants/Scholarships

Pell Grant - Formerly BEOG, a federal program for low-income families. All applicants must apply for Pell by checking the appropriate questions on the FAF. Eligibility is calculated by a national processing center and the results (SAR) are sent directly to the student. The SAR must be turned in to the financial aid office before aid is finalized. Pell Grants are available to both full-time and part-time students.

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

North Carolina Student Incentive Grant (NCSIG) - A state program administered by College Foundation, Inc. and designed to supplement the Pell Grant program. It is open to North Carolina residents attending college within the state who demonstrate high need and who apply on the FAF by March 15.

State Student Grant - Residents of Connecticut, Pennsylvania, Rhode Island, and Vermont should apply to their state grant programs as these funds can be used at institutions in other states.

North Carolina State Contractual Scholarship Fund (NCSCSF) - A state program provided by the legislature each year to North Carolina private/independent colleges and restricted to North Carolina residents with financial need; it is administered by the College.

Salem Institutional Funds - A large variety of scholarships are available to 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 provided at the end of this section.

North Carolina Legislative Tuition Grant (NCLTG) - A state program available to all North Carolina residents regardless of need. Details are listed in the non-need-based aid section.

Loans

Perkins (NDSL) Loan - A federally funded, low-interest loan, formerly National Direct Student Loan, administered by the College. The current interest rate is five percent with repayment and interest commencing nine months after leaving school or dropping to less than half-time study for new

borrowers. Students may borrow a maximum of \$4,500 for the first two years of study and a maximum of \$9,000 for total undergraduate study.

Stafford Student Loan (formerly Guaranteed Student Loan/GSL) - A federally insured loan for students enrolled at least half-time in a degree or certificate program administered by lending institutions nationwide. Eligibility for a Stafford is based on the same need-analysis form as all other need-based programs. The FAF should be filed in early spring; loan applications are generally available by mid-April from the financial aid office or directly from lending institutions. A student may borrow up to \$2,625 for each of her first two years and up to \$4,000 for each of her last two years of undergraduate study. The current interest rate is eight to ten percent with repayment and interest commencing six months after a student leaves school or drops to less than half-time study.

North Carolina Student Loan Program for Health, Science, and Mathematics - Needy North Carolina residents enrolled full-time in one of the designated major/degree programs may borrow up to \$2,500 for each of three years of undergraduate study. Need will be determined by a state agency based on the result of the FAF. For each calendar year of full-time employment in designated health shortage areas, state facilities, educational systems, or designated veterinary science disciplines, the recipient receives cancellation benefits for one year of the loan. The in-school interest rate is four percent and the out-of-school rate varies from nine percent to 15 percent for those whose loans are not forgiven. Applications are available from the financial aid office.

Work Programs

College Work-Study Program (CWSP) - A federally funded program which allows needy students to work on campus for minimum wage. Most financial aid awards include a work offer involving 4 to 10 hours per week.

Institutional Work-Study Program (IWP) - An institutionally funded program identical to the federally funded one.

Aid Without Regard To Need

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

Grants/Scholarships

North Carolina Legislative Tuition Grant (NCLTG) - A grant appropriated by the state legislature, worth \$1,116 in 1990-91, awarded to **all** North Carolina residents attending a private/independent college in the state on a

full-time basis in a degree program who do not already have a bachelor's degree. All eligible students must apply on the NCLTG form available at registration.

Honor Scholarships - These are competitive awards offered each year. Information and applications are available from the admissions office. The application deadline is January 15.

Lucy Hanes Chatham Awards - Given to two incoming freshmen 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 freshmen 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 Scholar Honor Awards - Given to incoming freshmen in recognition of academic achievement. Recipients must maintain a cumulative 3.0 G.P.A. in their academic studies for renewal of the award.

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

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

Heritage Scholarships - Preference is given to minority students in recognition of excellent academic achievement and significant extra-curricular involvement during high school. Recipients are expected to remain in good academic standing during their studies at Salem; the scholarship is renewable annually.

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

Fletcher Music Award - Given in recognition of outstanding musical ability 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.

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 remains in good standing in other areas of academic and campus life.

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

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

Loans

Parent Loans for Undergraduate Students (PLUS) - This is a federal loan program for parents of dependent students, particularly for those who do not qualify on a need-basis for a Stafford (GSL) Loan. Parents may borrow up to \$4,000 per grade level and/or 12-month period. For loans made between July 1, 1991, and May 1, 1992, interest is at 9.34 percent with repayment beginning within 60 days after disbursement of the funds.

Supplemental Loan for Students (SLS) - A loan, identical to PLUS, for independent students. Although interest begins to accrue within 60 days of disbursement, some lenders permit deferral of principal and capitalized

interest during in-school enrollments; participation in such an option will result in a larger repayment.

North Carolina Prospective Teacher Scholarship/Loan - A state program available to North Carolina residents who intend to teach after graduation. Up to \$2,000 may be borrowed for each year of undergraduate studies. In addition to undergraduates, students with a bachelor's degree who are planning to enroll full-time for a minimum of one year in an undergraduate education program may also apply. For each full year of teaching in a North Carolina public school or a school (K-12) operated by the United States Government in North Carolina, the recipient receives cancellation benefits for one year of the loan. Applications are available from the financial aid office.

Paul Douglas Teacher Scholarship/Loan - A federal program administered by each state. This honor award permits a student to borrow up to \$5,000 per year. Applicants must have been in the top ten percent of their high school class and maintain a 3.0 G.P.A. in college. Teaching according to the program guidelines will result in cancellation benefits for the recipient; failure to do so results in a substantial interest penalty. Applications are available from the Financial Aid Office.

Work Opportunities

Paid Student Workers (PSW) - Salem has a few work positions on campus, such as life guards and laboratory assistants, available for students who do not qualify for need-based assistance. Interested students may contact the financial aid office at the beginning of each semester. In addition, the Career Development Center provides assistance to students looking for off-campus work positions.

Installment Payment Plans

For families wishing 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 financial aid office. Lending institutions may be contacted directly concerning home equity loans.

Salem offers an installment payment plan; see the Financial Information Section of the catalog for details. Private companies include the following: TERI Supplemental Loan Program, The Education Resources Institute, 330 Stuart Street, Boston, MA 02116; Richard C. Knight Insurance Agency, Inc., 53 Beacon Street, Boston, MA 02108; National College Payment Plan,

53 Beacon Street, Boston, MA 02108; The Tuition Plan, Inc., Concord, NH 03301; and Citizen's Bank, P.O. Box 186, Dallas, GA 30132.

Financial Aid For Study Off Campus

For the purpose of financial aid, a Salem student who plans to enroll in a Salem-sponsored program off campus may use only her federal and state entitlement funds on a term basis. For this policy, entitlement programs are Pell, NCLTG, NCSIG, and Stafford PLUS/SLS. A student recipient of a Chatham Scholar Award may apply the fund on a term basis to tuition charges at any program approved in advance by Salem College.

Salem Institutional Funds

Endowment Funds

Endowed funds provide financial support for many special purposes which the College would be unable to offer without this generous assistance. The endowment and trust funds of Salem College total \$16, 000,000. The endowment funds are handled by large and reputable trust concerns; the income is used to enrich the educational potential of the institution.

In addition to the general endowment fund, alumnae and other friends of the College contribute each year to a working fund known as the Salem Fund. These funds are not invested but are for immediate use by the administration for operating expenses.

Endowed Scholarships

Endowed scholarships, established by alumnae and friends, are the source of Salem's general scholarship or grant aid awards. Financial aid awards generally combine money available from several of these funds, and applicants should not apply for specifically named scholarships. Honor awards are an exception; a special application obtainable from the admissions office is required for the Lucy Hanes Chatham Award, Fletcher Music Scholarship, and Benjamin C. Dunford Music Awards.

Alumnae Scholarships

The following funds were made available through the Alumnae Association or the alumnae chapters for the support of general scholarships:

Alamance County Alumnae

Alumnae Fund

Atlanta Alumnae (continued on next page)

Bethania
Charlotte Alumnae
Durham-Chapel Hill Merit Scholarship
Adelaide L. Fries
Greater Tampa Bay Alumnae
Greensboro Alumnae
High Point Alumnae
Mrs. Stonewall Jackson
Knoxville Alumnae
Martinsville Alumnae
Raleigh Alumnae
Roanoke Alumnae
Rocky Mount Alumnae
Katherine B. Rondthaler
Winston-Salem Alumnae

Class Memorial Scholarships

The following funds were made available through gifts from classes as support for general scholarships:

Class of 1912 Memorial Scholarship
Class of 1923 Memorial Scholarship
Class of 1926 Memorial Scholarship

Faculty Memorial Funds

The following endowed scholarships were established by alumnae and friends in honor or in memory of long-time Salem faculty and staff members:

Jess Byrd
John H. Clewell
Ivy May Hixson
John Christian Jacobson
Howard E. Rondthaler
Jennie Richardson Shaffner
Minnie J. Smith
Mary Louise Stroud
Amy Van Vleck
Sara A. Vogler
Dr. Lucy Leinbach Wenhold

Alumnae Memorial Funds

Scholarship endowment funds have been established in honor or in memory of the following Salem College alumnae:

Eva Sue Hodges Ambler
Maye McMinn Houston Anderson
Jane Armfield
Sallie Millis Armfield
Carrie Bahnson
Louise P. Bitting
Cam Boren Boone
Adele Pannill Carter
Lucy Hanes Chatham
Rhoda Ware Cobb
Ruth Hanes Craig
Thomas and Mary Elrick Everett
Thomas B. and Mary Neal Dixson*
Bessie W. Duncan
Virginia (V. V.) Garth Edwards
Mary Ruth Fleming
Marguerite and Rosa Mickey Fries
Florence Clement Gaither
Marion Norris and Wensell Grabarek
Dewitt Chatham Hanes
Lizora Fortune Hanes
Nancy C. Hayes
Elizabeth McRaven Holbrook
Frances Goodwin Frye Howard
Claudia Duval Jarrett
Mary Ann Wolff Jones
Senah and C.A. Kent
McEachern Sisters
Helen Johnson McMurray
Mabel McInnis McNair
Ruth Virginia Neely
Freda Dietz Newman
Corinne B. Norfleet
Ruth Willingham Norfleet
Frances Caldwell Prevost
Elizabeth Windsor Scholze
Helen Shore
Michele Siebert

Ann M. Weaver
Elizabeth N. Whitaker
Tom and Ted Wolff Wilson
Edith Willingham Womble Fund
Beulah Mae Zachary

*Preference for the Dixson Scholarship is given to students who evidence the intention of entering the field of Christian education or ministry of the United Methodist Church.

Restricted Scholarship Funds

The following endowed scholarships, established by alumnae and friends, are restricted in their use:

Marjorie H. Bailey (Foreign Language)
Stuart A. and Marie V. Bellin (Music)
Marilyn Shull Brown (Music)
Margaret M. Cople (Music)
Mildred Ellis Culbreath (Music)
Benjamin C. Dunford (Music)
Nan Norfleet Early (Art)
Elaine Fasul Fund (Sociology)
Fogle Organ Fund (Music)
Jessica T. Fogle (Music)
Nell Folger Glenn (Music)
Louise Bahnson Haywood (Music)
Margaret Louise Johnson (Music)
Mary Virginia Jones (Music)
Marjorie Roth Kennickell (Piano)
James T. Leinbach (Moravian)
Margaret Mason McManus (Music)
Ruth Virginia Neely (Education)
John Frederick Peter (Music)
Charles B. and Mary J. Pfohl (Music)
Constance Pfohl (Moravian)
H. A. Shirley (Music)
Gertrude Siewers (Moravian)
Margaret and Ralph M. Stockton (Music)
Luther E. and Ruby N. Tesh (Music)
Charles G. Vardell (Music)

Other Scholarship Funds

The following endowed funds were established to support the general scholarship program:

The Aldridge Scholarship
The Herbert W. and Maye S. Aldridge Memorial Scholarship Fund
Mabel Douglas Bowen Fund
Bradley Scholarship Fund
Chatham Foundation Fund
Church Family Scholarship
Caroline Covington
Correll-Brown Fund
Nellie R. Seewald Doe Fund
Rosalie Hanes Moore Rice Fund
Charles Shober and Clara Vance Siewers
Sims Scholarship
Harry and Hannah Smith
Minnie J. Smith
Hattie M. Strong Fund (Foreign Students)
Webb Zenor

Annual Scholarships

The following scholarships are presented annually for the specified purposes:

A. J. Fletcher Foundation (Music)
Jarmila "Mila" Kabatnik (Interior Design)
Lettie Pate Whitehead Foundation

Special Purpose Endowment Funds

Endowment funds, restricted in purpose to sustain and enrich certain aspects of College operation, include the following:

Library Endowment Funds:

Class of 1961 Memorial Book Fund
Clarence E. Clewell Rare Book Room
Archie K. Davis Collection of Southern History and Literature
Frances Conrad Davis Library Fund
Nan Norfleet Early Library Fund
Caroline Gramley Library Book Fund
Dale H. Gramley Library Fund
Katherine Jane Hanes Library Fund

Linda Bashford Lowe Memorial Book Fund
The 1924 Book Fund
Lorraine F. Rudolph Music Library
Eleanor Siewers Fund
Will H. Watkins Book Fund
Pearl V. Willoughby Library Fund

Endowed Chairs:

Ivy May Hixson Chair in the Humanities
Emma Lehman Chair in Literature
Louise Shaffner Chair in Mathematics
Clarkson Shields Starbuck Chair in Religion

Endowment in Support of Faculty Salaries:

Virginia Dowdell Shober Anderson Fund
Faculty Education Enrichment Fund
James A. Gray Endowment Trust
Chloe Freeland Horsfield Fund
Salem Distinguished Professorship
Anna Louise Hege Spaugh Memorial Fund

Endowment Lectureships:

Katherine Graham Howard Lectureship
Mary Lou Morris Parker
Rondthaler Lectureship

Other Special Purpose Funds:

Agnew Hunter Bahnson Jr. Memorial Organ Fund (Music)
Marian Hunter Blair Fund (Faculty Development)
Covington-Blair Fund (Faculty Loans)
Ruth Hanes Craig Memorial Fund (Campus Beautification)
Charles & Harriet Elberson Fund (General Endowment)
Faculty Research Fund
Dale H. Gramley Excellence Fund (Faculty Development)
Dale H. Gramley Fund (Contingency)
Laura Thomas Hall Fund (Furnishings)
Katherine Jane Hanes Fund (for Hanes House)
D. W. and Tilla E. Harmon Fund (General Endowment)
William R. Kenan Jr. Fund (General Endowment)
Leila Graham Marsh Fund (General Endowment)
Lily C. Morehead Fund (General Endowment)
Kate B. Reynolds Trust Fund (Bitting Residence Hall)

Rominger Church Music Fund (School of Music)
Spirit of Salem (Extracurricular Programs)
Mr. and Mrs. Robert D. Shore Fund (Inspector's House)
J. C. Whitaker and L. D. Long Fund (Bitting Residence Hall)
Eleanor Fries Willingham Fund (General Endowment)



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. Candidates for each degree must complete 36 courses, including four January courses, and four terms of physical education. Two of the January courses must be chosen from the following categories: experimental, interdisciplinary, internships, independent study, and travel. All degree candidates must complete certain basic distribution requirements designed to insure breadth of study, a major, and electives. Every student must earn a quality point average of 2.0 (C) on all courses attempted at Salem College to qualify for a degree.

The bachelor of arts degree offers the student the opportunity to major in one or more of the following fields: American studies, art, arts management, biology, business administration, chemistry, communications, economics, English, foreign language-management, French, German, history, interior design, international relations, mathematics, music, philosophy, psychology, religion, sociology, and Spanish.

A student pursuing a bachelor of arts degree may, along with her major, complete a course of study leading to North Carolina teacher certification in the following education areas: elementary, secondary, learning disabilities, and emotionally handicapped.

The bachelor of science degree offers the student the opportunity to major in biology, chemistry, mathematics, or medical technology.

The bachelor of music degree, professionally accredited by the National Association of Schools of Music, provides an opportunity to major in music performance. Performance majors may pursue study in piano, organ, violin, cello, harp, harpsichord, or voice.

The bachelor of science in business administration degree is available to continuing studies students. See page 73 for degree requirements.

Requirements for a Second Baccalaureate Degree

Each degree offered at Salem College requires the completion of 36 courses including basic distribution requirements, four January courses, a major, and electives. A student who wishes to earn a second bachelor's degree may submit for credit no more than 28 courses previously completed in fulfillment of the first degree's requirements. She must satisfy the basic distribution, major, and elective requirements for the second degree. Her major must be in a different area of study from the one completed for the first degree.

The Minor Programs

Every student 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 less than four courses and no more than six courses in a field. The following minors are now available to students: arts management, biology, chemistry, English, French, German, history, music, philosophy, psychology, religion, sociology, Spanish, and women's studies. Students may declare new minors as soon as they have been passed by the faculty. A minor may be taken in a degree program other than the degree program in which the major is taken, but the pass/fail option is not available for courses taken to meet the minor requirement. The requirements for each minor follow the description in the catalog of the major requirements.

4-1-4 Program

The academic program for each degree is organized into a 4-1-4 calendar which includes a fall term of 14 weeks, a January term of four weeks, and a spring term of 14 weeks. Students normally enroll in four courses in the fall and spring terms and one course in the January Term. The unit of instruction at Salem College is the course, which is equivalent, for credit purposes, to four semester hours. Conversion policies, based on three or four semester hours, will be applied to the record of transfer students, continuing education students, and others who seek credit for work already completed.

Bachelor of Arts

Major in American studies, art, arts management, biology, business administration, chemistry, communications, economics, English, foreign language-management, French, German, history, interior design, international relations, mathematics, music, philosophy, psychology, religion, sociology, Spanish

Thirty-six courses including a major, basic distribution requirements, four January courses, and electives are required for the bachelor of arts degree. Four terms of physical education including a full term course in fitness must also be completed.

For the B.A. degree, a major generally requires eight to 11 courses in a single discipline, or ten 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. The careful selection of elective courses will provide a foundation for a variety of careers in such areas as law, library work, medical fields, personnel work, research, teaching, and social work. At least six elective courses of the student's program must be outside the major.

The basic distribution requirements provide latitude of study and allow flexibility in the programs of individual students. The two courses in

English must be taken in the freshman year and the other requirements must be completed before the beginning of the senior year. The individual program is determined in accordance with the student's interest, possible major, and long-range goals.

Basic distribution requirements for the bachelor of arts degree:

English.....	Two courses
Foreign language.....	Three courses
History.....	Two courses
Mathematics.....	One course
Natural science with laboratory.....	One course
Mathematics, computer science, or natural science.....	One course
Social science.....	Two courses in two different disciplines
Fine arts	One course
Philosophy, religion	One course

These requirements may be met by completing appropriate courses or by establishing proficiency in accordance with departmental standards. By meeting the proficiency standards, the student may waive individual courses and thus reduce the total number of basic distribution requirements.

Notes:

English

The basic requirement will be fulfilled usually by the English 10, 20 sequence.

Credit for English 10 and 20 remains tentative throughout the College program. Whenever a student's written work shows that she has not mastered the basic principles of composition, she will be required to repeat English 10.

The entering student who does not present an AP score in English of four or five and who is eligible for the College Honors Program will take English 30H and one course in English or American literature above the 100 level. The entering student who presents an AP score in English of four or five will receive one course credit in English. She will take English 30H to complete the English requirements.

Foreign Language

A student must establish proficiency at the intermediate level in a foreign language. The student who begins a foreign language to fulfill basic distribution requirements must complete three courses in a modern foreign language (the equivalent of French, German, or Spanish 10, 20, 30).

The student who has had previous training in the language in which she wishes to establish proficiency will be placed in the proper level course in accordance with scores on the College Entrance Examination Board Achievement Tests or scores on the Modern Language Association Cooperative Level M Tests. Information concerning the score ranges for placement in each course level may be obtained from the dean of the college. The student who presents no more than two high school units in a modern foreign language and who does not qualify for level 20 may enroll for credit in level 10 of that language. If a student presents three or more high school units in a modern foreign language and she is placed in or enrolls in level 10 of that language, she may not receive credit.

Students readmitted to Salem College should be placed in the proper level course in modern foreign language in accordance with performance in courses previously taken at Salem College.

History

The history requirement may be fulfilled by one of the following sequences: History 101, 102 or 105, 106. With the approval of the department, the student may establish proficiency in one or two terms of the area chosen to meet the requirement.

Social Sciences

The social science requirement may be fulfilled by two courses in two different areas, from introductory courses in anthropology, economics, political science, psychology, or sociology. If proficiency is established for one or both courses, the requirements will be met accordingly.

Mathematics, Computer Science, and Natural Science

The three required courses in mathematics, computer science, and natural science must include one course in mathematics and one course in natural science with laboratory (biology, chemistry, or physics). A computer science course in programming, e.g. Computer Science 110 and 111, 130 or 140, may be elected as the third course.

Fine Arts

The fine arts requirement may be met through selected courses in art, drama, and music. One course elected from Art 121, 122, 140, 150, 243, 244, 263; English 208, 223; Music 100, 113, 114, 115; and P.E. 104. Independent study courses may not be used to satisfy the fine arts requirement.

Philosophy-Religion

Any of the courses offered in the Department of Religion-Philosophy will

satisfy the philosophy and religion requirement.

Physical Education

The physical education requirement is the completion of four terms including a full term course in fitness, normally to be taken during the freshman and sophomore years. Juniors and seniors may elect additional terms. Participation in Dansalems or intercollegiate teams for one season counts as one term of physical education.

Internships

The maximum number of internship course credits allowed for graduation is four.

Bachelor of Science

Major in Biology, Chemistry, Mathematics, or Medical Technology

The degree program which provides a major in biology, chemistry, or mathematics is designed to prepare students for positions as biologists, chemists, mathematicians, public health workers, or technicians in laboratories and hospitals. It provides premedical training and preparation for professional careers in the areas of biology, chemistry, mathematics, and medical technology.

Students seeking admission to medical colleges should plan carefully with their faculty advisers, the premedical adviser, and with the dean of the college. Registration should be made in the junior year for the Medical College Admission Test of the Association of American Medical Colleges. The basic distribution requirements given below vary from 14 to 17 courses depending upon the courses needed to support the designated major. The major requires a minimum of ten courses in the major, four January courses, and electives to complete the 36 courses necessary for the degree. Four terms of physical education including a full term course in fitness must also be completed.

Basic distribution requirements for the bachelor of science degree:

English.....	Two courses
Modern foreign language.....	Three courses
Social sciences, history.....	Two courses
Fine arts, philosophy, religion.....	One course

Science, mathematics

- A. Physics.....Two courses
- B. Biology, chemistry, mathematics
 - a. For the biology major:

Chemistry (10, 20, 101, 102).....	Four courses
Mathematics (10, 30, or 30, 101).....	Two courses
b. For the chemistry major:	
Mathematics (through Mathematics 102).....	Three courses
c. For the mathematics major:	
Chemistry and/or biology and/or computer science.....	Four courses

These requirements may be met by completing appropriate courses or by establishing proficiency in accordance with departmental standards.

Notes:

Refer to the notes following the basic distribution requirements for the bachelor of arts degree, page 55.

By meeting the proficiency standards, the student may waive individual courses, and thus reduce the total number of basic distribution requirements. The basic distribution requirements should be completed before the beginning of the senior year.

See Courses of Instruction, pages 112-123 for suggested programs of study for a major in biology or chemistry. The student who is considering both biology and chemistry as possible majors is advised to register for Biology 10 and Chemistry 10 in the fall term of the freshman year.

Major in Medical Technology

Through affiliation with The Bowman Gray School of Medicine of Wake Forest University (since 1941), and with Forsyth Memorial Hospital (since 1970), both located in Winston-Salem, and with Duke University (since 1983), located in Durham, North Carolina, a program in medical technology may constitute the fourth year of the student's program for the bachelor of science degree. The student may also apply for permission to enroll in an approved medical technology program of an institution located elsewhere. Applications for admission should be made in the fall of the junior year. The required Allied Health Professions Admission Test should also be taken during this fall term. Students are advised that admission to the fourth year program is not automatic. Admissions are based upon competitive application.

Approved programs in medical technology must be recognized by the National Accrediting Agency for Clinical Laboratory Sciences.

Before beginning courses in medical technology, the student must complete the three-year prescribed program at Salem College, followed immediately by 12 months in the medical technology program. Salem College confers the bachelor of science degree when the 12-month program is completed. The graduate is eligible to take a national certifying examination, such as that given by the American Society of Clinical Pathologists.

The student who seeks the bachelor of science degree with a major in medical technology must complete 24 courses, three January courses, four terms of physical education (including a course in fitness), and a fourth year in an approved school of medical technology. The major requires a minimum of six specified courses in biology before the student enters a school of medical technology.

Basic distribution requirements for the bachelor of science in medical technology:

English.....	Two courses
Modern foreign language.....	Three courses
Social sciences, history.....	Two courses
Fine arts, philosophy, religion.....	One course
Mathematics (10, 30 or 30, 101).....	Two courses
Chemistry (10, 20, 101, 102).....	Four courses
Physics (10, 20).....	Two courses



Notes:

Refer to the notes following the basic distribution requirements for the bachelor of arts degree, page 55.

By meeting the proficiency standards, the student may waive individual courses, and thus reduce the total number of basic distribution requirements. See the section of biology in Courses of Instruction for a suggested program of study for the first three years.

In the fourth year the medical technology program will include the equivalent of nine courses with three courses in microbiology (including bacteriology, mycology, and parasitology), three courses in clinical biochemistry, two courses in hematology and clinical microscopy, and one concerned with the blood bank and serology.

The student may continue in her senior year to participate in the activities of Salem College as much as her schedule and proximity allow. In May or June of the senior year, a certificate in Medical Technology is presented by the school of medical technology and the bachelor of science degree is awarded by Salem College.

Bachelor of Music

Major in Music Performance

The program of courses for the bachelor of music degree provides a major in music performance. A total of 32 courses (including basic distribution requirements and the major), four January courses, and four terms of physical education (including a course in fitness) must be completed.

Basic distribution requirements for the bachelor of music:

Music theory (Courses numbered

1, 2, and 101, 102, 201, and 203).....	Six courses
English.....	Two courses
Music performance (10, 20, 110, 120).....	Four courses
Music history (113, 114, 115).....	Three courses
Ensemble 150 (four terms).....	One course
Ensemble (150, 160, 170, 180, 190, or 280).....	One-half to three quarters course
Foreign language 10, 20, 30.....	Three courses
Mathematics elective.....	One course
Social science elective.....	One course
Liberal arts elective.....	One course
Non-music electives.....	Zero to three courses

These requirements may be met by completing appropriate courses or by establishing proficiency in accordance with departmental standards.

Notes:

The courses which fulfill basic distribution requirements, with the exception of Music 115, 201, and 203, should be completed before the junior year. Performance majors should note additional required courses which are included in the programs listed on pages 164-168.

Academic Regulations**Registration**

In order to receive credit for a course, a student must be officially registered.

Each student is expected to register at the appointed time. If this is not possible, the registrar must be notified. The student is charged a fee of \$25 for late registration and is subject to the appropriate penalty and regulations of the College. Permission for late registration may be allowed without payment of the fee if a satisfactory statement from a physician is submitted to the registrar by the student.

Drop/Add Policy

A student may drop a course with the following conditions:

1. Without a grade—during the first two complete weeks of class. A change of registration card must be submitted to the registrar's office.
2. With the grade of withdrawal/passing or withdrawal/failing—after the first two weeks and through the eighth week of the term. A student will receive a withdrawal/passing or a withdrawal/failing depending on her grade at the time she drops the course. A completed drop card must be submitted to the registrar's office.
3. With an automatic grade of F after the eighth week of the term (unless excused from the penalty by the subcommittee on Academic Appeals).
4. With a Withdrawal—at any point during the term provided that the subcommittee or the dean of the College excuses her on the basis of health, emergency, etc.

A student who wishes to exercise these drop options is required to consult with the dean of the College.

A student who has dropped a course may add another during the first week of the term. She may add a course during the second week with permission of the dean of the College or associate dean and the instructor. A course may not be added after the second week.

Degree Requirements

To qualify for a degree, a student must complete a total of 36 courses, including four January courses, and four terms of physical education, including a full-term course in fitness. Continuing education students are



exempt from the physical education requirements. A quality point average of 2.0 on all courses attempted at Salem College is required for the degree.

A degree program normally requires four years with four courses each term and one January course each academic year.

To qualify for a degree a student must take eight of her last ten courses at Salem.

The student who enters as a senior must complete a full year's work in residence at Salem College in order to qualify for a degree.

A major must be completed according to the requirements of the degree and of the department which offers the major. Three term courses in the major must be taken in the junior and senior years.

The student who, after the first three term courses toward a major, has failed to make a 2.0 quality point average in that work forfeits the right to continue that major unless permission is granted by the department concerned.

Courses taken in approved summer schools are applicable to the degree in accordance with faculty regulations concerning summer courses.

The maximum number of internship course credits allowed for graduation is four.

After the student has declared her major (normally at the end of her sophomore year), her entire program, including major, basic distribution requirements, and electives, must have the approval of the department of the major.

No credit will be given for correspondence courses.

Advanced Placement Credit

An entering student who has had an opportunity for advanced work in one or more subjects may apply for advanced placement and/or course credit depending on her score on the Advanced Placement Tests of the College Board. (See page 30.)

<u>Department</u>	<u>Minimum Score for Placement into Higher Level Course</u>	<u>Minimum Score for Course Credit</u>
Art	4 or 5	4 and 5
Biology	3, 4, 5	4 and 5
Chemistry	3, 4, 5	4 and 5 placement + 2 course credits
English	4 or 5	4 or 5 - two courses after completion of English 30H
History	4 or 5, 3 qualified placement	4 and 5
Mathematics	AB - 3, 4 or 5 = credit for one course; placement in second course BC - 3, 4 or 5 = credit for two courses; placement in third course	
Modern Foreign Language	3, 4 or 5	4 or 5
Music	3, 4 or 5	3, 4 or 5 = one course credit

In addition, proficiency tests are offered by individual departments. Successful performance on these tests may lead to placement into a higher level course.

Proficiency Examinations

Courses which satisfy basic distribution requirements may be waived if proficiency standards are met, and the total number of requirements is reduced accordingly. Proficiency examinations may include examinations and tests of the College Entrance Examination Board, the College Level Examination Program, the Modern Language Association Cooperative Tests, other standardized tests, or individual departmental testing programs.

Senior Seminar

A senior seminar is required of all students who major in art, biology,

business administration, chemistry, economics, interior design, international relations, music, philosophy, or religion. The seminar enables the student to integrate the advanced level work in her major with study in an area of particular interest to her. It also provides an opportunity for seniors and the faculty to explore current research in the major field in a setting which stimulates the development of the student's intellectual independence as a scholar.

Beginning with the class of 1995, an evaluative senior experience will be required of all majors. The senior experience may take a variety of forms, such as a senior seminar, an examination, a major research paper, or other forms as deemed appropriate by each department and the dean of the College. The method of grading and the amount of credit will be determined by the department.

Teacher Education

The student who wishes to qualify for a teaching certificate should make application in the spring term of the sophomore year. The committee on selection of student teachers will give consideration to the intellectual, physical, and personal qualities of each applicant and make appropriate recommendation. For information about requirements for certification in North Carolina, the section on education in the Courses of Instruction should be consulted.

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 at the beginning of each term. Students assume responsibility for class attendance by meeting the standards set by their instructors.



Academic Load

The normal load for each student is four courses in the fall term and four courses in the spring term. With the approval of her faculty adviser she may carry an additional one-quarter or one-half course in any fall or spring term.

Students, upon recommendation of the faculty adviser, may petition the committee on Academic Appeals for permission to carry a program above or below the normal load. Three courses in each fall and spring term constitute the minimum full-time registration.

The student who holds a major office in any college organization must have a quality point average of 2.0.

The special continuing education student who does not earn a quality point average of 2.0 in any term must reduce the academic load in the next term in which she enrolls.

Seniors who are enrolled in the senior seminar or who are scheduled for a public graduating recital may carry a minimum of three courses in the term in which the seminar or recital is scheduled. A student enrolled in the teacher education block program of four courses carries no additional work in that term.

No student may take more than three courses (exclusive of senior seminar) in any one subject in any term.

No student may repeat a course in which she has earned a passing grade.

Auditing Courses

Registration as an auditor permits a student to enroll in a course without working for a grade or credit. An auditor is expected to attend class regularly and participate in class discussions or activities as invited by the instructor. The auditor is not required to take tests and examinations and is not usually expected to submit papers. If the auditor properly fulfills conditions expected by the instructor, a notation of "audit" is entered in place of a grade on the student's final grade report. For the regularly enrolled student, this notation is also entered on her permanent record. An auditor who finds it necessary to 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 judgments of underload or overload for full-time students. The full-time student may not audit more than one course each term, and audit courses cannot be taken for academic credit at a later date unless approved by the dean of the College.

An audit course may be changed to a credit course, and a credit course may be changed to an audit status during the first two complete weeks of the term.

Auditors may not register for research courses, seminars, practicums, workshops, or courses where, in the instructor's opinion, auditing would be inappropriate. The final decisions for admittance to the class and for judgment of satisfactory completion of the audit registration rest with the instructor.

Latin Honors

Latin graduation honors are awarded in accord with the graduation quality point average given below. The quality point average must be achieved on all work attempted at Salem as well as summer school course credit and transfer credit.

<i>cum laude</i>	3.5 - 3.699
<i>magna cum laude</i>	3.7 - 3.899
<i>summa cum laude</i>	3.9 - 4.0

A transfer student must have completed 16 courses at Salem to be eligible for Latin honors.

Dean's List

All degree students who have achieved a 3.5 average in a given term for a study program including at least three course credits in which grades were given qualify for the Dean's List. Degree students enrolled in the professional semester of student teaching may qualify for the Dean's List if they complete four courses, two of which are student teaching, and earn at least a 3.5 average on the equivalent of two graded courses.

Grading System

Grades

Salem College uses the following system of grading:

- A - Exceptional (93-100)
- B - Good (85-92)
- C - Average (78-84)
- D - Passing (70-77)
- E - Conditional (65-69)
- I - Incomplete, grade deferred
- F - Failure (below 65)

The passing grade is D. The quality point system is as follows: A, four quality points per course; B, three quality points per course; C, two quality points per course; D, one quality point per course; E and F, no quality points. The quality point average is calculated by dividing the total number of quality points earned by the total number of courses attempted. Plus and

minus grades are used for qualitative evaluation only.

By vote of the faculty, certain courses are evaluated as pass or fail. These include Education 349, Music 170 and 240. Students have the option of registering on a pass/fail basis or a grade basis in music performance other than for an instrument that is their major.

During January on-campus courses and courses taken at other 4:1:4 institutions which are taken to satisfy basic distribution and major requirements will be given letter grades. Experimental and interdisciplinary courses, internships, independent study, and travel courses will be graded pass/fail. Graded courses will be calculated in the student's G.P.A.

All grades earned after the completion of the requirements for a degree are not included in the quality point average.

Pass/Fail

During her junior and senior years a student may elect up to four courses, but no more than one course in a given term, with the stipulation that grades for these courses will not be counted in computing the quality point ratio. A grade of pass carries full academic credit; a grade of fail carries no academic credit. Courses selected for pass/fail grades must be other than those submitted by the student to satisfy basic distribution requirements or requirements for the major. A student may elect to take a course pass/fail at any time during the first four weeks of class in the fall or spring term, by filing the appropriate form with the registrar. After the four-week period, she may not change it to a letter grade basis. To elect pass/fail during January a student must file the appropriate form by the end of the first week of classes.

Examinations

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

Re-examinations are allowed according to regulations given in the section which follows.

Conditions, Failures, and Incompletes

E--Conditional

A student who receives an E in a term course is entitled to re-examination. The re-examination grade is valued as one-third of the course's grade, but if the student fails to pass the re-examination, she receives an F for the course. An E automatically becomes an F if the re-examination is not taken at the scheduled time.

Re-examination for term courses is normally given within the first week of the following term. A senior who makes an E in the spring is entitled to one re-examination not later than one week after the regular examination period.

In a continuation course, a grade of E automatically becomes an F if the course is not continued in the term immediately following.

A student who makes an E in the first term of a year-long course may remove that condition by making in the second term a grade of C or better in order to raise her average for the year to a passing grade. A student who passes the second term of a year course, but with a grade not sufficiently high to raise an E of the first term to a passing average for the year, is entitled to a re-examination in the fall on the work of the first term.

A student who makes an E in the second term of a year-long course, and yet has passed in the first term, is required to take a re-examination in the fall in order to remove the condition of the second term.

Re-examinations in year-long courses (two-part courses) are given only in the fall shortly before the opening of the college year.

A student who makes a grade of E in each term of a year course is considered as having failed the course. An E in the second term does not entitle the student to a re-examination if the first term of a year course was failed.

F - Failure

A grade of F indicates that no credit is given. It will, however, be included when computing the quality point average. If the course is required, it is to be repeated; if the course is elective, it may be repeated or another course may be substituted.

I - Incomplete

A grade of I indicates that the requirements of the course have not been completed for justifiable reasons. The I becomes an F unless the work is completed by the date of the mid-term reports of the term immediately following. An incomplete grade in a January Term course must be made up by the first day of fall term classes.

A grade of I may be granted by a faculty member to a student who cannot complete her course work due to illness, accident, or death in her family. Requests for an I grade for reasons other than these conditions should be referred to the subcommittee on academic appeals. Such requests should be made by the student and accompanied by a written recommendation from the faculty member.

Program of Institutional Effectiveness

As part of Salem's Program of Institutional Effectiveness, which recognizes the need to assess the educational result of all students, academic departments and programs have developed expected student outcomes for the academic majors and programs at the College. All departments provide senior assessments which measure student comprehension of specific content within a given major.

Assessment efforts also focus on testing general knowledge through the Academic Profile Test. As of 1991, all students are tested upon entering and exiting the College with the following assessment battery: Measure of Intellectual Development; Learning Environment Preference Survey; Watson-Glaser Critical Thinking Test; and the Multi-dimensional Self-Esteem Inventory. This battery will evaluate process variables, such as the development of critical thinking skills, changes in reflective judgment, enhancement of self-esteem, and increases in achievement motivation.

Academic Standing

Classification

Classification is determined at the beginning of each fall term. Classification as a sophomore requires credit for a minimum of seven courses and a cumulative quality point average of 1.5. Junior classification requires a minimum of 17 courses and a cumulative quality point average of 1.7. Senior classification requires the completion of all but two basic distribution requirements, including physical education, and the completion of 26 courses with a cumulative quality point average of 2.0.

Academic Probation

Conditions of probation are based on the quality point average of one term only. If a student is on academic probation for two consecutive terms and fails to earn a quality point average high enough to remove her from probation by the end of the academic year in which the second probation occurs, she is automatically excluded unless she petitions for and is granted special exception from the Exclusion Committee.

The student who is on academic probation may not hold a major office while on probation.

Exclusion

Freshmen must pass, in the college year, at least six courses and earn a 1.2 cumulative quality point average. Sophomores and second-year college students must have credit for 13 courses at the end of the year and a cumulative quality point average of 1.5. Juniors and third-year college students must have credit for 20 courses at the end of the year and a quality

point average of 1.7. Seniors and fourth-year college students must have credit for 27 courses at the end of the year and a quality point average of 1.8.

A student who fails to meet any or all of the above minimum requirements automatically excludes herself from college unless she petitions for and is granted special exception from the Exclusion Committee.

A student who has been excluded may apply for re-admission after one or more terms or semesters of full-time academic work at an accredited institution. If a student excludes herself from the College and by going to summer school can meet the minimum requirements, she can apply for re-admission for the following fall. Any student who excludes herself more than once is ineligible to apply for re-admission as a regular full-time student at Salem College.

Transcripts

One full transcript of courses and credit recorded for each student registered at Salem College will be furnished without charge. Additional transcripts cost two dollars each. Requests for transcripts must be made in writing.

Dismissal/Withdrawal

A statement of honorable dismissal will be granted to any student in good standing who may desire to withdraw from Salem College. Students withdrawing are required to fill out a form in the registrar's office.



The College reserves the right to request, at any time, the withdrawal of a student who does not maintain the required standards of scholarship, whose presence tends to lower the standard of conduct of the student body, or who, in the judgment of the College physician, could not remain without danger to her own health or the health of others.

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

Summer Study

Salem College offers a non-residential, two-session, evening program of college courses during the summer. The courses are standard college courses which meet four days a week for five and one-half weeks. Information about specific courses will be available early in the spring term. Independent study and internship programs are also offered according to student and faculty interest. The School of Music offers individual instruction in music during the summer. Credit may be earned to the extent of one-quarter or one-half course. A student may take no more than two courses per session in summer school at Salem. Salem College will assist students in planning courses in approved summer schools. 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 dean of the College.

The Salem College student who plans summer study abroad must observe the regulations that apply to summer school work in the United States and should work out her program of study through advance consultation with the dean of the College.

In summer school work, three or four semester hours will be interpreted as equivalent to one term course. It will be the responsibility of the student's faculty adviser 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 twelve weeks.

Credit will be granted for summer school work at another institution only when the grade is the equivalent of a C grade or better at Salem College. 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.

Continuing Studies and Evening College

Dr. Martha Hinkle Fleer, dean of Continuing Studies and The Evening College

Salem College offers a wide variety of continuing studies programs for credit. Continuing studies students may enroll on a full- or part-time basis. A degree student enrolled full-time (defined as taking three or more course credits per term) is eligible for consideration for financial aid. Maintaining financial aid is dependent on academic standing. North Carolina residents are eligible for the North Carolina Legislative Tuition Grant.

Adults interested in attending Salem should request admissions and descriptive materials from the Office of Continuing Studies (919) 721-2631.

Special Adult Student—Women and men, 23 and over, may take courses for credit at Salem in a special student status. This category is appropriate for college graduates, teachers preparing for certification, and others not pursuing a degree who want to take courses for academic credit. A student in special adult student status is not eligible for financial aid.

Auditors—Registration as an auditor permits a student to enroll in a course without working for a grade or credit. Complete information on auditing may be found in the current catalog under Academic Regulations.

Adult Degree Program—In this program, women 23 and older may earn a BA., B.S., or B.M. degree in one of the 33 majors offered at Salem.

Degree requirements may be met by a combination of educational options. The most exciting and distinctive option is the directed study. Students work with a Salem faculty member or approved off-campus tutor on a course listed in the Salem catalog or of their own design in a tutorial process. In addition, courses may be taken on the Salem campus or other approved institutions, and consideration is given to prior learning and CLEP exams. The degree requirements are the same as those for traditional age students with the exception of the physical education requirement.

Evening College

Salem offers a non-residential evening degree program for men and women in which the requirements can be met by attending class only in the evening. The majors include the bachelor of science in business administration and accounting; bachelor of arts in arts management, communications, and sociology (applied and/or organizational track).

The Salem evening program is particularly attractive to working adults. Classes meet once or twice per week. This schedule enables students to take up to three full courses per term. By taking three courses each term (fall, spring, and summer) a student can graduate in four years. Students with transfer work can graduate in less time. Students may meet degree requirements through the same options available to Adult Degree Program students: courses at Salem, directed studies, prior learning, courses at other approved institutions, and CLEP exams. They are also eligible for the same financial aid considerations.

Bachelor of Arts

See page 55 for basic distribution requirements.

Bachelor of Arts in Arts Management

See page 81 for major requirements.

Bachelor of Arts in Communications

See page 84 for major requirements.

Bachelor of Arts in Sociology/Applied and Organizational Track

See page 182 for major requirements.

Bachelor of Science in Business Administration

Major in business administration with specialty in marketing/advertising, accounting, organizational theory, or economics; major in accounting (CPA preparatory).

The degree requirements for the bachelor of science in business administration reflect a concern for both breadth and depth of study. The program gives students the opportunity to explore a variety of subject areas in the field of business administration; the standard degree requirements in the liberal arts and sciences also are included. A total of 36 courses is required for graduation.

Basic distribution requirements for the bachelor of science in business administration and accounting:

English.....Two courses
Language/communication.....Two courses

(Two foreign language courses or two from the following:

English 120, 211, 212; Communications 215; or Philosophy 121;
or a computer language.)

History, social science.....Two courses
 (One history course and one other course in history or an introductory
 course in psychology, sociology, or political science)

Math.....One course
 (included in the requirements for the major)

Philosophy, religion, fine arts.....One course
 (excluding Philosophy121 if used to fulfill
 language/communication requirement)

Science.....One course



Business administration major requirements:

- A. Accounting (120, 130).....Two courses
- B. Business Administration (201, 220, 280, 302, 330, 350).....Six courses
- C. Economics (110, 120).....Two courses
- D. Marketing (230).....One course
- E. Math (60, and 30 or 70).....Two courses
- F. Philosophy (124).....One course

Business administration areas of specialization (one specialty area required):

Economics:

- Economics 230. Intermediate Microeconomics
- Economics 240. Intermediate Macroeconomics
- One economics elective

Marketing:

- Marketing 231. Marketing Research Methods
- Marketing 232. Strategic Marketing
- Marketing 233. Advertising and Public Relations

Organizational Theory:

- Business Administration 250. Organizational Behavior
- Sociology 260. Modern Complex Organizations
- Sociology 235. Business and Society
- or
- Psychology 130. Social Psychology

Accounting:

- Accounting 140. Intermediate Accounting I
- Accounting 150. Intermediate Accounting II
- One of the following:
 - Accounting 160. Cost Accounting
 - Accounting 301. Auditing
 - Accounting 303. Income Taxation

Accounting major requirements:

- A. Economics (110, 120).....Two courses
 - B. Business Administration (201, 220, 230, 240, 302, three business administration electives).....Eight courses
 - C. Math, computer science (Math 30 or 70, CS 150).....Two courses
 - D. Ethics (Philosophy 122 or 124 or Religion 166).....One course
 - E. Accounting (120, 130, 140, 150, 160, 301, 303).....Seven courses
- Please see appropriate department listing for course descriptions.

Academic Program

An Introduction

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 (1) complete the appropriate level of work in writing, (2) meet specified distribution requirements in the humanities, arts, mathematics, social sciences, and natural sciences, and either (3) select a disciplinary or interdisciplinary major from among the 32 offered by the College or (4) design a special major with the approval of the dean of the College. In addition, with the approval of the appropriate faculty, a student may elect to complete major programs of study in two disciplines. Every student must complete four January Term courses.

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

January Program

Associate Dean Borwick, director.

The 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. Additionally, students have the option of enrolling in courses or programs at other 4-1-4 institutions. 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 and architecture, harpsichord performance, beginning harp, American fiction, meditation,

consumer economics, human sexuality, and Spanish conversation. Recent travel programs have included: European Panorama; January in London; Southern Florida: An Ecological Adventure; and The Ecology of East Africa.

Qualified students may elect to participate in internships. Second-year students must have a cumulative quality point average of 1.5; third-year students, 1.7; fourth-year students, 2.0. Internships are not open to freshmen. 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, investment houses, banks, hospitals, museums, and schools. Prospective interns will be screened by the faculty sponsor as to the necessary course prerequisites and minimum cumulative quality point average.

Independent study provides an additional option for students to explore in detail a specific interest.

Every regular, full-time student must register for a January course each year. The degree requires successful completion of four January courses.

Candidates for each degree must complete 36 courses, including four January courses, and four terms of physical education. Two of the January courses must be chosen from the following categories: experimental, internships, independent study, and travel.

Regular on-campus courses and courses taken at other 4-1-4 institutions which are taken to satisfy basic distribution and major requirements will be given letter grades. Experimental and interdisciplinary courses, internships, independent study, and travel courses will be graded pass/fail. Graded courses will be calculated in the student's G.P.A.

Salem 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 level 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. Science and humanities students may conduct original research projects which lead to the preparation of a research paper. Completion of the College Honors Program results in graduation with College honors.

Entering freshmen who are Chatham, Salem, or Presidential Scholars are eligible for admission to the College Honors Program, as are current Salem

College students who have a 3.5 cumulative or higher quality point average.

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 quality point average, and be recommended by the Honors Program Committee. The six honors courses must include one interdisciplinary honors seminar, two disciplinary honors courses, and two honors independent study courses in the major.

To be graduated with departmental honors, a student must complete two honors independent study courses, be recommended by her department, and maintain a cumulative quality point average of 3.0 or above in the discipline.

Aside from the honors independent study courses, which are offered by the various departments, honors course offerings are coordinated by the Honors Program Committee. Each semester two courses are offered. One of the fall semester offerings is Freshman Honors English (English 30H), and one of the four yearly offerings is an interdisciplinary honors seminar. 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 3.5 cumulative quality point average may elect to enroll in honors courses without completing all the components of the College Honors Program. Only students who complete the entire program will be eligible for graduation with College honors.

Honors Courses Offered In 1990-91

English 30 (Honors)

(Staff)

An intensive study of selected genres; the writing and presentation of critical analyses.

Honors 210. Psychoactive Drugs

A study of the five classes of consciousness-altering drugs: opiates, sedatives, stimulants, antipsychotics, and hallucinogens. The course will cover both the psychological and physiological aspects of drug use (receptivity, dependence, tolerance, withdrawal, etc.) and will include information on human neuroanatomy and the chemical properties of drugs. Prerequisites: students must be in the Honors Program or have a 3.5 or greater Q.P.A. High school biology and chemistry are strongly recommended.

Honors 220A. Special Topics: Thinking Skills: Intelligence, Creativity, and Critical Thought

An investigation of recent developments in our understanding of



thinking skills based upon research in psychology and applications in education with emphasis on such topics as critical thinking, intelligence, creativity, and learning styles. The course will examine issues such as informal logic, problem-solving decision making, scientific reasoning, conceptual development, teaching thinking skills, thinking skills curricula, assessment of critical and creative thought, and applications of thinking skills research to college education. Honors 220A will not count as a B.D.R. in the social sciences. Prerequisites: students must be in the Honors Program or have a 3.5 quality point average.

Opportunities for Interdisciplinary Study

Salem offers a variety of opportunities for interdisciplinary study. One form of interdisciplinary study is the academic major. Interdisciplinary majors, which combine advanced level study from two or more fields, are offered in American studies, arts management, communications, foreign language management (available in French, German, and Spanish), interior design, and international relations. Each of these majors offers students a variety of options: formal courses, independent study, internships, and research projects.

Another form of interdisciplinary work at Salem is the program— defined as a cluster of courses, internships, and independent study in a particular area designed to support the work in an academic major and provide a career focus to undergraduate study. A program is offered in computer science. Students may elect to complete a portion or all of the courses offered in the program.

Students may also elect to design an individual interdisciplinary major which combines work from a variety of fields. Students have completed self-designed majors in studio art with a photography emphasis, music theory and performance, to cite a few examples.

Interdisciplinary Majors

American Studies

*Assistant Professor Zehr, coordinator; Professors Byers and Clauss;
Associate Professor Jordan.*

The American studies major is an interdisciplinary major offered by the Departments of Art, English, History-Political Science, Sociology, and Religion-Philosophy. The focus is on major features of American society and culture, both past and present. The major explores the interrelationship of cultural forces such as the literary and artistic developments of a given time period. Also the focus is on different life experiences and social and intellectual concerns from the colonial age to the contemporary world. The major in American studies requires 13 1/2 courses (see appropriate department listing for course descriptions).

Requirements

American Studies 210. Introduction

American Studies 270. Internship

American Studies 390. Senior Seminar

History 105, 106. United States History

English 292, 294. American Literature

History 203. Early American Social and Intellectual History

or 204. American Social and Intellectual History since 1865

Sociology 220. Social Stratification or 230. Sex Roles in Modern Society

Art 263. American Art

Religion 240. Religion in America

American Studies 210. Introduction

(Staff) One course

An introduction to the subject and methods of American studies.

Focus on interdisciplinary investigation of a selected period of American culture.

American Studies 270. Internship

One course

Internships in either restoration work or museum work may be taken at Old Salem, Reynolda House, or MESDA. Other types of internship programs may be taken elsewhere as approved by the American studies faculty. The internship offers an opportunity to use the knowledge and skills the student has learned in coursework to solve problems in the 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 junior and senior majors.

Electives

The additional three courses necessary to complete the major are to be selected from the following list of courses at Salem College:

American Studies 200. Independent Study (One-half to two courses)

American Studies 290. Honors Independent Study

Anthropology 202. Technology and Material Culture

Archaeology 101. Introduction to Archaeology

Archaeology 202. Historic Archaeology

Art 243, 244. Modern Art

Economics 110. Introduction to Macroeconomics

Economics 120. Introduction to Microeconomics

English 220. Contemporary American Fiction

English 295. Southern Literature

English 297. Twentieth-Century American Novel

English 298. Twentieth-Century American Poetry

History 201. The Old South

History 202. The Changing South since 1865

History 203, 204. (either, if not selected as a required course)

History 219. U.S. Diplomatic History

History 220. Problems in American Diplomatic History

History 230. American and British Women

History 259. Law in Early American Society

History 260. Law in Modern American Society

History 269. America in Our Time: 1945 to Present

Political Science 120. American Government

Religion 260. The Moravian Experience

Religion 280. Religion and the South

Sociology 201. Sociological Theory

Sociology 204. Social Problems

Sociology 220. (if not selected as a required course)

Sociology 230. (if not selected as a required course)

Sociology 235. Business and Society

Sociology 280. Urban Community

Conferences and Honors courses

Suitable Wake Forest University courses may be substituted in the elective category, with approval of the American studies faculty.

Arts Management

Associate Professor Borwick, coordinator

The arts management major is an interdisciplinary one which combines liberal arts study in history, the arts, and business administration with specific courses in the field of arts management. Students complete a core

of four courses in either the visual or the performing arts. In addition, majors are required to complete eight management courses. Opportunities are available for majors to do internships in a variety of local, state, and national arts organizations.

Visual Arts Concentration (Choose four courses) (Required courses)*

Art 20. Two-dimensional Design.....	One course
Art 30. Three-dimensional Design.....	One course
*Art 121, 122. Survey of Western Art.....	Two courses
Art 243, 244. Early Modern Art, Late Modern Art.....	Two courses
Art 263. American Art.....	One course

Performing Arts Concentration (Choose four courses)

English 208. Theatrical Backgrounds of Drama.....	One course
English 223. Modern Drama	

(Only if taken in addition to English 208).....One course

Music 100. Survey of Music Literature.....	One course
Music 113, 114. History of Music.....	Two courses
Music 115. Music History-1900-Present	

(Only if taken in addition to Music 113, 114).....One course

Music 10, 20, 110, 120, 210, 220, 310, 320 (solo performance)	
Music 35, 36, 135, 136, 235, 236, 335, 336 (musical theater)	
Music 150, 160, 170, 180, 190, 280 (performing ensembles).....	Two courses

Phys. Ed. 103. History and Techniques of Selected 20th Century Modern Dancers (Only if taken in addition to Phys. Ed. 104).....	One course
Phys. Ed. 104. History of Dance.....	One course

Historical (Both courses are required)

History 101, 102. Survey of Modern Western Civilization. (This should be taken as part of the basic distribution requirement.).....	Two courses
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Management Courses (All eight courses are required.)

Arts Management 100. Introduction to Arts Management.....	One course
Arts Management 240. The Not-for-Profit Corporation.....	One course
Arts Management 270. Arts Management Internship.....	One course
Arts Management 280. Topics in Arts Management.....	One course
Arts Management 301. Principles of Arts Management.....	One course
Arts Management 380, 390. Senior Seminar.....	Two half-courses
Accounting 120. Financial Accounting and Analysis I.....	One course
Business Administration 205. Fundamentals of Management.....	One course*

*This requirement may be waived for students who have completed Business Administration 201 and 250.

Recommended Electives

Accounting 130. Financial Accounting and Analysis II.....One course
Communications 120. Oral Communication.....One course
Communications 215. Managerial Communications.....One course
Economics 120. Introduction to Microeconomics.....One course
Marketing 230. Marketing.....One course
Sociology 208. Sociology of the Mass Media.....One course
In addition, students are strongly encouraged to take elective courses in art and/or music history.

The minor in arts management requires the completion of six courses: Introduction to Arts Management (Arts Management 100), The Not-for-Profit Corporation (Arts Management 240), Arts Management Internship* (Arts Management 270), Principles of Arts Management (Arts Management 301), plus Art 121 and 122 or two courses from listings for the performing arts concentration for the major (excluding music performance). Students must take all of the arts management courses at Salem.

*If a student completes an internship outside the arts management program that is relevant to arts management, Arts Management 280 may be substituted for this requirement. The determination will be made by the program coordinator on a case-by-case basis.

Arts Management 100. Introduction to

Arts Management

(Borwick) One course

An overview of the field of arts management. The student will be introduced to basic concepts and skills in the discipline and will be shown the array of professional opportunities requiring those skills. Management principles and practices in the performing and visual arts will be presented. (Students with experience in arts management may be allowed, with consent of coordinator, to substitute Arts Management 200 for this requirement.) Fall.

Arts Management 200.

Independent Study

(Staff) One-half to four courses

Independent study under the guidance of a faculty adviser. Open to students with a 2.0 cumulative average. Independent study may take the form of readings, research, conference, project, and/or field experience. Ordinarily it may not be used to substitute for a regular course in the curriculum. Independent study may be taken for a total of four courses, no more than two in any term. Prerequisite: permission of coordinator. Fall and spring.

Arts Management 240. The Not-for-Profit

Corporation

(Borwick) One course

A study of the development and characteristics of the not-for-profit corporation. Particular emphasis will be placed upon its structure and

management, including basic tax and legal considerations. Fall.

Arts Management 270. Arts Management Internship

The arts management internship provides the arts management major with on-site experience in national, state, and local arts organizations and the opportunity to perform a number of functions at various levels of the organization. In addition, the student selects an on-campus project with one of the college art programs. Open to sophomores, juniors, and seniors; maximum credit per term is one course; admission by application only.

Arts Management 280. Topics in

Arts Management

(Borwick) One course

In-depth study of an issue (or issues) of special current importance in the field of arts management. (Examples: Public Policy and the Arts; The Arts and Business; The Arts and the Urban Environment; Marketing the Arts.) Prerequisite: Arts Management 100 or permission of instructor. Spring.

Arts Management 301. Principles of

Arts Management

(Borwick) One course

A study designed to teach and develop skills essential to managing arts organizations. The course will also introduce topics crucial to the growth and development of the field of arts management in the near future. Practical experience will be provided in such areas as grant writing and long-range planning as they apply to arts organizations. Prerequisite: Arts Management 100 or permission of instructor. Spring.

Arts Management 380, 390.

Senior Seminar

(Borwick) Two half-courses

Practical application of arts management skills. Emphasis will be placed upon long-term individual or group projects of benefit to area arts organizations. (Examples: marketing studies, long-range planning assistance, and fund-raising research.) Fall and spring course sequence.

Communications

Assistant Professor Booth, coordinator; Professors Bray and Fay; Associate Professors Cox and Jordan; Assistant Professors Ersoff, Holderness, Rushing, and Trask.

The communications major is an interdisciplinary course of study, with primary emphasis on written communications, designed to meet the needs of students who are interested in preparing for careers in journalism, advertising, organizational communications, or public relations.

Beyond the basic group of six courses required of all majors, the major is divided into three tracks: Track I emphasizes the print media; Track II

emphasizes organizational communications; and Track III emphasizes communications methodology. The student must select one track. Four courses are required to complete the selected track.

In addition to the six basic courses and four track courses, one internship is required during the student's junior or senior year. Internships are an integral part of the communications major, permitting the student to link her knowledge of communications and liberal arts with practical experiences in a variety of institutional and organizational settings.

Major in communications: 11 courses required: six core courses, four track courses, and one internship.

Core Courses (six courses)

Communications 100. Introduction to Communication Theory
(Booth)

Communications 105. Journalism (Booth, Cox)

Communications 120. Oral Communications (Booth, Cox)

Communications 211. Advanced Composition (Jordan)

Communications 215. Managerial Communications (Booth, Cox)

Sociology 208. Mass Media (Trask)

A student must select one of the following three tracks. Three courses must be taken within the selected track and the fourth course may be selected from within the course listings of one of the other two tracks. Four courses are required to complete each track.

I. *Advertising and Public Relations*

Art 20. Two-dimensional Design (Bates)

*Communications 214. Media Fundamentals of Advertising (Cox)

English 212. Creative Writing (Booth)

Communications 216. Media Fundamentals of Public Relations (Cox)

Business Administration 240. Business Statistics (Staff)

Philosophy 122. Ethics (Rushing)

II. Organizational Communications

*Marketing 230. Marketing (Holderness)

Business Administration 240. Business Statistics (Staff)

Philosophy 122. Ethics (Rushing)

Psychology 130. Social Psychology (Fay)

*Sociology 250. Organizational Behavior and Management
(Holderness, Trask)

III. Communications Methodology

*Art 20. Two-dimensional Design (Bates)

An art course in one of the following areas:

Graphic Design

Mixed Media

Photography

*Communications 157. Communications Technology (Bray)
Computer Science 150. Computer Applications (Ersoff)
Business Administration 240. Business Statistics (Staff)
Philosophy 121. Logic (Rushing)

Internships: required in junior or senior year (course requirements—
completion of four courses in the core.)

*Required courses in track.

**Communications 100. Introduction to
Communication Theory**

(Booth) One course

An introduction to models of communication. Attention will be given to transactional phenomena, such as patterns of interpersonal communication and primary message systems. Small group and organizational communications will also be included. Fall.

Communications 105. Fundamentals of

Journalism

(Booth, Cox) One course

A basic course in journalistic composition and procedures. Fall, 1989, and alternate years.

Communications 120. Oral Communication

(Booth, Cox) One course

A basic course in preparing and making speeches for various purposes. Spring.

Communications 157. Communication Technology

(Bray) One course

The basic concepts and theories involved in the use of communication media in society; planning and production of still pictures, graphics, displays, transparencies, audio-recordings, and video tapes. Spring.

Communications 211. Advanced Composition

(Jordan) One course

A practical course in writing designed to develop clarity, facility, and taste in writing. Reading of contemporary prose, chiefly essays, for stimulation to thinking and for models of good composition; writing; class discussion, and evaluation of student papers. Required of all English majors. Recommended for junior year. Fall.

Communications 212. Creative Writing

(Booth) One course

Experience in writing poetry and fiction. The course is adapted to the needs of the students. Reading in contemporary literature. Spring.

Communications 214. Media Fundamentals

of Advertising

(Cox) One course

A course to introduce students to the theories and basic concepts of advertising. Attention will be given to designing advertising campaigns and to familiarizing students with the reference materials and general financial practices of the advertising industry. Fall, 1990, and alternate years.

Communications 215. Managerial

Communications

(Booth, Cox) One course

Instruction and practice in writing business letters, proposals, technical reports, advertising copy, and résumés. This course is designed to acquaint students with business communications and procedures, so they may take full advantage of their communications internships. Spring.

Communications 216. Media Fundamentals of Public Relations

(Cox) One course

This course is designed to provide instruction in the preparation of public relations tools. Students will learn to create, write, and produce news releases, public service announcements, brochures, newsletters, and audio-visual presentations. More perspective may be attained through additional courses in marketing, specifically Marketing 233. Advertising and Public Relations.

Communications 250, 251. Internships in

Communications

(Booth, Cox) One course

A course designed to permit the student to link her knowledge of communications and liberal arts with practical problems in a variety of institutional settings. The settings may be media organizations, banks, corporations, government, and private agencies. A written project is required. Prerequisites: four courses in the required communications core and approval of faculty sponsor.

Communications 200. Independent Study in

Communications

(Staff) One-half to four courses

Independent study, under the guidance of a faculty adviser, is available to students with a 2.0 cumulative average and permission of the communications coordinator. Independent study may take the form of readings, research, conference, project and/or field experience. Previous study in communications required. No more than one course per term.

Foreign Language-Management

Associate Professor Stiener, coordinator.

The major in foreign language-management is designed to meet the needs of students who are interested in combining study in foreign language with preparation for careers in international business and economics. Such careers may be in various kinds of businesses, including travel agencies, import-export companies, banks, and manufacturers and involve such activities as sales, market analysis, financial transactions, and correspondence.

The goal of the program is to provide students with a working knowledge of a foreign language and of the culture and history of the countries where the

language is spoken, along with a foundation in economics and management. Students will be able to prepare for graduate school, professional school, or corporate training programs by combining courses in foreign language with work in economics, mathematics, history, management, and accounting. Study in foreign language and culture is available in French, German, or Spanish.

Students who elect this program are strongly advised to plan to spend at least a term studying in a foreign country to increase their language proficiency and knowledge of the foreign culture. Students should consult with the faculty in the modern foreign language department for help in selecting foreign study programs. (See also page 157.)

January internships are available in the international departments of various businesses. These internships offer the student an opportunity to apply what she has learned in the classroom and to explore career possibilities. A student may also investigate areas not included in the regular course offerings through independent study.

Requirements

French 105, 106, 206
French 207, 208 (Two half-courses)
French 120 or 220

Or

German 111, 211
German 223, 224
German 207, 208 (Two half-courses)

Or

Spanish 105, 106, 206
Spanish 207, 208 (Two half-courses)
Spanish 222 or 228

And

Economics 110
Economics 120
Economics 260 (International Trade)
Business Administration 201 (Principles of Management)
Accounting 120, 130

Requirements in related fields:

History 101, 102 Western Civilization (will satisfy basic distribution requirements in history).

Recommended

Additional courses in history, literature, and culture of appropriate area
Political Science 110. Modern International Relations
Political Science 223. Governments of Europe (French and German only)

Computer Science 140. Introduction to Programming I
Computer Science 150. Computer Applications
Sociology 254. Technology and Social Change
Economics 201. Money and Banking
Psychology 101. Statistics
Art 121, 122. Survey of Western Art
History 238. Contemporary Europe in a World Setting
Political Science 240. American Foreign Policy
Communications 105. Fundamentals of Journalism
English 120. Oral Communications
Communications 215. Managerial Communications
Sociology 250. Organizational Behavior and Management

Business Administration (See page 130)

Interior Design (See page 110)

International Relations (See page 147)

Interdisciplinary Programs

Computer Science Program

Associate Professor Ersoff, director of academic computing; Associate Professor Pate; Assistant Professor Sun.

The course offerings in computer science are designed to supplement and enrich the liberal arts study of the Salem student. Computer science courses and courses which integrate computer use into disciplinary content afford the student the opportunity to pursue study in computer science in ways consonant with her academic and career goals. All students are encouraged to undertake some form of computer science study during their undergraduate years in standard courses, internships, or January Term courses.

Two transcript notations are possible in the computer science program: computer science and computer applications. The notation in computer science is obtained by completing Sociology 254, Computer Science 140, 141, 240, 241, Math 122, 140. This program provides a good foundation for graduate study in computer science or employment in the area of computer science. To obtain the notation in computer applications a student must complete computer science 110 and 111 or 140, 150, 210, 220, Sociology 254 and one additional course in computer science. As a result of completing this program the student will understand the applications, functions, and

social impact of the computer, be able to use software packages (e.g. word processors, spread sheets), and be able to use the computer as a tool in her major field.

Computer Science 110. BASIC

Computing (Ersoff, Pate) **One-half course**

Beginning programming in BASIC. Topics include elementary control structures, strings, user defined functions, and program development techniques. Prerequisite: Math 10 or Math 40, or permission of the instructor. Fall.

Computer Science 111. BASIC Computing (Staff) **One-half course**

A continuation of BASIC programming to include arrays, sequential files, and random access files. Prerequisite: Computer Science 110. Spring.

Computer Science 130. COBOL Programming (Staff) **One course**

Introduction to the business-oriented programming language COBOL. Related topics include computer hardware, general data processing, and report generation. Prerequisite: permission of instructor. Spring, 1992, and alternate years.

Computer Science 140. Introduction to

Programming I (Ersoff) **One course**

Computer programming in a high level structured language such as Pascal. Elementary procedures, control structures, and data types. Emphasis on algorithm design, structured code, and internal documentation. Requires competence in high school algebra. Fall.

Computer Science 141. Introduction to

Programming II (Ersoff) **One course**

A second course in programming emphasizing program modularization, data abstraction, and top-down design. Treats techniques not covered in Computer Science 140, namely recursion and pointers. Introduces more advanced topics such as analysis of algorithms and data structures. Prerequisite: Computer Science 140. Spring.

Computer Science 150. Computer Applications (Ersoff) **One course**

Introduction to computers and how they may be used. Treats the primary categories of applications software: word processing, spread sheets, and database managers. Contrasts the use of single-user and multiuser systems. Spring.

Computer Science 200. Independent

Study (Staff) **One-half to four courses**

Independent study under the guidance of a faculty adviser. Open to students with a 2.0 cumulative average, permission of the chairman of the department. Independent study may take the form of readings, research, conference, project, and/or field experience. Ordinarily it may not be used to substitute for a regular course in the curriculum. Independent study may be taken for a total of four courses, the

maximum in any one term being two course credits. Prerequisite: previous study in computer science or permission of instructor. Fall and spring.

Computer Science 210. Computer

Applications Project

(Staff) One to four courses

The student will review the software available in her major field. A research project utilizing the computer in her major field will be developed and completed. May be included in the major, with departmental permission. Prerequisite: Computer Science 150 and permission of instructor. Fall and spring.

Computer Science 220. Topics in Computer

Applications

(Ersoff) One course

An issue or problem in the field of computer applications will be studied intensively. The specific content and methods of study will be announced prior to the beginning of the course. Possible topics include computer simulation and artificial intelligence. May be taken more than once, with permission of the instructor. Prerequisite: permission of instructor.

**Computer Science 240. Data Structures
and Algorithms**

(Ersoff, Sun) One course

Designing and implementing algorithms associated with abstract data structures such as linked lists, stacks, queues, and trees. Run-time analysis of fundamental algorithms such as sorting and searching. Prerequisite: Computer Science 141. Fall.

**Computer Science 241. Selected Topics
in Computer Science**

(Ersoff, Sun) One course

A topic in contemporary computer science will be covered in depth. Typical topics include operating systems, programming languages, theory of automata, and complexity theory. Prerequisite: Computer Science 240.

**Computer Science 270. Internship
in Computer Science**

(Staff) One to two courses

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

Women's Studies

Associate Professor Ljungquist, coordinator; Professors Byers, Russell; Associate Professors Kelly, Shearburn; Assistant Professors Rushing, Trask, Zehr.

The women's studies curriculum is designed for students who wish to explore the new scholarship on women. Basic issues discussed are sex roles; the concepts of femininity and masculinity; women's roles in society, past and present; women and work; feminist theory, the image of women in literature; and women and religion.

The minor in women's studies requires completion of six courses, including the introductory course Women's Studies 202. Everyone is required to complete the introductory core course, Women and Modern Society. In addition, to assure breadth in studies, two of the remaining courses must be in the humanities and two in the social sciences.

The following courses currently offered at Salem College might be chosen to meet the requirements:

- English 288. Twentieth Century Women Writers
- History 230. American & British Women since 1700
- Philosophy 220. Special Topics. Philosophy and Feminism
- Psychology 160. Human Sexuality
- Religion 220. Special Topics. Religion and Women
- Sociology 230. Sex Roles
- Sociology 232. Marriage and the Family
- Women's Studies 200. Independent Study in Women's Studies
- Women's Studies 220. Special Topics in Women's Studies
- Women's Studies 270. Internship in Women's Studies

Women's Studies 200. Independent Study

in Women's Studies (Staff) **One-half to four courses**

Independent study under the guidance of a faculty adviser. Open to students with a 2.0 cumulative average, permission of the coordinator of the program. Independent study may take the form of readings, research, conference, or project. Independent study may be taken for a total of four courses, no more than two in any term.

Women's Studies 202. Women and Modern Society (Staff) One course

An interdisciplinary course that will explore the many changes taking place in modern society affecting women. The course will draw content from history, sociology, psychology, education, religion, and literature to examine contemporary women's status and issues. No prerequisites.

Women's Studies 220. Special Topics

in Women's Studies

(Staff) One course

An issue or problem in women's studies will be studied intensively.

The specific content and methods for study will be announced prior to the beginning of the course. Annually.

Women's Studies 270. Internship

in Women's Studies

(Staff) One course

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

Additionally, students are free to select women's studies courses at Wake Forest University.

Student Designed Major

Dean of the College, coordinator.

The student designed major provides an opportunity for a student with particular academic interests to pursue an individual plan of study by combining courses in two or more disciplines. A student interested in developing a student designed major should meet with at least one faculty member from each discipline in the proposed major to discuss her tentative program. The program must include a minimum of ten but no more than 16 courses in the major. The content of the program must be within the liberal arts and must be substantially different from any of the established majors and/or programs.

The following procedures should be used by students who wish to be considered for undertaking a student designed major:

1. Proposals for a student designed major are welcome at any time prior to mid-term of the first term of her junior year. Students must have a 2.5 Q.P.A. to apply for a student designed major.
2. The following materials must be submitted by the student to the dean of the College two weeks before the deadline:
 - a. A written proposal which describes the academic goals of the program, the proposed plan of study and justification that the content of the program is appropriate for a student designed major. The proposed plan must include advanced courses in the disciplines involved and must demonstrate that the courses included represent the most appropriate means

available at Salem to achieve the proposed goals. The plan of study must include satisfactory completion of basic distribution requirements including physical education, four January Terms, electives, and specific courses for the major.

b. The plan of study, with appropriate alternative courses in the major, should be approved by two faculty advisers in the areas represented who have agreed to submit letters of recommendation to the dean of the College on behalf of the plan. The faculty will be actively involved in the teaching of the proposed major.

c. The dean of the College will interview the student and send a letter of recommendation to the subcommittee on Academic Appeals.

d. The subcommittee on Academic Appeals will review the student's proposal and all supporting materials and decide whether the program meets the requirements for a student designed major. The subcommittee will send the student, faculty advisers, and dean of the College a letter describing its action. All materials will be retained in the student's file in the registrar's office.

e. A student may appeal the decision of the subcommittee on Academic Appeals to the Academic Council. The Academic Council will send the student and her faculty advisers a letter describing its action.

f. Any changes in the course of study of a student designed major must be approved by the faculty advisers, the dean of the College, and the subcommittee on Academic Appeals.

Note: education and physical education are not possible areas for the student designed major.

Special Courses

Humanities

Humanities 210

(Staff) Four courses

An interdisciplinary investigation of a selected topic. The schedule and structure of the investigation is governed by the nature of the inquiry. Opportunity for travel when pertinent.

Pre-Professional Programs

Pre-Medical Program

Professor Nohlgren, adviser.

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 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, histology, microbiology, organic and biochemistry, math through calculus, and general physics are recommended to provide the fundamental prerequisites and background for success in the medical school curriculum.

The faculty pre-medical adviser and a pre-medical committee 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, auto-tutorial tapes, 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 medical school should contact the pre-medical adviser early in their academic programs to ensure that they may take full advantage of the opportunities which Salem provides.

A student in a pre-dental or pre-veterinary program will find that the preceding statements are true for her program.

Pre-Law Program

Professor Pubantz, adviser.

The curriculum for a student interested in pre-law is not prescribed. Any undergraduate major in the liberal arts will provide the necessary back-

ground to meet the expectations of law schools. Law schools themselves emphasize that they seek students with well developed analytic, communication, and interpretative skills. Courses in history, political science, logic, English, sociology, and management 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.

History 101, 102, 203, 204, 229, 259, 260

Political Science 120, 130, 230

Philosophy 101, 121, 208

Economics 110, 120, 280

English 211

Psychology 130

Sociology 250, 260

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

English 120

Business Administration 220

Sociology 232, 235, 270

A social science internship in a law office; local, state, or national government or a social service agency.

Salem offers students interested in law as a career an advising program aimed at assisting them in preparing for law school. Students interested in pre-law should see Dr. Pubantz during their first term at Salem to insure that they can 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.

Pre-Engineering Programs

Salem College seeks to afford students the opportunity to obtain a liberal arts education, to acquire a solid background in mathematics and science, and to prepare for professional education in engineering. To this end, Salem has established 3:2 articulation programs with Duke and Vanderbilt Universities by which students can complete study in the liberal arts and in a

variety of engineering fields in about five years. The student will spend three years at Salem College and at least two years in an approved engineering program.

A Salem student who intends to prepare for admission to one of the Salem College 3:2 programs in engineering must complete the following core courses during her three years at Salem:

Mathematics 30, 101, 102
English 10, 20 or 30H and one course in English or American literature
 above the 100 level
Physics 10, 20
Chemistry 10, 20
Modern foreign language—three courses
Social sciences and history—two courses
Fine arts, philosophy, or religion—one course

In addition, a student must complete appropriate courses toward her undergraduate major as follows:

In chemistry: Chemistry 101-102, 107 and one additional course

In mathematics: Two courses in biology, computer science, or chemistry
 Four courses beyond Mathematics 102 including 109, 221,
 one from 240, 321, 330

In biology: Chemistry 101-102

 Biology 10, 113, 116, 311 and one other upper level course

The student must complete three January courses and elective courses for a total of 27 courses at Salem College with an average of 2.0. A Salem student who successfully completes the equivalent of nine approved courses in engineering school will be awarded a bachelor of science degree from Salem College. A student who successfully completes nine approved courses in engineering school will be exempt from the requirement that seven out of her last nine courses be taken at Salem College. Admission of Salem students to one of the 3:2 programs depends upon her grade point average, successful completion of the pre-engineering program and recommendation by Salem to the engineering school and acceptance by the engineering school.

Specific course requirements for each of the engineering schools vary. Details about each program are available from the Office of the Dean of the College or from the coordinator of pre-engineering programs at Salem

College. Courses in computer science are required for the student interested in the Duke University program. A student who wants to prepare for the Duke program must maintain a 3.0 quality point average in her work at Salem and at least a 3.0 in her mathematics courses at Salem.

For certain programs, summer study may be required of individual students in preparation for beginning the professional engineering courses in the fall of the fourth year.

Medical Technology

Professor Nohlgren, adviser.

Salem offers a cooperative (three years/one year) program in medical technology through continuing affiliations with The Bowman Gray School of Medicine of Wake Forest University, Forsyth Memorial Hospital, and Duke University, or by temporary contractual affiliations with other approved schools of medical technology. Salem College confers the bachelor of science degree when the program is complete. The graduate is eligible to take a national certifying examination, such as that given by the American Society of Clinical Pathologists.

Teacher Certification

Professor Russell, director of teacher education.

Teacher certification is offered in elementary education (K-6), and secondary education, and in the special areas of learning disabilities, second languages (French, Spanish), and emotionally handicapped. Secondary education (9-12) programs are offered in biology, chemistry, English, mathematics, and social studies. All student teaching assignments are made in the Winston-Salem/Forsyth County school system.

Off-Campus Programs

The Salem College-University of Oxford Summer Academic Session at St. Peter's College

Salem College has entered into a formal agreement with St. Peter's College, University of Oxford, England to establish a summer study program. Admission to the summer session at St. Peter's is by petition to or nomination by the Fellowship Committee of Salem College. Enrollment is limited to students of exceptional ability and preference is given to rising seniors.

Courses are taught in weekly tutorials, and students are expected to write papers, based on guided but independent research, for each tutorial. In addition to the weekly tutorial, students are expected to attend a joint interdisciplinary seminar. The academic standards for both the tutorials and the seminar are the same as those to be met by Oxford students during the regular terms.

Formal evaluation of student academic performance is provided by the tutors at St. Peter's College. A full written assessment, together with a grade based on the Oxford system, is provided to the dean of the College, Salem College, for the awarding of the appropriate credit. For further information contact the dean of the College.

Junior Year Abroad

A Salem College student may plan a course of study abroad for one or two terms of the junior year.

It is recommended that the student enroll in one of the established programs sponsored by American colleges and recognized by the Institute of International Education. In such cases, the program should be worked out in advance in consultation with her faculty adviser and the dean of the College, who will evaluate credits earned before the student enrolls again at Salem College. The student will be considered to be on leave of absence for study abroad and will be entitled to re-enrollment at Salem.

A student who wishes to study independently—not in one of the recommended established programs—may also apply for a leave of absence after consultation with her adviser and the dean of the College. She may request independent study credit through an academic department for such study, and the program of study will be evaluated for possible credit when the student enrolls again at Salem.

Credit for work done abroad is tentative pending completion of one term of work after return to Salem.

Spring Term in Paris

Salem College, in affiliation with Guilford College, offers a semester of study at the Sorbonne to students who have had one or more courses in French. All students will receive language instruction at the "cours de civilisation française de la Sorbonne" at a level determined by a placement test. Depending on their interests and linguistic skills, students may choose among a variety of courses offered by the Sorbonne, in French, or by the group leader, in English. Students may earn from three and one-half to four and one-half course credits, applicable to various majors or toward the basic distribution requirements, depending on the courses chosen.

Following a week of orientation and sight-seeing as a group, students will be housed in dormitories with French and other students or with French families.

Students with a grade point average of 2.0 may be recommended by appropriate faculty members and the dean of the College to participate in this program. An application for a Salem sponsored program, available from the members of the Department of Modern Foreign Languages, must be filed by October 15.

For further information, please see a member of the Department of Modern Foreign Languages.

Fall Term in Guadalajara, Mexico

Salem College, in affiliation with Guilford College, offers a semester of study at the Universidad de Guadalajara, Guadalajara, Mexico for students who have completed the minimum of two terms of college-level work in Spanish. The academic program consists of courses in Spanish language; topical courses in literature, culture, history, economics, and political science; and a supervised internship in the city. Topical courses which vary from year to year are taught in English and have included Economic Development in Mexico, History of Mexico, and Mexican Culture, to cite recent examples.

Students interested in participating in this program will meet for pre-orientation seminars during the spring to prepare them for obtaining the maximum benefit from the academic, cultural, and personal experiences which await them in Mexico. Once in Mexico the program begins with a one-week orientation program conducted by the Salem-Guilford faculty leader. At the end of the orientation, students will take up residence with families selected by the Programa para Extranjeros.

In order to participate in this program, students must have a grade point average of 2.0, successful completion of two Spanish language courses, and

be recommended by a faculty member from the Department of Modern Foreign Languages. An application for a Salem-sponsored program, available from the registrar's office, must be filed by March 15. For further information, please contact a member of the Department of Modern Foreign Languages.

Summer Study Abroad

The student who wishes to study in an organized summer program abroad is encouraged to do so. Her work should be planned in consultation with her faculty adviser and/or with the dean of the College.

Summer Internship Program

Salem College is affiliated with the summer internship program of the Washington Institute of Mount Vernon College. The Institute sponsors supervised internships and seminars in public policy, business administration, and communications for undergraduates.

The Washington Institute Internship is open to Salem students in any academic major who have had at least three courses from any of the following fields: history, political science, economics, management, or communications appropriate to the internship. Students must have completed at least 23 courses with a cumulative grade point average above 2.5. The internship and seminar are equivalent to one and one-half courses. Salem College course fees will be applied to students who are selected for the Institute. Students will pay room and board fees to Mount Vernon College.

Interested students should contact the dean of the College for application information.

Washington Semester Program

Professor Pubantz, adviser.

In cooperation with other colleges and universities, Salem College provides an opportunity for a student interested in public affairs to spend a semester in Washington, D.C.

The program, sponsored and coordinated by American University, includes: "Government in Action," "Urban Affairs," "Foreign Policy," "International Development," "Economic Policy," and other topics. Eligibility is based on a minimum quality point average of 2.5, 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 faculty adviser, are due by March 15 or October 15.

Charges in addition to the comprehensive fee may be assessed for off-campus study programs. Charges for these programs will be announced approximately one month before the program begins. For 1991-92 the estimated additional costs for tuition and fees will be \$2,000-\$3,500 depending on room and board choices. Other expenses to be considered are transportation, books, and miscellaneous expenses.

United Nations Semester Program

Professor Pubantz, adviser.

Salem College participates in a program designed to familiarize students with the intricacies and functioning of the United Nations.

The program is directed by Drew University in Madison, New Jersey, where additional courses may be taken and where students participate in the suburban campus life.

Sophomores and juniors are eligible to apply. Eligibility is based on a minimum quality point average of 2.5.

Charges in addition to the comprehensive fee may be assessed for off-campus study programs. Charges for these programs will be announced approximately one month before the program begins.

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. The Department of History and Political Science offers an interdisciplinary major in international relations which combines courses in politics, history, economics, and foreign language. Salem also offers a foreign language-management major which provides a working knowledge of a foreign country's language, history, and culture as well as a foundation in economics and management. Students may also participate in Salem's Model United Nations program which annually sends a student delegation to the National Model U.N. in New York City.

In addition to regular coursework Salem offers many special programs in the international field. Salem students may participate in the United Nations Semester at Drew University or in the foreign policy component of the Washington Semester Program, sponsored by Salem in affiliation with American University. She may also plan a course of study abroad for one or two terms of the junior year. In addition, students may study in organized summer programs abroad as well as participate in international travel or internship projects during the January Term. In recent years Salem has sponsored study trips to many countries including Mexico, the People's Republic of China, and West Germany.

Cooperation with Nearby Institutions

Salem College is affiliated with The Bowman Gray School of Medicine, Forsyth Memorial Hospital, and Duke University for professional training in medical technology. Students may apply for permission to enroll in approved medical technology programs of institutions located outside Winston-Salem.

A full-time student regularly enrolled at Salem College may register at Wake Forest University for courses offered at that institution and not offered by the faculty of Salem. The same privilege is extended to a full-time student regularly enrolled at Wake Forest. No additional fee is required for on-campus courses, and all grades earned are transferred at face value.

Salem College and Wake Forest University cooperate in placement interviews and in the exchange of career planning information.

Salem College shares, with other North Carolina colleges and universities, the use of certain facilities of the Computer Center of the Research Triangle of North Carolina.

Salem College offers 3:2 engineering programs in cooperation with Duke and Vanderbilt Universities.

Undergraduate Research Programs at The Bowman Gray School of Medicine

(Biology 391, 392)

The Undergraduate Research Program in the Department of Physiology and Pharmacology is a program for serious upper division students in biology. It can be taken by biology majors with junior or senior standing having completed Biology 113, and Chemistry 205, 209 or 211, 212, and with an overall G.P.A. of 3.0 and a science G.P.A. of 3.2 or greater. The program as designed allows qualified students to take up to two course credits in undergraduate research. These course credits will be accredited as biology credits for the major. Students meeting these criteria and interested in participating must also get the permission of the chairman of the biology department.

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. Several academic programs at Salem require internships as an integral part of the student's program. For example, students in American studies, arts management, and communications

complete internships during their program of study.

In recent years Salem students majoring in the following subjects have completed internships: American studies—historic preservation, Old Salem; arts management—Kennedy Center for the Performing Arts, Washington, D.C.; Museum of Modern Art, New York City; biology—Department of Medicine, The Bowman Gray School of Medicine; Economics—NCNB, Wachovia Bank and Trust; English—Children’s Theatre, Old Salem; history—N.C. Supreme Court; mathematics—St. Elizabeth’s Hospital, Washington, D.C.; music—Winston-Salem Symphony; religion—Trinity Center; sociology—Merrill Lynch, Maryland School for the Deaf.

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.



Courses of Instruction

Courses numbered from 1 through 99 are primarily for freshmen; those numbered from 100 through 199 are primarily for freshmen and sophomores; those numbered 200 through 299 are primarily for sophomores, juniors, and seniors; those numbered 300 through 399 are open to seniors only, unless special permission is granted. Generally, odd-numbered courses indicate work offered in the fall term and even-numbered courses indicate work offered in the spring term.

American Studies (See page 80)

Department of Art

Assistant Professor Griffin, chairman; Assistant Professors Bates, Graham; Instructor Hutton.

The course offerings in the Department of Art are designed to provide a broad background in art for both the major and non-major. A student may major in art history, studio art, or interior design.

Art History

Art history majors are required to take Art 121, Art 122 (to be taken freshman year if possible), Art 244, Art 245, Art 270, Art 390 (1/2 credit), Art Methods 300 (1/2 credit), and in studio art either Art 20, or Art 111. An additional five courses (at least one from each of the following four groups) will be chosen with the guidance of the faculty adviser and dependent upon availability where courses are taught in alternate years.

1. Art 230. Greek Art
Art 231. Ancient Art
Art 232. Medieval Art
2. Art 240. Northern Renaissance
Art 246. Baroque
3. Art 243. Early Modern Art
Art 247. Neoclassic Art
Art 263. American Art
4. Art 140. Art of Japan
Art 150. Art of China

Studio Art

The Department of Art offers a bachelor of arts degree with a concentration in drawing and painting or drawing and printmaking. 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, 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.

The studio foundation core consists of classes that are required of all majors: Art 20, Art 25, Art 30, Art 111, Art 112, Art 121 and 122 (Survey), Art 244 (Late Modern Survey), Art 113 or Art 135.

Upon completion of the studio foundation core the recommended sequence of courses for a drawing and painting concentration is:

- Art 114. Painting the Figure
- Art 210. Drawing Tutorial Seminars
- Art 213. Contemporary Trends
- Art 214. Senior Seminar, Tutorial
- Art 390. Senior Seminar, (Thesis Exhibition)

The recommended sequence for a drawing and printmaking concentration is:

- Art 200. Independent Study, Advanced Relief Printmaking
- Art 210. Drawing Tutorial Seminars
- Art 214. Senior Tutorial
- Art 235. Advanced Printmaking (Intaglio)
- Art 390. Senior Seminar

Interior Design

Majors in interior design are required to take Art 25, (advanced two-dimensional design) (studio art), Art 121 and 122 (art history survey), Art 244 (late modern survey), and Art 390 (senior seminar), plus the courses listed below. An exhibit of work is required of each student at the end of her senior year. Interior design majors are strongly advised to take Art 25 during their freshman year or as early as possible in their program of study.

Art 101. Introduction to Interior Design	One course
Art 160. Textiles	One course
Art 201. Residential Interior Design	One course
Art 202. Contract Interior Design	One course
Art 203. Business Practices in Interior Design	One course
Art 204. Architectural Interior Details	One course
Art 248. History of Interior Design I	One course
Art 250. History of Interior Design II	One course
Art 270. Internship in Interior Design	One course
Biology 50. Human Ecology	One course
Sociology 280. Urban Sociology	One course

Art History

121, 122. Survey of Western Art (Hutton, Griffin) Two courses

The history and interpretation of architecture, sculpture, and, painting in the west from prehistoric times to the present. Fall and spring.

140. Survey of the Art of Japan (Griffin) One course

Japanese art from the beginning of its civilization through the 18th century, including sculpture, painting, and printmaking. Fall, 1991, and alternate years.

150. Survey of the Art of China (Griffin) One course

Chinese art from prehistoric through the Ching Dynasty including sculpture, painting, ceramics, and bronzes. Fall, 1992, and alternate years.

230. Greek Art (Hutton) One course

Sculpture, architecture, and painting in the Greek world from the late geometric to the end of the Hellenistic period. Consideration will also be taken of the roots of Greek art in other cultures of the prehistoric Aegean. Emphasis will be placed on monumental art related to Greek cultic practices; minor arts and architecture will be considered in order to gain a broad understanding of the context of artistic development. Readings from ancient literature will be assigned to provide a historical and cultural background. Prerequisite: Art 121. Spring, 1992.

231. Ancient Art (Hutton) One course

Architecture, city planning, sculpture, painting, and related arts from the beginning of civilization in the near east until the fall of the Roman Empire. Emphasis will be placed on the relationship of visual arts to other aspects of intellectual history. Prerequisite: Art 121. Spring, 1993, and alternate years.

232. Medieval Art (Hutton) One course

Architecture, sculpture, and painting from the beginning of the Christian era to the Renaissance. Emphasis upon the relationship between the visual arts and other aspects of intellectual history. Prerequisite: Art 121. Spring, 1994, and alternate years.

240. Northern Renaissance (Hutton) One course

Art of Northern Europe from ca. 1350 to ca. 1560. The paradoxical emphasis on naturalistic observation and Christian mysticism of the period will be special themes of discussion. The development of new art forms, such as oil painting and printmaking, and the appearance of new genres, such as portraiture, landscape, and still life, will also be considered. Focus will be made on the work of van Eyck, Bosch, Durer, Holbein, Cranach, and Bruegel. Prerequisite: Art 122. Spring, 1994.

243. Early Modern Art (Griffin) One course

Early movements in modern art: Impressionism, Cubism, Symbolism,

Dada, and Expressionism. Prerequisite: Art 122. Fall, 1992, and alternate years.

- 244. Late Modern Art** (Griffin) One course
Art movements from the 1930s to the present, including: surrealism, abstract expressionism, minimal art, pop, post-painterly, and photo realism. Prerequisite: Art 122. Spring.
- 245. Renaissance Painting 1300—1500** (Hutton) One course
The development of form and content in painting from the rebirth of humanism to the Reformation. Accent on Giotto, Mantegna, and Giorgione. Prerequisite: Art 122. Spring, 1993, and alternate years.
- 246. European Painting and Sculpture 1550-1750** (Griffin) One course
Baroque and Rococo art in Spain, Italy, France, Holland, and Flanders, including works by Bernini, Valasquez, Rubens, Rembrandt, and Vermeer. Prerequisite: Art 121 or 122. Fall, 1992, and alternate years.
- 247. European Painting and Sculpture 1750-1850** (Griffin) One course
Art in Europe with analysis of various movements: neoclassicism, romanticism, and realism, including works by David, Ingres, Turner, and Delacroix. Prerequisite: Art 121 or 122. Fall, 1991, and alternate years.
- 263. American Art** (Griffin) One course
The history and interpretation of architecture, sculpture, and painting in the United States from colonial times to the present. Fall, 1991, and alternate years.
- 300. Methods of Art History** (Hutton) One-half course
A course required of all art history majors, to be taken in the spring of the junior year. Material covered is intended to acquaint the student with the literature and “methods” of art historical research and thought. To be taught in a weekly two-hour seminar, topics of discussion will include: aesthetics, materials and techniques, conservation, the role of the museum, style and chronology, connoisseurship, iconography, art and social history, art and psychology, alternate art histories. Spring.

Studio Art

- 20. Introduction to Two-dimensional Design** (Bates) One course
In-depth exploration of basic elements of two-dimensional design through multiple approaches to a wide variety of black and white media. Consideration of the influence of art and design within the context of the dominant culture as well as other cultures and periods. Six-hour studio plus outside assignments. No prerequisite. Spring.
- 25. Advanced Two-dimensional Design** (Bates) One course
Building on experience in Art 20 or Drawing 111 students will explore conceptually sophisticated design problems. Introduction to and exploration of color theory. Six-hour studio plus outside assignments. Fall.

- 30. Three-dimensional Design** (Staff) One course
Exploration of a variety of issues dealing with three-dimensional form: What is the third dimension? Why do structures stand up? What can be created with limited materials? Fall.
- 110. Photography I** (Winnett) One course
A basic course in photography, including a history of photography, camera mechanics, camera techniques, composition, film processing, proofing techniques, enlarging procedures, and methods of matting and mounting. No prerequisite. On demand in conjunction with Sawtooth Center.
- 111. Drawing** (Bates) One course
Introduction to basic elements of drawing through a wide variety of drawing experiences utilizing black and white media. Emphasis on descriptive techniques, introduction to the figure and perspective. Six-hour studio plus outside assignments. No prerequisite. Fall.
- 112. Figure Drawing** (Bates) One course
Beginning with an anatomical survey, students will build an understanding of the human form, based on research and regular sessions with the model. Six-hour studio plus outside assignments. Prerequisite: Art 20, Drawing 111. Spring.
- 113. Introduction to Oil Painting** (Bates) One course
Students will develop an understanding of the oil medium and its manipulation to achieve descriptive results through a directed series of problems. Emphasis is on the act of painting. Six-hour studio plus outside assignments. Prerequisite: Art 20 or Drawing 111 and Art 25. Spring, 1992, and alternate years.
- 114. Painting the Figure** (Bates) One course
Class will involve painting from the figure as well as figure groupings. Emphasis is on a personal approach to painting from the live model. Six-hour studio plus outside assignments. Prerequisite: Painting 113. Fall, 1992, and alternate years.
- 135. Introduction to Printmaking** (Bates) One course
Various relief and intaglio processes for black and white and color printmaking. Will include experiences with linoleum and woodblock printing, collagraphs, drypoint, and etchings. Prerequisite: Art 20 or Art 111. Spring, 1993, and alternate years.
- 210. Tutorial in Studio Art, Drawing** (Bates) One to three courses
(Independent Study)
Structured so that students have one weekly meeting together in the studio, drawing from the model, and one in seminar or directed independent study, the class examines, explores, and builds upon contemporary issues and approaches to drawing media. Emphasis is on determining issues important to the student and establishing a highly personal point of view. Prerequisite: Drawing 114 and junior or senior status.

- 211, 212. Sculpture** (Staff) Two courses
Introduction to relief sculpture, skeletal structure, carving, kinetic motion, modelling, and casting. Six-hour lab. Spring, 1990. On demand; minimum, five students.
- 213. Contemporary Trends in Painting** (Bates) One course
Emphasizing experimental processes in creating painted imagery, the class will study trends in painting post-1930. By building an understanding of the scale and intensity of contemporary painting through readings, seminar, first-hand experience, and experimental problems, students will begin to position their art in relation to late 20th century trends. Six-hour studio/seminar plus outside work. Field trips. Prerequisite: Art 114. Fall, 1991, and spring, 1993, and alternate years.
- 214. Senior Tutorial** (Bates) One course
Fall semester of the senior year. The class, comprised of all senior students in the studio program, participates in a seminar meeting once a week discussing readings of contemporary criticism relating to a wide variety of media. Students begin to define issues and methods of working with an eye toward their final semester. Fall.
- 230. Photography II** (Winnett) One course
An intermediate course in photography beginning with a review of techniques in Photography I. Greater emphasis will be placed on the aesthetics of photography and more advanced techniques and processes will be explored. Prerequisite: Photography I or permission of the instructor. Registration in conjunction with Sawtooth Center.
- 233, 234. Ceramics** (Staff) Two courses
Introductory instruction in clay technology, clay body preparation, wheel throwing, coiling, slab building, loading and firing kilns. Discussions also include design instruction and exposure to historical and contemporary pottery and ceramics. Two three-hour studio periods. Spring.
- 235. Advanced Printmaking: Etching** (Bates) One course
Various intaglio processes including soft ground, aquatint engraving, and monoprints will be presented. Prerequisite: Art 135. Fall, 1991, and alternate years.

Interior Design

- 101. Introduction to Interior Design** (Graham) One course
This is an introductory course to the principles and elements of design, design philosophy and theory, and to the communication skills, both verbal and visual, utilized by interior designers. Prerequisite/corequisites: Art 20 or Art 25 required. Fall.
- 160. Textiles** (Graham) One course
Study of development of design, construction, fiber, and finishes for fabrics with emphasis on quality and utilization of current available

materials for soft floor coverings, window treatments, and upholstery. Estimation of carpet, window treatments, and upholstery will be covered. Prerequisite/corequisite: Art 101. Fall, 1991, and alternate years.

201. Residential Interior Design (Staff) One course

An introduction to measuring and scaling interior spaces and furnishings and the space planning of residential interiors. Prerequisite: Art 101. Spring.

202. Contract Interior Design (Cole) One course

Space planning of commercial, institutional, and environmental spaces. The emphasis is on total design concept for client presentation with plans, lighting design, furnishings and material samples, specifications, and presentation. Prerequisite: Art 201. Fall.

203. Business Practices in Interior Design (Staff) One course

Students will become familiar with business principles and practices of the interior designer and become familiar with the interactions that take place among the client, the designer, and the trade sources. Prerequisite: Art 101, senior status recommended. Spring.

204. Architectural Interior Details (Staff) One course

The study of construction methods and detailing in architectural interiors as utilized by the interior designer. Creative problems in cabinet design and architectural interior detailing will be used for the study of constructions methods, sectional, isometric, oblique views, details, perspectives, and shop drawings. Prerequisite: Art 201. Fall, 1992, and alternate years.

248. History of Interior Design I (Staff) One course

Introduction to period styles and motifs in furniture, architecture, and the decorative arts of the ancient world to 1850, with application to contemporary interiors. No prerequisite. Spring, 1991, and alternate years.

250. History of Interior Design II (Staff) One course

A study of the historical, industrial, social, political, and economic influences upon the evolution and development of contemporary architecture and furniture design from 1850 to the present. No prerequisite. Spring, 1992, and alternate years.

Honors and Independent Study

200. Independent Study (Staff) One-half to two courses

Independent study under the guidance of a faculty adviser. Open to students with a 3.0 cumulative average, and permission of the chairman of the department. Independent study may take the form of readings, research, conference, project and/or field experience. Ordinarily it may not be used to substitute for a regular course in the curriculum. Independent study may be taken for a total of two courses, the maximum in any one term being one course credit. Offered on demand.

220. Special Topics in Art

(Staff)

This course provides the student with the opportunity to explore aesthetic and technical issues presented by faculty or visiting instructors.

270. Internship in Art,

(Staff) One-half to one course

Art History, or Interior Design

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 2.5 cumulative average; maximum credit per term is one course; admission by application only. Offered on demand.

290. Honors Independent Study in Art

(Staff) One course

Advanced independent study under the guidance of a faculty adviser. Normally open to juniors and seniors with a 3.5 average in art. Subject to the approval of the department chairman. Honors work may be taken for a maximum of two courses.

390. Senior Seminar

(Staff) One-half to one course

Senior thesis work in area of concentration. Prerequisite: senior standing in Department of Art. Required of all students with a major in the Department of Art. One course credit satisfies the requirements for a major in studio art and interior design. One-half course credit satisfies requirements for the major in art history. Art history majors will take an additional course, Art 300. Methods, for one-half course credit.

Arts Management (See page 81)

Department of Biology

Professor Mowbray, chairman; Professor Nohlgren; Laboratory Instructor Keane.

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

Courses that are suggested to be used to fulfill the basic distribution requirement in science are Biology 10, 50, 60, 112, 114, and 118. Biology 10 is a prerequisite for all courses in the department.

The student who seeks the bachelor of arts degree must complete eight

biology courses for the major, including Biology 10, 112, 113, 114, 116, 311, and 390. Two courses in general chemistry (Chemistry 10 and 20) are also required.

The student who seeks the bachelor of science degree must complete a minimum of ten biology courses for the major, including Biology 10, 112, 113, 114, 116, 311, and 390. Four courses in chemistry (Chemistry 10, 20, 101, and 102), two courses in physics (Physics 10 and 20), and two courses in mathematics (Math 10 and 30, or 30 and 101) are also required for the bachelor of science degree in biology. The student should note the following suggested program of study:

Freshman Year

English 10, 20 or English 30H and one course

in English or American literature above the 100 level*.....	Two courses
Biology 10, 112.....	Two courses
Chemistry 10, 20.....	Two courses
Modern foreign language or Math 10, 30 or 30, 101.....	Two courses

Sophomore Year

Biology 114, 116.....	Two courses
Chemistry 101, 102.....	Two courses
Math 10, 30 or 30, 101; or modern foreign language.....	Two courses
Fine arts, philosophy, religion.....	One course
Elective (or language).....	One course

Junior Year

Biology 113, 213 and biology electives.....	Two or three courses
Physics 10, 20.....	Two courses
Social science and/or history.....	Two courses
Electives (or language).....	One or two courses

Senior Year

Biology 311, 390 and biology electives.....	Three or four courses
Electives.....	Four or five courses

*See Notes, page 55.

The student who seeks the bachelor of science degree with a major in medical technology must complete six biology courses for the major, including Biology 10, 113, 118, 213, and two of the following: 112, 214, or 216. Four courses in chemistry (Chemistry 10, 20, 101, and 102), two courses in physics (Physics 10 and 20), and two courses in mathematics (Math 10 and 30, or 30 and 101) are also required for the bachelor of science degree in medical technology. The student should note the following program of study for the 27 courses (including three January Term

courses) preceding entrance into the school of medical technology:

Freshman Year

English 10, 20, or English 30H and one course in English or American literature above the 100 level*.....	Two courses
Biology 10, 112.....	Two courses
Chemistry 10, 20.....	Two courses
Modern foreign language or Math 10, 30 or 30, 101.....	Two courses

Sophomore Year

Biology 118, 214 or 216.....	Two courses
Chemistry 101, 102.....	Two courses
Math 10, 30 or 30, 101; or modern foreign language.....	Two courses
Fine arts, philosophy, religion.....	One course
Elective (or language).....	One course

Junior Year

Biology 113, 213.....	Two courses
Physics 10, 20.....	Two courses
Social science and/or history.....	Two courses
Electives (Chemistry 205 recommended).....	Two courses

Senior Year

The typical program for the senior year in an approved school of medical technology will probably include the equivalent of nine courses in the following:

- Clinical Microscopy (includes hematology, urinalysis, etc.)
- Microbiology (includes bacteriology, mycology, serology, and parasitology)
- Clinical Chemistry or Biochemistry
- Blood Bank

*See Notes, page 55.

Students seeking teacher certification in biology (grades 9-12) are required to complete a major in biology which must include Biology 112, 113, 114, 116, 118, 213, 311, 390, Chemistry 10, 20, Physics 10, 20, and Mathematics 30. Professional education requirements are listed under the education department.

The minor in biology requires the completion of five courses: Biology 10, 112, 113, 114, 116. 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: Biology 10, 112, 114.

Biology

All courses offered every year in either fall and/or spring.

10. Principles of Biology (Mowbray, Nohlgren) **One course**

The biological sciences with emphasis on general principles, including biochemistry, photosynthesis, respiration, cytology, classical and molecular genetics, development, ecology, and evolution. Three lectures, one two-hour laboratory. Fall and spring.

50. Human Ecology (Mowbray) **One course**

Designed for non-majors (available only as elective credit for majors in biology). Seeks to relate the basic principles of ecology to human beings. Consideration of such problems as world population, limited resources such as food, minerals and fossil fuels, pollution and waste disposal, land use and conservation, and potential solutions to such problems. Human ecology will not substitute for Biology 116 for biology majors. Three lectures. Prerequisite: Biology 10 or equivalent or in the case of special students, permission of the instructor. Fall.

60. Human Genetics (Staff) **One course**

A course designed for non-majors with emphasis on general principles including: gene transmission, cytogenetics, genes and metabolism, population and quantitative genetic counseling, *in vitro* fertilization, cloning, recombinant DNA, intelligence, and the general impact of genetics on society. Human genetics will not substitute for Biology 113 for biology majors. Three lectures. Prerequisite: Biology 10 or permission of the instructor. Spring.

112. General Zoology (Staff) **One course**

Comparative anatomy, physiology, and evolution of the major animal phyla with emphasis on the basic principles of animal dissection, observation, and experimental problems. Three lectures, one three-hour laboratory. Prerequisite: Biology 10. Spring.

113. Genetics (Staff) **One course**

Principles of genetics, including an examination of gene chemistry and function, transmission genetics and cytogenetics, mutation, developmental and population genetics. The laboratory consists of experiments with *Drosophila*, *Ascobolus*, bacteria and bacteriophage. Three lectures and one three-hour laboratory. Prerequisite: Biology 10. Fall.

114. General Botany (Mowbray) **One course**

The structure and function of plants with emphasis on angiosperms. Designed to provide the student with a broad survey of the plant activities. Growth, differentiation, nutrition, and reproduction are studied in representative members of the major divisions. Three lectures, one three-hour laboratory. Prerequisite: Biology 10. Fall.

116. Ecology (Mowbray) **One course**

The principles underlying the interrelations of organisms with their

environments, including the population, community, ecosystem, and biosphere levels of organization. The laboratory includes studies of the different levels of integration, with extended field trips to the seashore and the mountains. Three lectures, one three-hour laboratory. Prerequisite: Biology 10. Spring.

118. Anatomy and Physiology (Nohlgren) One course

Basic anatomy and physiology, with emphasis on the structure and function of the integumentary, skeletal, articular, muscular, nervous, circulatory, respiratory, digestive, excretory, endocrine, and reproductive systems. Anatomy by dissection and experimental concepts of physiology are studied in the laboratory. Three lectures, one three-hour laboratory. Prerequisite: Biology 10. Fall.

200. Independent Study (Staff) One-half to four courses

Independent study under the guidance of a faculty adviser. Open to students with a 2.0 cumulative average and permission of the chairman of department. Independent study may take the form of readings, research, conference, project, and/or field experience. Ordinarily it may not be used to substitute for a regular course in the curriculum. Independent study may be taken for a total of four courses, the maximum in any one term being two course credits. Prerequisite: Previous study in biology or permission of the department. Fall and spring.

212. Plant Taxonomy (Mowbray) One course

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 extended trips to the seashore and the mountains. Three lectures, one three-hour laboratory. Prerequisite: Biology 114 or permission of instructor. Spring.

213. Microbiology (Nohlgren) One course

A systematic study of the more important groups of microorganisms: the bacteria, yeasts, molds, cyanobacteria, rickettsiae, viruses, and protozoa. Emphasis is given to morphology, taxonomy, and activities of selected members of each group, including topics on control of microorganisms, disease relationships, and applied microbiology. Three lectures, two two-hour laboratories. Prerequisites: Biology 113 and 116, and Chemistry 101 and 102, or permission of instructor. Spring.

214. Animal Embryology (Nohlgren) One course

The principles of animal embryology, both descriptive and experimental aspects, with emphasis on mollusk, echinoderm, amphibian, avian, and mammalian development studied in the laboratory. Three lectures, one three-hour laboratory. Prerequisite: Biology 112 or 118, or permission of instructor. Fall.

216. Histology**(Nohlgren) One course**

The microscopic and ultrastructural characteristics of cells, intercellular substances, tissues and organs, with emphasis upon the functional implications of structure. Throughout the course the principles of efficient microscopy are stressed. The preparation of tissues for light and electron microscopy is also discussed and demonstrated. Three lectures, one three-hour laboratory. Prerequisite: Biology 112 or 118, or permission of instructor. Spring.

220. Special Topics in Biology**(Staff) One course**

An investigation of a topic of importance in contemporary biology. The specific course content and methods of study will vary in response to recent developments in the life sciences and current needs of students majoring in biology; the topic will be announced prior to registration for the course. Anticipated topics include genetic engineering, immunology, plant physiology, and global ecology. Three lecture/discussions, one three-hour laboratory or field experience. Prerequisite: Biology 10 and permission of the instructor. Examples:

220. Special Topics in Biology:**Ornithology****(Mowbray) One course**

A lecture/discussion, laboratory, and field course on the biology of birds. The lecture/laboratory will stress concepts and principles of structure and physiology, distribution, behavior, migration and evolution, while the field portion will emphasize identification and recognition of the local bird fauna. Field trips will be taken to the different vegetative provinces of the Carolinas. Prerequisite: Biology 112 or permission of the instructor. Spring, 1991.

220. Special Topics in Biology:**Parasitology****(Nohlgren) One course**

The biology of parasites and parasitism, including a comparative and systematic study of the major parasitic groups: protozoa, helminths, and arthropods. The concepts and principles of morphology, physiology, life histories, and host-parasite relationships of representative members of these phyla will be discussed in lecture and explored in the laboratory and the field. Three lectures, one three-hour laboratory. Prerequisite: Biology 112 or permission of the instructor. Fall, 1991.

The following one-half courses involve only readings and one discussion period per week in the subject matter indicated. These are typically junior-senior electives with a minimum prerequisite of Biology 10, although exceptions may be made by the instructor for unusually well-motivated students. Offered upon request. Fall and spring.

240. Human Genetics (continued on next page)

- 241. Animal Physiology
- 242. Plant Physiology
- 243. Biochemical Genetics
- 244. Immunology
- 245. Population Ecology
- 246. Developmental Biology
- 247. Animal Behavior
- 248. Radiation Biology
- 249. Comparative Vertebrate Anatomy
- 250. Invertebrate Biology
- 251. Evolutionary Theory
- 252. Plant Morphology

262. On the Genetics of a Species (Staff) One-half course

An investigation of the genetics of a local species, including a thorough literature search and paper. The information assembled may be used as a basis for the term paper required in Biology 311. Co-requisite/prerequisite: Biology 113. Fall and spring.

263. On the Ecology of a Species (Mowbray) One-half course

An investigation of the ecology of a local species, including a thorough literature search and paper. The information assembled may be used as a basis for the term paper required in Biology 311. Co-requisite/prerequisite: Biology 116. Fall and spring.

270. Internship in Biology (Staff) One to two courses

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

290. Honors, Independent Study in Biology (Staff) One to four courses

Advanced independent study under the guidance of a faculty adviser. Normally open to juniors and seniors with a 3.5 or greater average in biology, subject to the approval of the department chairman. Honors work may be taken for a maximum of two courses per term. Fall and spring.

311. Evolution (Staff) One course

A study of the historical aspects of the theory of evolution, including a critical analysis of the *Origin of Species*, and an understanding of the modern theory with emphasis on the mechanisms involved. A term paper is required. Three lectures-discussions. Prerequisite: Biology 113 and 116, or permission of instructor. Fall.

390. Senior Seminar (Staff) One-half course

Fundamental problems in the biological sciences with emphasis on

current research. Open only to seniors for credit, but sophomores and juniors are encouraged to attend the course meetings. Spring.

391, 392. Undergraduate Research Program at Bowman

Gray School of Medicine

(Staff) One to two courses

The undergraduate research program in the Departments of Neurobiology & Anatomy or Physiology & Pharmacology is a program for serious upper division students in biology. It may be taken by biology majors interested in participating in ongoing basic and/or applied research who have completed Biology 113 and Chemistry 205, 209 or 211, 212, and who have an overall G.P.A. of 3.0 and a science G.P.A. of 3.2 or greater. The program as designed allows qualified students to take up to two course credits in undergraduate research. These course credits will be accepted as biology credits for the major. Students meeting the criteria and interested in participating must also have the approval of the chairman of the biology department. Fall and spring.

Department of Chemistry

Major in Chemistry

Associate Professor McKnight, chairman; Associate Professors Miller, Pate.

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.

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 (pre-medicine, biology, economics, management, science writing, communications, etc.). The degree requires the completion of six courses for the major in addition to Chemistry 10 and 20 and must include Chemistry 101, 102, 107, and 390.

Students seeking teacher certification in chemistry (grades 9-12) are required to complete a major in chemistry including Chemistry 205, Biology 10, Physics 10, 20, and Math 30. Professional education requirements are listed under the education department.

The bachelor of science degree is designed for the student interested in a career as a professional chemist. The degree requires the completion of a minimum of eight courses beyond Chemistry 20 for the major and must

include Chemistry 101, 102, 107, 209, 210, 211, 212, 213, and 390. To earn either a bachelor of arts or a bachelor of science degree in chemistry, the student must complete at least two chemistry courses and senior seminar at Salem. The following program of study is suggested: (see next page)

Freshman Year

Chemistry 10, 20.....	Two courses
English 10, 20.....	Two courses
Mathematics 30, 101.....	Two courses
Language.....	Two courses

Sophomore Year

Chemistry 101, 102.....	Two courses
Chemistry 107.....	One course
Physics 10, 20.....	Two courses
Mathematics 102.....	One course
Language.....	One course
Fine arts, philosophy, religion.....	One course

Junior Year

Chemistry 209, 210.....	One course
Chemistry 211, 212, or Chemistry 213.....	Two courses or one course
History, social science.....	Two courses
Electives (Computer science is recommended).....	Three or four courses

Senior Year

Chemistry 211, 212, or Chemistry 213.....	Two courses or one course
Chemistry 390.....	One-half course
Chemistry electives.....	One-half course
Electives.....	Five or six courses

Well-qualified students who have taken the advanced placement examination in chemistry may receive advanced placement and/or credit in Chemistry 10 and 20. Students with scores of three on the AP examination will receive advanced placement while a score of four or five merits advanced placement and credit in Chemistry 10 and 20. The department reserves the right to require students deficient in laboratory skills to complete the laboratory portions of Chemistry 10 and 20.

The minor in chemistry requires the completion of five courses and must include: General Chemistry (Chemistry 10 and 20) and Organic Chemistry (Chemistry 101 and 102). Students must take two of the five courses at Salem.

Chemistry

All courses offered every year in fall and/or spring unless otherwise indicated.

- 10. General Chemistry** (McKnight) **One course**
Introduction to stoichiometry, thermochemistry, the gas laws, atomic structure, and ionic bonding. Three lectures, one laboratory. Fall.
- 20. General Chemistry with Qualitative and Quantitative Analysis** (McKnight) **One course**
A continuation of Chemistry 10 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. Three lectures, one laboratory. Prerequisite: Chemistry 10. Spring.
- 50. Modern Chemistry and Society** (Staff) **One course**
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. Selected topics are treated which illustrate the impact of chemistry on the individual as well as society as a whole. Not included in the major. Students who have taken one semester of general chemistry cannot take this course for credit. Three lectures per week. Fall and spring.
- 101. Organic Chemistry** (Miller) **One course**
The chemistry of carbon compounds with an emphasis on structural theory, reaction mechanisms, and energetics. The laboratory stresses separation and identification techniques typical for organic compounds including chromatography and spectrophotometry. Three lectures, one laboratory. Prerequisite: Chemistry 20. Fall.
- 102. Organic Chemistry** (Miller) **One course**
The continuation of Chemistry 101 with emphasis on the reactions characteristic of various functional groups. The laboratory stresses identification techniques (largely spectrophotometric) and kinetic and thermodynamic measurements. Three lectures, one laboratory. Prerequisite: Chemistry 101. Spring.
- 107. Solutions** (Staff) **One course**
Principles of chemical equilibrium as applied to gas phase reactions, acid-base reactions, solubility equilibria, complex ion formation, and oxidation-reduction reactions. Four lectures. Prerequisite: Chemistry 20 and Math 10 or equivalent. Spring.
- 200. Independent Study** (Staff) **One-half to four courses**
Independent study under the guidance of a faculty adviser. Open to students with a 2.0 cumulative average, permission of the chairman of department. Independent study may take the form of readings, research, conference, project, and/or field experience. Ordinarily it may not be used to substitute for a regular course in the curriculum.

Independent study may be taken for a total of four courses, no more than two in any term. Prerequisite: previous study in chemistry or permission of the department. Fall and spring.

- 205. Biochemistry** (Miller) **One course**
Modern biochemistry with emphasis on the structure, chemical properties, and metabolism of biologically important molecules. Four lectures. Prerequisite: Chemistry 102 and Biology 10, or permission of the instructor. Fall.
- 208. Spectroscopy** (Miller) **One course**
Basic principles of ultraviolet, infrared, nuclear magnetic resonance, and mass spectroscopy and their use in the identification of organic compounds. Three lectures. Prerequisite: Chemistry 102. Spring, 1990, and alternate years.
- 209. Physical Methods Laboratory** (Pate) **One-half course**
Methods of chemical analysis including spectroscopy, chromatography, polarimetry, and electrophoresis. Prerequisite: Chemistry 102. Fall.
- 210. Physical Methods Laboratory** (Pate) **One-half course**
A continuation of Chemistry 209 with emphasis on electronics and instrumentation. Prerequisite: Chemistry 209 and Physics 20. Spring.
- 211. Physical Chemistry** (Pate) **One course**
Thermodynamics, gas laws, and colligative properties. Three lectures. Prerequisite: four chemistry courses, Physics 20, and Mathematics 102, or permission of the instructor. Fall, 1992, and alternate years.
- 212. Physical Chemistry** (Pate) **One course**
Kinetics, quantum mechanics, and spectroscopy. Three lectures. Prerequisite: Chemistry 211. Spring, 1993, and alternate years.
- 213. Inorganic Chemistry** (McKnight) **One course**
Introduction to the wave mechanical approach to atomic structure and covalent bonding; ionic bonding; acids, bases, and solvents; acid-base reactions; transition metal chemistry: crystal field theory, molecular orbital theory, electronic structures and spectra. Four lectures. Prerequisite: Chemistry 20 and junior standing. Fall, 1991, and alternate years.

The following one-half courses involve only readings and one discussion period each week in the subject matter indicated. These are typical junior-senior electives with prerequisites consistent with the content of the courses. Fall and spring.

- 241. Stereochemistry
- 242. Organic Reaction Mechanisms
- 243. Drugs and Metabolism
- 244. Environmental Chemistry
- 245. History of Natural Science
- 246. Symmetry and Chemistry

- 247. Quantum Mechanics
- 248. Computers in Chemistry
- 249. Chemical Industry

270. Internship in Chemistry

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 cumulative average; maximum credit per term is one course; admission by application only.

290. Honors Independent Study

in Chemistry

(Staff) One to four courses

Advanced independent study under the guidance of a faculty adviser. Normally open to juniors and seniors with 3.5 average in chemistry. Subject to approval of the chairman of the department. Honors work may be taken for a maximum of two courses per term.

390. Senior Seminar

(Staff) One-half course

Discussion of special topics in chemistry with emphasis on current research. Required of majors in the department. Spring.

Physics

10. General Physics

(Pate) One Course

The fundamental principles of mechanics, heat, and sound. Three lectures and one two-hour laboratory. Prerequisite: Mathematics 30 (or equivalent). Fall.

20. General Physics

(Pate) One Course

The fundamental principles of light, electricity, magnetism, and modern physics. Three lectures and one two-hour laboratory. Prerequisite: Physics 10. Spring.



Communications (See page 84)

Computer Science Program (See page 89)

Department of Business and Economics

Assistant Professor Holderness, chair; Instructor Richardson; Visiting Assistant Professor Vonsiatsky.

Major in Economics

A basic knowledge of economics will provide the student with the tools to understand and analyze current events and trends in economics, different market structures and their ramifications in American business, governmental fiscal and monetary policy, and consumer behavior in the marketplace and beyond. 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.

All economics majors are required to take Economics 110, 120, 230, 240, 250, 280, 320, and 390 as well as Math 30 or 70. Three electives must be chosen from the following: Economics 200, 201, 205, 220, 260, 270, 290, and 310. The major in economics requires a maximum of 12 courses.

Major in Business Administration

The business administration major at Salem College offers students a special combination of pre-professional preparation and a firm foundation in the liberal arts. Both are essential to success in today's increasingly global and diverse business environment.

Interdisciplinary in nature, the major includes courses in economics, business administration, accounting, computer science, 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 freshman or sophomore year by taking the introductory sequences in economics and accounting, the required mathematics courses and perhaps a computer science course. Several courses required for the major will also satisfy basic distribution 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 either in January or during the regular semester. Internships are not required, but offer the student an

opportunity to apply course concepts in a business setting. The business administration major offers specializations in the following areas: economics, marketing, organizational theory, and accounting.

Business Administration Major Requirements

Core Requirements:

- Economics 110. Introduction to Macroeconomics
- Economics 120. Introduction to Microeconomics
- Mathematics 60. Introduction to Finite Mathematics
- Mathematics 30. Analytic Geometry and Calculus I
- or
- Mathematics 70. Essential Calculus
- Accounting 120. Principles of Accounting I
- Accounting 130. Principles of Accounting II
- Business Administration 201. Principles of Management
- Business Administration 220. Business Law
- Business Administration 280. Management Information Systems
- Business Administration 302. Corporate Finance
- Business Administration 330. Global Environment of Business
- Business Administration 350. Senior Seminar in Organizational Policy and Strategy
- Marketing 230. Introduction to Marketing
- Philosophy 124. Business Ethics

Areas of Specialization

Economics:

- Economics 230. Intermediate Microeconomics
- Economics 240. Intermediate Macroeconomics
- One economics elective

Marketing:

- Marketing 231. Marketing Research Methods
- Marketing 232. Strategic Marketing
- Marketing 233. Advertising and Public Relations

Organizational Theory:

- Business Administration 250. Organizational Behavior
- Sociology 260. Complex Organizations
- Sociology 235. Business and Society
- or
- Psychology 130. Social Psychology

Accounting:

- Accounting 140. Intermediate Accounting I
- Accounting 150. Intermediate Accounting II

One of the following:

Accounting 160. Cost Accounting

Accounting 301. Auditing

Accounting 303. Income Taxation

The major in business administration requires a maximum of 17 courses, several of which may be used to fulfill basic distribution requirements. The following is a suggested outline of study for the business administration major beginning with her sophomore year:

Sophomore Year:

Accounting 120 and 130.....	Two courses
Mathematics 30 or 70.....	One course
Mathematics 60 or Psychology 101.....	One course
Economics 110 and 120.....	Two courses
Basic distribution requirements or electives.....	Two courses

Junior Year:

Business Administration 201.....	One course
Business Administration 230.....	One course
Specialty area courses.....	Two courses
Basic distribution requirements or electives.....	One course

Senior Year

Business Administration 280.....	One course
Business Administration 302.....	One course
Business Administration 330.....	One course
Management 350.....	One course
Specialty area.....	One or two courses
Electives.....	Three courses

Economics

110. Introduction to Macroeconomics (Richardson) One course

The basic principles of supply and demand and the determination of the basic principles of income determination and distribution as well as policies that influence the national economic environment. Particular emphasis on current economic problems and policies. Fall.

120. Introduction to Microeconomics (Richardson) One course

The basic principles of supply and demand and the determination of price as they apply to individual decision making units such as consumers, firms, and resource suppliers. Spring.

140. Consumer Resources and Problems (Staff) One course

Economic theory related to consumer problems. Professional speakers discuss topics in taxation, state planning, consumer counseling, and specifics in housing, transportation, investments, and

consumer law. Does not fulfill the basic distribution requirement in the social sciences.

- 200. Independent Study in Economics** (Staff) **One to four courses**
Independent study under the guidance of a faculty adviser. Independent study may take the form of assigned readings, research, conferences, and projects. Ordinarily 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: a 2.0 cumulative average, sufficient background in economics, and permission of the department.
- 201. Money, Banking, and Monetary Policy** (Staff) **One course**
The role of money and credit in modern society. The relationship of the Federal Reserve System and the Treasury, the activities of commercial banks and other financial institutions, and monetary theory and policy will be examined. Prerequisite: Economics 120. Spring, 1993, and alternate years.
- 205. Labor Economics** (Richardson) **One course**
Analysis of labor markets to include: labor demand and supply, the determination of wages and productivity, unions and collective bargaining, worker alienation and its consequences, the changing role of women and minorities in the labor market, and alternative approaches to labor market theory and policy. Prerequisite: Economics 130. Spring, 1993, and alternate years.
- 210. Special Topics in Economics** (Staff) **One course**
A thorough examination of a special topic or issue in economics. The specific content and methods for study will be announced prior to the beginning of the course, as will any necessary prerequisite courses.
- 220. Public Finance** (Staff) **One course**
Revenue and expenditure principles of governmental units with special emphasis on the impact of taxation and governmental expenditures on the wealthy and the poor, governmental bureaucracy, and inter-governmental fiscal relations. Prerequisite: Economics 110 and 120. Spring, 1991, and alternate years.
- 230. Intermediate Microeconomics** (Richardson) **One course**
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: Economics 110 and 120. Spring.
- 240. Intermediate Macroeconomics** (Richardson) **One course**
Modern and classical theories of employment, national income determination, and governmental monetary and fiscal policy. Prerequisite: Economics 110 and 120. Fall.
- 250. Mathematical Economics** (Staff) **One course**
Quantitative methods used in economics. Fundamental applications of algebra and calculus to macro- and microeconomics. Prerequisite:

sites: Mathematics 30 or 70, Economics 110 and 120, or permission of the instructor. Fall, 1991, and alternate years.

260. International Trade (Staff) **One course**

The basic principles of international economic relations. Subjects covered include the economic basis for international specialization and trade, the economic gains from trade, the balance of international payments, problems of international payments, international finance and investments. Prerequisite: Economics 110 and 120. Fall.

270. Internship in Economics (Staff) **One course**

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

280. History of Economic Thought (Richardson) **One course**

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. Prerequisite: Economics 110 and 120. Fall, 1992, and alternate years.

290. Honors Independent Study in Economics (Staff) **One to four courses**

Advanced independent study under the guidance of a faculty adviser. Normally open to juniors and seniors with a 3.5 average in economics, subject to the approval of the department chairman. Honors work may be taken for a maximum of two courses.

310. Current Issues (Staff) **One course**

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: Economics 110 and 120. Spring, 1992, and alternate years.

320. Econometrics (Staff) **One course**

Statistical methods as the vehicle for examining the validity of the principles of economics. Topics covered include multiple regression techniques, problems associated with dummy and lagged variables, problems arising from multi-collinearity, heteroscedasticity, autocorrelation, and the analysis of time series data. Prerequisites: Mathematics 30 or 70, Economics 110 and 120. Spring, 1992, and alternate years.

390. Senior Seminar (Richardson) **One course**

Intensive study of selected topics in economics with emphasis on current research. Students will be required to complete and present a major research paper. Required of all senior majors. Spring.

120. Principles of Financial Accounting

and Analysis I

(Vonsiatsky) One course

An introduction to the procedures and processes through which financial data are generated, stored, synthesized, and presented to management and to the public in the form of financial statements: income statements, balance sheets, and sources and uses of funds statements. 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 decisions about the allocation of economic resources. Fall.

130. Principles of Financial Accounting

and Analysis II

(Vonsiatsky) One course

The procedures and processes learned in Financial Accounting I are expanded and extended to include the development and analysis of internal financial statements used in managerial decision-making. 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: Management 120 or permission of instructor. Spring.

140. Intermediate Accounting I

(Vonsiatsky) One course

An in-depth study of traditional financial accounting theory and related problems as well as recent developments in accounting valuation and reporting practices. Emphasis on the conceptual framework of accounting, the accounting process, financial statements, current assets and current liabilities, plant assets, long-term liabilities, and stockholders' equity. Prerequisite: Management 130. Fall.

150. Intermediate Accounting II

(Vonsiatsky) One course

A continuation of Intermediate Accounting I with emphasis on dilutive securities and earnings per share, investments, issues related to income measurement, pension costs, leases, changes in financial position, and current value accounting. Prerequisite: Accounting 140. Spring.

160. Cost Accounting

(Staff) One course

The uses of 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. Prerequisite: Accounting 150. Fall, 1991, and alternate years.

301. Auditing

(Vonsiatsky) One course

A basic study of the plan and conduct of the actual audit work: the use of the working papers, the writing of reports, certification, the

control and prevention of fraud through internal check systems, and the moral and legal responsibilities of the auditor. Prerequisite: Accounting 150. Fall, 1992, and alternate years.

303. Income Taxation (Vonsiatsky) One course

A study of the basics of federal income taxation, with emphasis on individuals and small business owners, the tax legislative process, and the IRS audit and appeals process. Prerequisite: Accounting 130. Fall, 1991, and alternate years.

340. Case Studies in Managerial Accounting (Vonsiatsky) One course

A course of study utilizing cases drawn from actual business situations to acquaint the student with the uses of accounting data in setting plans and objectives, controlling operations, and financial decision-making. Emphasis will be on the student as decision-maker and, thus, will require research to reach an appropriate and defensible position. Prerequisite: Accounting 130. Spring, 1993, and alternate years.

Business Administration

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

200. Independent Study in Management (Staff) One to four courses

Independent study under the guidance of a faculty adviser. Independent study may take the form of readings, research, conferences, and projects. It may not be used to substitute for regular courses in the curriculum. Independent study may be taken for a total of four courses, usually not more than two per term. Prerequisites: 2.0 cumulative average, previous study in management, permission of the department.

201. Principles of Management (Holderness) One course

Analysis of the internal organization and the process of management. Attention is focused upon the application of concepts such as leadership, motivation, decision-making, communications, etc., within the work elements of management planning, organizing, directing, and controlling. Prerequisite: Economics 110 or 120 or permission of instructor. Fall and spring.

205. Fundamentals of Management (Holderness) One course

This course is intended to develop an understanding of management processes and of the factors that influence the effectiveness of managers, including managing groups, performance motivation and appraisal, planning and controlling, organizing and staffing, directing and leading, and managerial ethics. Does not count toward the business administration major. Fall, 1992, and alternate years.

- 220. Business Law** (Staff) One course
 The American legal system and the law as it relates to the conduct of business in our society. A survey of our federal and state court systems and an examination of the constitutional foundations of the American judicial structure. Specific attention to torts, contracts, property, and other legal concepts integrally related to commercial enterprise. Spring.
- 240. Business Statistics** (Staff) One course
 An introduction to statistics as applied to business and economics. Emphasis on sampling and probability distributions, measures of central tendency and dispersion, hypothesis testing, linear and multiple regression analysis, and analysis of variance. Prerequisite: Knowledge of basic algebra. Fall, 1991.
- 250. Organizational Behavior and Management** (Holderness) One course
 Major social and psychological factors and processes producing stability and change in organizations. Attention is given to interpersonal behavior, small groups, leadership, cooperation, conflict, and organization development. (See Sociology 250.) Spring, 1992, and alternate years.
- 260. Special Topics in Management** (Staff) One course
 An intense examination of a specialized topic in contemporary management. A research paper and oral presentation will be required. Possible topics for this course include, but are not limited to, small business management, personnel management, production and operations management, retail management, and leadership.
- 270. Internship in Management** (Staff) One course
 An opportunity to use the knowledge and skills the student has learned in coursework to solve problems in a real work setting; the apprenticeship aspect of the internship implies that the student has some base of knowledge and will increase her knowledge and skills by direct contact with an experienced, knowledgeable mentor. Open to sophomores, juniors, and seniors with a 2.0 cumulative average; maximum credit per term is one course; admission by application only.
- 280. Introduction to Management Information Systems** (Staff) One course
 An introduction to the means by which information systems are superimposed on organizational functions to aid managerial decision making in a dynamic business environment. Included will be a study of the decision-making process, levels of decision-making, information analysis, the design of an information system, and the social implications of the implementation of such a system. Spring, 1992, and alternate years.

290. Honors Independent Study

in Management

(Staff) One to four courses

Advanced independent study under the guidance of a faculty adviser. Normally open to juniors and seniors with a 3.5 average in business administration, subject to the approval of the department chairman. Honors work may be taken for a maximum of two courses.

302. Corporate Finance

(Staff) One course

A course of study concerned primarily with the management of capital sources and uses, and factors influencing the financial structure, capital budgeting administration, and analysis methods. Prerequisite: Mathematics 60 or Psychology 101 or Business Administration 240, Accounting 130. Fall.

330. Global Environment of Business

(Holderness) One course

An examination of issues relating to modern international business management, including evaluating political climates, managing joint ventures, international marketing, multi-national management, and intercultural communication. Prerequisites: Business Administration 201 and Marketing 230, or permission of the instructor. Fall, 1991, and alternate years.

350. Senior Seminar in Organizational Policy and Strategy

(Holderness) One course

Capstone course based on case studies in top management policy and strategy determination. Students will utilize conceptual tools learned in corporate finance, marketing, principles of management, intermediate microeconomics, and accounting to analyze actual case studies on corporate strategy. Cases will be researched, written, and presented orally. Prerequisites: graduating senior status, Accounting 130, Business Administration 302. Spring.

Marketing

230. Marketing

(Holderness) One course

An introduction to the functions and agencies of marketing research, product planning, channels of distribution, marketing organizations, pricing, promotion, and relation of government to marketing functions. Prerequisite: Economics 110 and 120 or permission of instructor. Fall.

231. Marketing Research Methods

(Staff) One course

In-depth study of techniques for detecting and assessing actionable forces in the marketplace. Design, execution, analysis, and critical evaluation of quantitative and qualitative research strategies will be explored. Prerequisite: Marketing 230. Fall, 1991, and alternate years.

232. Strategic Marketing

(Staff) One course

Application of strategic management principles for planning and executing marketing programs. Attention will be given to market

segmentation, product innovation and positioning, pricing, promotion, and distribution. Prerequisite: Business Administration 201 and Marketing 230. Fall, 1992, and alternate years.

233. Advertising and Public Relations

(Staff) One course

The development of an understanding of major types of advertising, steps in developing an advertising campaign and the selection of appropriate media, and evaluation of advertising effectiveness. Attention will be given to the techniques, purposes, and dynamics of public relations and the role public relations plays in the success of a business. Prerequisite: Marketing 230. Spring.



Department of Education

Professor Russell, chair and director of teacher education; Professor Bray; Associate Professors Baker, Sheaburn; Instructor Dockery. Professional education faculty: Professors Clauss (social studies), Mowbray (science), Ljungquist (second languages); Instructor Harrell (mathematics).

The teacher education program at Salem College is built upon a firm foundation in the liberal arts. There is no major in education at Salem College, instead, each prospective teacher must meet the college's general education requirements as well as the requirements for an academic concentration in a major discipline.

We believe that an understanding of liberal studies provides the prospective teacher with a firm content base, intellectual independence, creative and critical thinking abilities, and the knowledge and skills to solve problems. Further, we believe these abilities are crucial to the prospective teacher of the 21st century, regardless of grade level or subject area.

The education department is committed to promoting the cognitive development of each prospective teacher. A developmental theme undergirds the entire teacher education program providing coherence, purpose, and process.

The professional education program at Salem College combines theoretical knowledge and research and sound practice. Each specialty area within the program is planned sequentially to introduce the student to the content, research, and best practices of teaching.

Specifically, the objectives of the teacher education program are:

1. To promote growth in cognitive-developmental level.
2. To demonstrate ability to plan, implement, and evaluate instruction effectively for a variety of learners including exceptional students.
3. To demonstrate understanding of and appreciation for students from a wide variety of socio-economic and cultural backgrounds.
4. To demonstrate understanding of the operation of the public schools, including the roles and responsibilities of the many persons engaged in the educational process.
5. To demonstrate knowledge of the large variety of resources both in the school and community which are available to the classroom teacher.

Goals for each individual program area are available in the teacher education office, FAC 303.

Salem offers the following teacher education programs leading toward North Carolina certification:

Elementary Education (K-6)
Learning Disabilities (K-12)
Emotionally Handicapped (K-12)
Second Languages (French, Spanish) (K-12)
Secondary (9-12)
Biology
Chemistry
English
Mathematics
Social Studies

The programs in teacher education at Salem are approved by the North Carolina State Board of Education, making possible reciprocity in certification with approximately 30 states.

Students desiring teacher certification should apply for entrance into the program in the spring of their sophomore year. To be accepted into the teacher education program, a student must present two positive recommendations from faculty other than those in the education department, achieve a cumulative grade point average in Salem courses of 2.5 by the end of her sophomore year, and complete an introductory practicum of at least 20 hours. Additionally, she must achieve a satisfactory score on Core Batteries I and II of the National Teacher's Examination. Courses above the 250 level may not be taken until a student has been accepted into the teacher education program. Questions regarding entrance requirements and procedures should be addressed to the director of teacher education.

A student must apply for student teaching during the spring which precedes the fall in which she expects to student teach. A cumulative grade point average of 2.5 in all Salem courses is necessary to student teach. All education course requirements must be met prior to student teaching. A satisfactory score on the Professional Knowledge Examination plus the Specialty Area Test of the National Teacher's Examination must be achieved for certification as well as a 3.0 grade point average in professional education courses.

Students with baccalaureate degrees pursuing teacher certification need a 2.5 quality point average on their undergraduate work to be admitted fully to the teacher education program. Students not meeting this requirement must achieve a 3.0 quality point average on the first four courses taken at Salem College.

Requirements

To be recommended for certification, a Salem degree candidate must complete the graduation requirements of the college, 36 courses, including four January programs and four terms of physical education. The degree program must include study which satisfies the basic distribution requirements and a major field.

Certification requires the achievement of competencies in the areas designated by the State Department of Public Instruction, general education, professional education, and teaching specialty.

A. General Education

As stated in the Guidelines for State Approval, the general studies component “. . . is regarded as that learning which meets the fundamental needs of all teachers, both in the role of teachers and as citizens in a democracy. . . the program of preparation in general education should provide the understandings, the knowledge, the appreciation and the sensitivity attained through experiences and the study of a broad range of materials and concepts ranging across the humanities, the arts, the social sciences, the natural sciences, and mathematics.”

Certification only students must meet the same distribution requirements as degree students with the exception of foreign language. Students must make an appointment with the director of teacher education for transcript assessment.

The Salem College general education program for teacher education includes:

English 10, 20.....	Two courses
Fine Arts (music or art appreciation, drama).....	One course
Literature (English or foreign language).....	One course
Religion, philosophy.....	One course
Foreign language (modern or classical).....	Proficiency at the intermediate level
History (105, 106 or 101, 102).....	Two courses
Social science.....	Two courses each from a different area (sociology, anthropology, economics, political science, psychology, geography)
**Science (laboratory course required).....	One course
**Mathematics	One course
Physical and health education.....	Four terms

**A student must complete a minimum of three courses in science, mathematics, or computer science.

Voice proficiency for classroom use will be monitored throughout the teacher education program.

A student should note that the general education requirements for education differ from the college basic distribution requirements for the bachelor of arts degree. Students must complete both the basic distribution requirements and the general education requirements for certification. Courses may apply toward the general education requirement and a major or other requirements for certification. Students are encouraged to seek assistance from the director of teacher education in planning their programs.

B. Professional Education

All teacher education programs require completion of the following courses:

- ***Education 150. Human Development and Education.....One-half course
- Education 152. Principles of Learning in Education.....One-half course
- Education 154. Survey of the Exceptional Child.....One-half course
- Education 156. Educational Technology.....Three-fourths course
- Education 301. Foundation of Education.....One-half course
- Education 303. Classroom Management.....One-half course
- Education 349. Student Teaching.....Two courses

C. Specialty Area

Additional requirements for each teaching area are as listed below.

Elementary Education (K-6)

- Education 207. Elementary School Reading Methods.....One-half course
- Education 246. Children's Literature and Drama.....One-half course
- Education 256. Remedial Reading.....One-half course
- Education 258. Methods and Materials of Teaching
Social Studies.....One-half course
- Education 260. Methods and Materials of Teaching
Math.....Three-fourths course
- Education 262. Methods and Materials of Teaching
Science and Health.....One-half course
- Education 305. Fine and Practical Arts.....One course

Learning Disabled or Emotionally Handicapped

- Education 207. Elementary Reading Methods.....One-half course
- Education 246. Children's Literature and Drama.....One-half course
- Education 252. Characteristics of the Learning Disabled and
Emotionally Handicapped.....One course
- Education 254. Educational Assessment of the Learning Disabled
and Emotionally Handicapped.....One course
- Education 256. Remedial Reading.....One-half course
- Education 260. Methods and Materials of
Teaching Math.....Three-fourths course
- Education 315. Advanced Special Education Techniques.....One-half course
- Education 317. Specialized Management Strategies.....One-half course

***Students may substitute Psychology 100. Developmental Psychology.

Students desiring certification in learning disabilities will student teach in a learning disabilities classroom; students desiring certification for the emotionally handicapped will teach in a classroom for the emotionally handicapped.

Second Languages (French, Spanish) (K-12)

Psychology 100. Developmental Psychology.....One course
Education 207. Elementary School Reading Methods.....One-half course
Education 335. Methods and Materials of Second
Language Acquisition K-12.....One course

Secondary (9-12)

For the secondary teaching certificate, students are required to complete a major in the area in which certification is desired. Special course requirements in the major or additional to the major are noted below.

Education 209. Reading in the Content Areas.....One-half course
One of the following:

Education 331. Specific Teaching Methods—English

Education 339. Specific Teaching Methods—Sciences

Education 341. Specific Teaching Methods—Mathematics

Education 343. Specific Teaching Methods—Social Studies

Biology—major in biology including Biology 112, 113, 114, 116, 118,
213, 311, Chemistry 10, 20, Physics 10, 20, and Mathematics 30.

Chemistry—major in chemistry including Chemistry 205, Biology 10,
Physics 10, 20, and Mathematics 30.

English—major in English which includes a minimum of two courses in
American literature and one course in women’s literature. English 216,
Education 246. Recommended elective, Sociology 208.

Mathematics—Math 30, 101, 102, 109, 221, 202, 110, 122, and one course
from 330, 321, 240. One course in computer programming. Physics 10.

Social Studies—major in history, economics, or American studies. Course
work must include History 105, 106, 101, 102, Economics 110, Political
Science 120, 110, Geography, one course in non-western cultures, and
proficiency in research, references, and writing skills in the social
sciences. Geography is available through Wake Forest University. Forty
percent of the students’ total undergraduate program must be in the
social sciences.

Proficiency

If the student establishes proficiency or otherwise demonstrates competency
in any of the above requirements, the number of course requirements is
reduced accordingly.

Courses leading to a teaching certificate include opportunity for extensive

observation in area schools and directed teaching in the Winston-Salem/ Forsyth County Public Schools.

Education

- 150. Human Development and Education** (Bray) **One-half course**
Behavioral development of the individual, prenatal through adolescence. Required of all candidates for teacher certification. Students may substitute Psychology 100. Developmental Psychology. Spring.
- 152. Principles of Learning in Education** (Bray) **One-half course**
Psychological principles of development, motivation, and learning applied to contemporary education. Required of all candidates for teacher certification. Spring.
- 154. Survey of Exceptional Children** (Shearburn) **One-half course**
Survey of children with special needs considering characteristics, etiology, and incidence of the handicapping and gifted condition. Special emphasis on teaching the exceptional child in the regular classroom. Required of all candidates for teacher certification. Observation or equivalent required. Fall.
- 156. Education Technology** (Bray) **Three-fourths course**
The basic concepts and theories involved in the use of communication media in society; planning and production of still pictures, graphics, displays, transparencies, and audio recordings for instructional use; the design and application of materials related to current theories of instruction. Exploration of the computer as applied to education. Required of all candidates for teacher certification. Fall and spring.
- 200. Independent Study in Education** **One-fourth to two courses**
Independent study under the guidance of a faculty adviser. Open to students with a 2.0 cumulative average with the permission of the chair of the department. Independent study may take the form of readings, research, project or field experience. Ordinarily it may not be used to substitute for a regular course in the curriculum.
- 207. Elementary School Reading Methods** (Baker) **One-half course**
Principles, methods and materials for developing effective reading skills in grades K-6. Required of all candidates for teacher certification in elementary education, learning disabilities, and emotionally handicapped. Observation or equivalent required. Fall.
- 209. Reading in the Content Areas** (Baker) **One-half course**
An introduction to teaching the basic reading skills utilized in the content areas: vocabulary, comprehension, selection of texts, and critical and interpretive reading. Diagnosis of reading problems and techniques for correcting these problems in specific subject areas. Required of all students in secondary education programs as well as music. Observation or equivalent required. Fall.
- 220. Special Topics in Education** (Staff) **One-half to one course**
An investigation of a topic of importance in contemporary education.

The specific course content will vary in response to new developments in education either in technology, research, or practice. Possible topics include computers and education, beginning teachers seminar, or research on teacher effectiveness. Directed toward teachers in-service.

246. Children's Literature and Drama (Baker) One-half course

A study of the way in which children's literature is used to stimulate the reading interests of students. Criteria for evaluation of children's literature are stressed. Includes techniques of integrating drama into the basic curriculum. Required of all candidates for teaching certificates in elementary education, learning disabilities, emotionally handicapped, and secondary English. Fall.

252. Characteristics of the Learning Disabled and Seriously Emotionally Handicapped (Staff) One course

Concepts associated with history, definitions, diagnosis, theories, issues and trends in the fields of learning disabilities and emotionally handicapped. Includes a field experience. Required of all candidates for teacher certification in learning disabilities or emotionally handicapped. Prerequisite: Education 154 or permission of the instructor. Observation or equivalent required. Spring.

254. Education Assessment of the Learning Disabled and Seriously Emotionally Handicapped (Staff) One course

Examination of formal and informal tests available for educational assessment. Familiarization with procedures for administration, interpretation, and reporting of test results. Required of all candidates for teacher certification in learning disabilities or emotionally handicapped. Recommended for all other candidates for teacher certification. Observation or equivalent required. Spring.

256. Remedial Reading (Baker) One-half course

Characteristics of diagnostic and remedial teaching of reading. Students will become acquainted with diagnostic and remedial procedures, special materials, and evaluation devices used with remedial or corrective reading programs in grades K-12. Includes a field experience. Required of all candidates for teacher certification in learning disabilities, emotionally handicapped, and elementary education. Prerequisite: Education 207. Spring.

258. Methods and Materials of Teaching Social Studies (Baker) One-half course

A study of the goals, content, and methodology for teaching social studies in the elementary school. Emphasis will be placed on developing thinking skills and problem solving. North Carolina history included. The relationship of the social studies to other areas of the K-6 curriculum will be stressed. Required of all candidates for teacher certification in elementary education. Prerequisite: History 101, 102 or 105, 106. Spring.

- 260. Methods and Materials of Teaching Mathematics** (Russell) **Three-fourths course**
 Study of the content, materials, and strategies for teaching mathematics in the elementary school (K-6). Includes developmental and remedial techniques. Emphasis on problem solving. Required of all candidates for teacher certification in elementary education, learning disabilities, and emotionally handicapped. Prerequisite: Mathematics 10 or permission of the instructor. Spring.
- 262. Methods and Materials of Teaching Science and Health** (Shearburn) **One-half course**
 Lecture, laboratory, and observation of materials and techniques for teaching science and health in grades K-6. Required of all candidates for elementary education certification. Prerequisite: laboratory science. Observation or equivalent required. Spring.
- 301. Foundations of Education** (Bray) **One-half course**
 A study of the significant events in the history of American education that shape practice today. Focus on the role of federal, state, and local governments. Legal aspects will be stressed. Required of all candidates for teacher certification. Fall. (Block course)
- 303. Classroom Management** (Shearburn) **One-half course**
 An examination of theories, models, and contributors in the field of behavior management. Includes practices using observation tools, institutional management techniques, group management systems, and self-control techniques. Required of all candidates for teacher certification. Fall. (Block course)
- 305. Fine and Practical Arts** (Dockery) **One course**
 Art, music, physical education, and movement for the elementary schools. Required of all candidates for teacher certification in elementary education. Observation or equivalent required. Fall. (Block course)
- 315. Advanced Special Education Techniques** (Staff) **One-half course**
 The relationship of various intellectual, personal, social, and developmental characteristics of exceptional children to the development and evaluation of educational plans, special class organization, teaching procedures, and the curriculum of the special class. Includes training in consultation and conducting conferences. Includes a field experience. Required of all candidates for teacher certification in learning disabilities or emotionally handicapped. Fall. (Block course)
- 317. Specialized Management Strategies** (Staff) **One-half course**
 An examination of theories, models, and practical application of specific techniques for enhancing motivation and managing behavior of seriously emotionally handicapped or learning disabled students. Includes a field experience. Required of all candidates for teacher certification in learning disabilities or emotionally handicapped. Fall. (Block course)

- 331. Specific Teaching Methods—English** (Bray) **One course**
Instructional techniques, materials, and resources for teaching secondary English.
- 335. Methods and Materials of Second Language Acquisition K-12** (Ljungquist) **One course**
Instructional techniques, materials, and resources for teaching foreign language in grades K-12.
- 339. Specific Teaching Methods—Sciences** (Mowbray) **One course**
Instructional techniques, materials, and resources for teaching secondary sciences.
- 341. Specific Teaching Methods—Mathematics** (Harrell) **One course**
Instructional techniques, materials, and resources for teaching secondary mathematics.
- 343. Specific Teaching Methods—Social Studies** (Clauss) **One course**
Instructional techniques, materials, and resources for teaching secondary social studies.
- 349. Student Teaching (Elementary, Secondary, Learning Disabilities, and Emotionally Handicapped)** (Staff) **One or two courses**
Supervised internship. Required of all candidates for teacher certification. Fall.

Department of English and Drama

Associate Professor Meehan, chair; Professor Allen; Associate Professor Jordan; Assistant Professors Booth, McAlister, Zehr.

This department offers students the opportunity to develop competence in expression, both written and oral, through courses in composition and speech. Various courses in literature offer students the opportunity to understand their cultural history, to study literature as an art, to become familiar with the literature of women and minorities, and to develop ethical values.

The major in English requires nine courses above the 10, 20, 30 level and must include English 211, 131, 132, either 243 or 244, either 292 or 294, and two of the following: 251, 262, 271, 276.

Unless otherwise indicated, all courses will meet three times a week. All students who must take the basic courses in English are required to take the 10, 20 sequence in their first year. These courses are prerequisite to all courses numbered 131 and above, except for those students who have completed English 30H.

The minor in English requires the completion of five courses including Master Works of English Literature (English 131 or 132), one course on Shakespeare (English 243 or 244), one period course (to be chosen from English 251, English 262, English 271, or English 276), and two electives. Students must take at least two of these courses at Salem.

English

- 10. Reading, Thinking, and Writing** (Staff) **One course**
Study of the structure of the language, study of literature of various types, writing of themes based on the reading. Three or four meetings per week. Fall.
- 20. Reading, Thinking, and Writing** (Staff) **One course**
Study of literature of various types, writing of themes, and a research paper. Three or four meetings per week. Spring.
- 30H. Freshman Honors English** (Staff) **One course**
An intensive study of selected genres; the writing and presentation of critical analyses. Open to qualified students only. Fall.
- 120. Oral Communication** (Staff) **One course**
A basic course in preparing and making speeches for various purposes. Does not count toward English major. Spring.
- 131. Master Works of English Literature, 1370-1789** (Meehan) **One course**
Selected works of major English writers and important literary movements of the period. Fall, 1989, and alternate years. Required of all English majors.
- 132. Master Works of English Literature, 1789-Present** (Zehr) **One course**
Selected works of major English writers and important literary trends of the period. Spring, 1990, and alternate years. Required of all English majors.
- 200. Independent Study in English** **One-half to four courses**
Independent study under the guidance of a faculty adviser. Open to students with a 2.0 cumulative average, permission of the chairman of the department. Independent study may take the form of readings, research, conference, project and/or field experience. Ordinarily it may not be used to substitute for a regular course in the curriculum. Independent study may be taken for a total of four courses, no more than two in any term. Prerequisite: Previous study in English or permission of the department.
- 208. Theatrical Backgrounds of the Drama** (McAlister) **One course**
Theatre and drama from the beginnings in Greece to the present. Study of representative dramas of important eras and cultures. Spring, 1991, and alternate years.
- 211. Advanced Composition** (Jordan) **One course**
A course designed to develop clarity, facility, and taste in writing.

Weekly themes of various types to be written, discussed, evaluated, and revised. Required of all English majors. Fall.

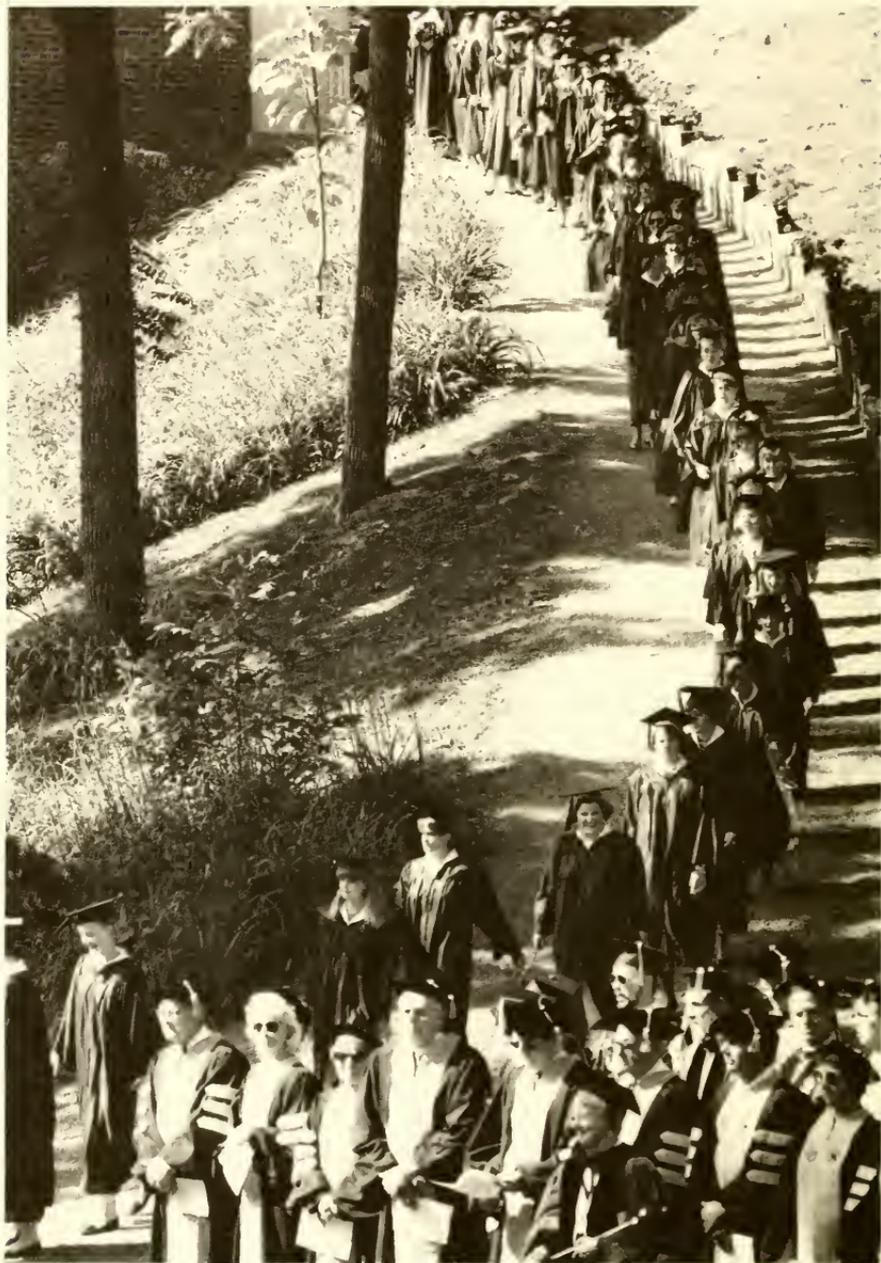
- 212. Creative Writing** (Booth) **One course**
Experience in writing poetry and fiction adapted to the needs and interests of the students. Reading in contemporary literature. Does not count toward English major. Spring.
- 215. Major British and American Writers** (Zehr) **One course**
An intensive study of the works of one or two important American or British writers. Emphasis on themes, style, and artistic development of each writer. Fall, 1989, and alternate years.
- 216. History of the English Language** (Meehan) **One-half course**
Study of the historical development of English. Offered as a conference course. Spring.
- 220. Contemporary American Fiction** (Jordan) **One course**
Representative works by Barth, Bellow, Malamud, Oates, Pynchon, Updike, Vonnegut, and others. Fall, 1989, and alternate years.
- 221. Special Topics in English** (Staff) **One course**
Intensive investigation of a topic or author not studied in depth in traditional courses. The subject matter of the course will be announced prior to the beginning of the course. Offered as needed.
- 223. Modern Drama** (McAlister) **One course**
Major trends in continental, British, and American drama from 1850 to the present. Fall, 1989, and alternate years.
- 243. Shakespeare and Other Renaissance Dramatists** (Meehan) **One course**
Shakespeare's early comedies and history plays and plays by such dramatists as Marlowe, Jonson, Webster, Dekker, and Ford. Fall, 1990, and alternate years.
- 244. Shakespeare** (Meehan) **One course**
The tragedies and later comedies. Spring.
- 251. Early 17th Century Literature and Milton** (McAlister) **One course**
The poetry of Donne and Jonson and its influence on works of other poets. Major emphasis on Milton's poetry and prose. Fall, 1990, and alternate years.
- 262. Restoration and 18th Century Literature, 1660-1786** (Jordan) **One course**
Poetry and prose representative of 18th century thought and of significant literary trends in Dryden, Pope, Swift, Addison, Steele, Johnson, and others. Spring, 1991, and alternate years.
- 271. The Romantic Era, 1786-1832** (Jordan) **One course**
Social and aesthetic ideas of the period in the poetry and prose of Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats. Fall, 1989, and alternate years.

- 276. The Victorian Era, 1832-1900** (Zehr) One course
Poetry and prose of the chief Victorian writers with consideration of the political, religious, and social problems of the period as they are exhibited in the literature. Spring, 1990, and alternate years.
- 280. The English Novel, 1720 to the Present** (Staff) One course
The development of the English novel with an emphasis on changing literary techniques. Novelists may include Fielding, Smollett, Austen, Dickens, Thackeray, Bronte, Eliot, Hardy, Conrad, Joyce, Woolf. Spring, 1990, and alternate years.
- 284. The Quest for Values in Recent British and American Fiction** (Meehan) One course
Ethical dilemmas in the areas of politics, religion, and science as explored by 20th century writers including Graham Greene, Ernest Hemingway, and Aldous Huxley. Spring, 1991, and alternate years.
- 288. Twentieth Century Women Writers** (Zehr) One course
A study of the novels, short stories, poetry, and essays of notable women authors such as Virginia Woolf, Doris Lessing, Isak Dinesen, Simone de Beauvoir, and Adrienne Rich. Spring, 1991, and alternate years.
- 290. Honors Independent Study in English** (Staff)
Advanced independent study under the guidance of a faculty adviser. Open to juniors and seniors with a 3.5 quality point average in English, subject to the approval of the chairman of the department. Honors Independent Study may be taken for a maximum of two courses.
- 292. American Literature before 1870** (Jordan) One course
Major American writers to about 1870. Emphasis on such writers as Poe, Emerson, Thoreau, Hawthorne, Melville, and Whitman. One term of American literature is required for prospective teachers of English. Spring, 1990, and alternate years.
- 294. American Literature from 1870 to the Present** (Zehr) One course
Major American writers and their contributions to an evolving American literature. Emphasis on such writers as Dickinson, Twain, James, Crane, and selected representative 20th century authors of fiction. One term of American literature is required for prospective teachers of English. Spring, 1991, and alternate years.
- 295. Selected Southern Writers** (Zehr) One course
Influential Southern writers from William Gilmore Simms to the present with emphasis on writers of the 20th century, such as Flannery O'Connor, Katherine Anne Porter, Eudora Welty, and Robert Penn Warren. Fall, 1990, and alternate years.
- 297. The 20th Century American Novel** (Jordan) One course
Representative novels by Dreiser, Lewis, Hemingway, Fitzgerald, Dos Passos, Faulkner, and others. Fall, 1990, and alternate years.

298. Twentieth-Century American Poetry (Allen) One course

A study of important trends in American poetry from 1900 to the present with emphasis on Frost, Bishop, Williams, Ammons, and Rich. Spring, 1991, and alternate years.

Foreign Language-Management (See page 87)



Department of History and Political Science

Professor Clauss, chair; Professors Byers, Pubantz; Visiting Assistant Professor Partin.

The Department of History and Political Science offers a major in history as well as a major in international relations. The department also offers a minor in history. In addition, an extensive program of study is available to the student in political science. Among the department's objectives are the promotion of historical understanding, the ability to understand the political needs and problems confronting modern society, and the development of personal skills in research, writing, and criticism.

The major in **history** requires the completion of History 101, 102, and one of the following sequences of two courses: History 105, 106; History 203, 204; or History 259, 260. In addition, six other history or political science courses are required in the department.

The major in **international relations** requires the completion of History 101, 102, Political Science 110, 223, Economics 260, and Senior Seminar in International Relations. The international relations major must also complete two of the following: History 238, History 246 or 270, Political Science 240 or History 219. In addition the major must select one course from each of the following groupings. European grouping: History 246, 238, 250; German 223, 224; French 120; Political Science 250, or approved elective. The U. S. grouping: Political Science 240, 250; History 219, 220 250; or approved elective. The functional and non-European grouping: Religion 235; History 250, 251, 270; Political Science 200, 250; Spanish 228, or approved elective. She must also successfully complete one language or culture course at the 100 level or above taught in the language. International relations majors are encouraged to consider participating in one of the off-campus experiences offered by Salem related to this field. These include approved overseas programs, the Washington and U.N. semester programs, the Washington Public Policy Summer Program, and foreign policy internships.

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. Courses in political science count toward the major in history.

The minor in history requires the completion of five courses and must include Survey of Western Civilization (History 101 and History 102) or United States history (History 105 and 106), plus three electives excluding an internship in history (History 275). All courses must be taken at Salem or at Wake Forest. Transfer students may submit the equivalent of History 101 and 102 or History 105 and 106 for credit toward the minor.

History

101. Survey of Western

Civilization to 1715

(Pubantz, Partin) One course

The evolution of modern European social, cultural, and political institutions from the 11th century to 1715. Annually.

102. Survey of Modern Western

Civilization Since 1715

(Pubantz, Partin) One course

Western civilization from 1715 to the present, stressing the growth and spread of western ideas and institutions, the impact of two world wars, and western influence in world affairs. Annually.

105. United States History to 1865

(Byers, Clauss) One course

United States history from colonial times through the Civil War with special attention given to selected problems in domestic and foreign relations. Annually.

106. United States History Since 1865

(Byers, Clauss) One course

United States history from Reconstruction to the present with special attention to selected problems in domestic and foreign relations. Annually.

200. Independent Study

One-half to four courses

Independent study under the guidance of a faculty adviser. Open to students with a 2.0 cumulative average, permission of the chair of department. Independent study may take the form of readings, research, conference, project, and/or field experience. Ordinarily it may not be used to substitute for a regular course in the curriculum. Independent study may be taken for a total of four courses, no more than two in any term. Prerequisite: Previous study in history or permission of the department. Annually.

201. The Old South

(Clauss) One course

The political, economic, social, and cultural development of a distinctive regional society. Emphasis on the period 1820-1865 with special attention to such topics as slavery, intellectual history, social problems, politics, and the Confederate experience. Open to sophomores and above. Fall, 1990, and alternate years.

202. The Changing South Since 1865

(Byers) One course

The changing shape of Southern politics, society, and thought from 1865 to the present. Focus on such times of challenge as Reconstruction, the Populist Era, and the Depression and on the emergence of the New South and of the Modern South since World War II. Spring,

1991, and alternate years.

203. Early American Social and Intellectual History (Byers) One course
Aspects of American society and thought in the colonial and national eras. Emphasis on topics such as political and social reform, the impact of religion, and sectionalism. Fall, 1990.

204. American Social and Intellectual History Since 1865 (Byers) One course
Problems in American life from 1865 to the present. Emphasis on topics such as race relations, women's rights, urbanization, and social reform movements. Spring, 1991.

219. U.S. Diplomatic History (Claus) One course
The diplomacy of the United States from its emergence as a world power in the 1890s to the debacle in Vietnam. Emphasis on such themes as Latin American interventionism, the historic involvement in East Asia and the experience of World War I, World War II, and the Cold War. Fall, 1992, and alternate years.

220. Problems in American Diplomatic History (Claus) One course
Study of a period or comprehensive topic in American diplomatic history, emphasizing depth of knowledge and methods of historical research and interpretation. Topics include: American-East Asian relations, the origins of the Cold War, the diplomacy of World War II, the American involvement in Vietnam (1950-75), the U.S. in Latin America, the U.S. in the Mediterranean. Spring, 1992, and alternate years.

227. The Emergence of the British Nation from Anglo-Saxon Times to 1688 (Partin) One course
A political, social, and cultural study of Britain from Alfred the Great to the Glorious Revolution of 1688. Fall, 1992, and alternate years.

228. Modern Britain (Partin) One course
Political, social, and economic aspects of Britain's evolution into a modern democracy, 1688 to the present. Spring, 1993, and alternate years.

230. American and British Women Since 1700 (Byers) One course
Selected problems in the experience of British and American women from the 17th century to the present. The historical setting of problems, women's responses, and their reflections on their own experience. Fall, 1990.

231. European Social and Intellectual History, 1300 to 1787 (Staff) One course
A study of European society and western thought from the Renaissance through the 18th century Enlightenment. Spring 1993, and alternate years.

235. The French Revolutionary and Napoleonic Era, 1787-1815 (Partin) One course
A background in the 18th century Age of the Enlightenment and

ancient regime and a survey of the French Revolution (1787-1799) and Napoleonic Era in Europe (1799-1815). Fall, 1991, and alternate years.

- 237. Europe in the 19th Century, 1814-1914 (Partin) One course**
The legacies of the Industrial and French Revolutions and emphasis on the main currents of 19th century European history. An examination of the significant political, diplomatic, social, economic, and intellectual developments in this crucial century between the Congress of Vienna and the outbreak of World War I. Fall, 1992, and alternate years.
- 238. Europe in the 20th Century, 1914 to the Present (Partin) One course**
An examination of the historical processes which have led from a European-dominated world to an interdependent one. The focus is on the effects of World War I, the Russian Revolution of 1917, and the Peace of Paris on the inter-war years; the rise of fascism, communism, and the origins of World War II; and the emergence of the European order after 1945 in the context of the Cold War. Spring, 1993, and alternate years.
- 246. Russia Since 1801 (Byers) One course**
A study of the political, social, and cultural history of Russia from the time of Alexander I to the present. Emphasis on 19th century tsarist Russia, its challenges and crises, the era of revolutions, the development of Soviet Russia, and its role in world affairs. Spring, 1992, and alternate years.
- 250. Special Topics in History (Staff) One course**
A special time 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. Prerequisite: one history course at the introductory level or permission of the instructor. Offered as needed.
- 251. Modern Latin America, 1800 to the Present (Partin) One course**
The course examines the historical and cultural development of Latin America from the movement for Latin American independence in the early 19th century to the present. Selected topics include: economic dependence, urban labor, race relations, revolution, rural societies, militarism, and the relationship between the U.S. and Latin America. Spring, 1992, and alternate years.
- 252. Revolution in Central America and the Caribbean (Partin) One course**
This course examines both crisis and revolution in Central America and the Caribbean in the 20th century. Special attention is given to the Mexican (1910), Cuban (1959), and Nicaraguan (1979) Revolutions as well as other social conflicts that have been characteristic of the region. Both historical analyses and revolutionary theory are used in

an attempt to understand the situation in Central America and the Caribbean today. Fall, 1992, and alternate years.

- 259. Law and Early American Society to 1880** (Claus) One course
A survey of American constitutional and legal history from the English colonial period to the end of Reconstruction. Emphasis will be placed on the continuing interaction between law and socio-economic change. Fall, 1991, and alternate years.
- 260. Law and Modern American Society Since 1880** (Claus) One course
A survey of American constitutional and legal history from the emergence of the corporate-industrial system to the modern welfare state. Emphasis will be placed on the continuing interaction between law and socio-economic change. Spring, 1992, and alternate years.
- 269. America in Our Time: 1945 to Present** (Claus) One course
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 Vietnam War, and the post-New Deal welfare state. Fall, 1991, and alternate years.
- 270. Modern China and Japan** (Claus) One course
China and Japan in the 19th and 20th centuries. Emphasis on topics such as the impact of the west on traditional societies, the problems of modernization, the effects of World War I, World War II, and the Cold War on Asia, and the development of nationalism and communism in the region. Spring, 1993, and alternate years.
- 275. Internship in History**
An opportunity to use the knowledge and skills the student has learned in coursework to solve problems in a real work setting; the apprenticeship aspect of the internship implies that the student has some base of knowledge and will increase her knowledge and skills by direct contact with an experienced, knowledgeable mentor. Open to sophomores, juniors, and seniors with a 2.0 cumulative average; maximum credit per term is one course; admission by application only.
- 280. History of Economic Thought** (Staff) One course
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. Prerequisite: Economics 120, 130. Fall, 1991, and alternate years.
- 290. Honors Independent Study in History** (Staff)
Advanced independent study under the guidance of a faculty adviser. Normally open to juniors and seniors with a 3.5 average in history, subject to approval of the chairman of the department. Honors work may be taken for a maximum of two courses.

- 110. Modern International Relations** (Pubantz) **One course**
International affairs with stress on international relations theory, foreign policy making, and efforts at global cooperation. Also includes discussion of contemporary issues confronting the world community. Fall, 1991.
- 120. American Government** (Pubantz) **One course**
Introduction to politics in America, with an emphasis on the institutions, policies, and personalities of the national government. Also a consideration of power in American life. Annually.
- 130. Political Philosophy** (Pubantz) **One course**
The history of momentous and persistent theories concerning the legitimacy, purpose, and functions of government. An analysis of the works and influence of political philosophers such as Machiavelli, Hobbes, Rousseau, Burke, and Marx. Fall, 1992, and alternate years.
- 200. Independent study** **One-half to four courses**
Refer to History 200, p. 148, for description.
- 200. Model United Nations** (Pubantz) **One course**
A simulation of United Nations diplomacy. Includes representation of a selected nation at the National Model United Nations in New York City annually. Students may enroll in the course for credit once. Annual participation open to all qualified students. Spring.
- 223. Governments of Europe** (Pubantz) **One course**
A study of selected contemporary governments with an emphasis on Great Britain, France, the Federal Republic of Germany, and the Soviet Union. Introduction to the general theory and techniques of comparative analysis. Spring, 1993.
- 230. Contemporary Political Theory:**
The Authoritarian State (Pubantz) **One course**
Political theory since the mid-19th century with an emphasis on the collectivist tradition. Analysis of classical Marxism, Bolshevism, fascism, and national socialism. Review of current trends such as authoritarian militarism and one-party rule. Prerequisite: one from History 102, Political Science 130, Political Science 223, Sociology 201, or permission of the instructor. Spring, 1992.
- 240. American Foreign Policy** (Pubantz) **One course**
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: History 102, History 106, Political Science 110, or Political Science 120. Fall, 1991.
- 250. Special Topics in Political Science** (Pubantz) **One course**
An issue or problem in contemporary politics will be studied intensively. The specific content and methods of study will be announced prior to the beginning of the course. Prerequisite: one political science

course at the introductory level or permission of the instructor.
Offered as needed.

270. Internship in Political Science

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

290. Honors Independent Study in Political Science (Pubantz)

Refer to History 290, p. 151 for description.

390. Senior Seminar in

International Relations (Pubantz) One-half course

Advanced study of contemporary problems in world affairs with an emphasis on international relations theory. Extensive discussion of current issues. Open to seniors only for credit, but sophomores and juniors are encouraged to attend class meetings. Spring.

Interior Design (See page 110)

International Relations (See page 147)

Department of Mathematics and Computer Science

Instructor Harrell, chairman; Associate Professors Burrows, Ersoff; Assistant Professor Sun.

The study of mathematics affords excellent training in rigorous deductive logic and familiarizes the student with results and techniques widely applied in science and industry.

The student who seeks the bachelor of arts degree must complete eight courses above the level of Mathematics 10 for the major and must include courses 30, 101, 102, 109, 221 and one of the following: 240, 321, 330.

The student who seeks the bachelor of science degree must complete a minimum of ten courses above the level of Mathematics 10 for the major and must include courses 30, 101, 102, 109, 221 and one of the following: 240, 321, 330.

The secondary teaching certificate in mathematics requires Physics 10 or Psychology 101 and one course in computer science in addition to a major in mathematics.

Students who have taken the advanced placement examination in calculus may receive advanced placement and credit in Math 30 and Math 101. Those with scores of three or higher on the Calculus AB examination will receive advanced placement and credit for Math 30. Those with scores of three or higher on the Calculus BC examination will receive advanced placement and credit for Math 30 and Math 101.

Math

10. Algebra and Trigonometry (Staff) One course

Essentials of algebra and trigonometry. Functions and their graphs including algebraic and trigonometric functions. Solutions of inequalities and equalities. Fall and spring.

30. Analytic Geometry and Calculus I (Staff) One course

Analytic geometry, limits and continuity, the derivative and inverse derivative, theorems on derivatives, applications of the derivative, the definite integral. Prerequisite: Mathematics 10 or its equivalent. Fall and spring.

40. Basic College Algebra (Harrell) One-half course

This course in algebra involves the study of real numbers and their properties, linear equations, systems of equations, inequalities, polynomials and functions, fractional expressions, exponents and roots, quadratic equations and graphing. Not included in the major. Students may not receive credit for both Math 10 and Math 40.

60. Introduction to Finite Mathematics (Staff) One course

A course in mathematics which is applicable in a variety of fields, e.g., business, economics, biology, sociology, psychology. The main concentration is in the area of linear algebra and probability. Topics include: matrix algebra, systems of linear equations, linear programming, Markov processes, game theory, finite probability, and combinatorics. Other topics such as computing, graph theory, and statistics may be included at the discretion of the instructor. Not included in the major. Prerequisite: one year of high school algebra or permission of the instructor. Fall.

70. Essential Calculus (Staff) One Course

An introduction to differential and integral calculus with emphasis on applications to business, economics, and other social sciences. Rational, exponential, and logarithmic functions will be discussed. Not included in the major. Students may not receive credit for Mathematics 30 and Mathematics 70. Prerequisite: Mathematics 10 or Math 40, or permission of the instructor.

- 101. Analytic Geometry and Calculus II** (Staff) One course
Applications of the integral, integration techniques, trigonometric, logarithmic, exponential functions, conics. Prerequisite: Mathematics 30. Fall and spring.
- 102. Analytic Geometry and Calculus III** (Staff) One course
Vectors, infinite series, partial differentiation, multiple integration. Prerequisite: Mathematics 101. Fall and spring.
- 109. Basic Mathematical Concepts** (Burrows, Sun) One course
The postulational method, methods of proof, set theory, function theory, cardinal and ordinal numbers, relations, and the axiomatic development of one or more topics in modern mathematics. Prerequisite: Mathematics 30. Fall.
- 110. Introductory Linear Algebra** (Burrows, Harrell) One course
Vector methods in geometry, real vector spaces, systems of linear equations, linear transformations and matrices, equivalence of matrices and determinants. Prerequisite: Mathematics 109. Fall.
- 122. Probability** (Burrows) One course
Probability theory, including sample spaces (finite and infinite), conditional probability, random variables, the law of large numbers. Some statistical applications will be included. Prerequisite: Mathematics 101. Offered on demand.
- 140. Introduction to Numerical Analysis** (Sun) One course
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 will be taken from the physical and biological sciences. Prerequisite: Mathematics 101 and Computer Science 110 or 140, or permission of the instructor. Offered on demand.
- 200. Independent Study** (Staff) One-half to four courses
Independent study under the guidance of a faculty adviser. Open to students with a 2.0 cumulative average and permission of the chairman of department. Independent study may take the form of readings, research, conference, project, and/or field experience. Ordinarily it may not be used to substitute for a regular course in the curriculum. Independent study may be taken for a total of four courses, no more than two in any term.
- 202. College Geometry** (Burrows, Staff) One course
The foundations of Euclidean and non-Euclidean geometries, the geometry of four dimensions, and the Poincare model for hyperbolic geometry. Required for secondary certificate. Prerequisite: Mathematics 101 and Mathematics 109. Offered on demand.
- 210. Applied Mathematics** (Harrell, Staff) One course
Line and surface integrals with applications of Stoke's Theorem and Gauss's Theorem. Ordinary differential equations, special functions, Fourier analysis, partial differential equations with emphasis on the

heat equation and wave equation, applications to the physical and biological sciences. Prerequisite: Mathematics 102. Offered on demand.

- 221. Algebra of Structures** (Harell, Sun) **One course**
Elementary theory of groups, rings, integral domains, and fields; properties of number systems; polynomials; and the algebraic theory of fields. Required for secondary certificate. Prerequisite: Mathematics 109. Spring.
- 240. Topology** (Sun) **One course**
Point set topology, including basic topological properties, metric spaces, topological spaces, and product spaces. Prerequisite: Mathematics 109. Offered on demand.
- 270. Internship in Mathematics**
An opportunity to use the knowledge and skills the student has learned in coursework to solve problems in a real work setting; the apprenticeship aspect of the internship implies that the student has some base of knowledge and will increase her knowledge and skills by direct contact with an experienced, knowledgeable mentor. Open to sophomores, juniors, and seniors with a 2.0 cumulative average; maximum credit per term is one course; admission by application only.
- 290. Honors Independent Study in Mathematics** (Staff) **One to four courses**
Advanced independent study under the guidance of a faculty adviser. Normally open to juniors and seniors with a 3.5 average in mathematics. Subject to the approval of the chairman of the department. Honors work may be taken for a maximum of four courses.
- 321. Real Analysis** (Burrows, Sun) **One course**
The real number system, limits, continuity, sequences, series, and differentiation. Prerequisite: Mathematics 102 and 109. Offered on demand.
- 330. Complex Variables** (Burrows, Harrell) **One course**
The complex number system; complex-valued functions; limits and continuity; complex differentiation and analytic functions; complex integration and Cauchy Theory; infinite series. Prerequisite: Mathematics 102 and 109. Offered on demand.

Department of Modern Foreign Languages

Associate Professor Stiener, chairman; Professor Cardwell; Associate Professors García, Ljungquist; Assistant Professor Bourquin.

A goal of any person seeking a liberal education is an understanding of the workings—phonemic, semantic, syntactic, stylistic—of language. Study of a foreign 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 foreign language is needed more than ever today for transcending cultural barriers. Study of foreign languages and cultures promotes rapprochement among nations and peoples.

Foreign study forms a valuable part of education, and the department strongly encourages students to spend their junior year abroad. The department maintains a file of the many summer, semester, and year-long programs abroad in which our students can participate so that each one can choose the type of program and location which best suits her interests. (See also page 99.)

Majors are offered in French, German, and Spanish. All courses above the 30 level may count toward a major and, unless otherwise indicated, are conducted primarily in the foreign language. Seven such courses are required for a major, including French 105, 106 for a major in French and Spanish 105, 106 for a major in Spanish.

The department also offers majors combining foreign language with economics and management (see page 87).

The courses in each language provide a basic program which the individual student can tailor to her own needs and interests by supplementing it with conference courses on areas not covered by the regular course offerings. These courses are student-initiated and are planned jointly by the instructor and the students concerned.

Beginning modern foreign languages of level 10 and 20 will not be allowed to satisfy basic distribution requirements for a degree unless these courses, or their proficiency equivalents, are followed by a course of level 30 in the same language, or by its proficiency equivalent. (For basic distribution and placement-level requirements, see Notes, page 55.)

Unless otherwise indicated, all courses will meet three times a week.

French

The minor in French requires the completion of five courses above the 30 level. The minor in French must include Verbal Communication (French

105 and 106). In addition, one civilization course and one literature course in the language of the minor is also required. At least three courses must be taken at Salem.

- 10. French, First Level** (Staff) One course
Easy spoken and written French, within the limits of a few simple situations. Elements of pronunciation, basic grammar, with progressive emphasis on reading. Three meetings, two one-hour laboratories. Fall.
- 20. French, Second Level** (Staff) One course
Continuation of French 10 at a more advanced level. Three meetings, two one-hour laboratories. Prerequisite: French 10 or proficiency equivalent. Spring.
- 20-Y. French, Second Level** (Staff) One course
Basic grammar, practice in understanding, speaking, reading, and writing French of moderate difficulty. A course designed for entering students who do not meet the proficiency requirement to enter French 30. Three meetings, two one-hour laboratories. Fall.
- 30. French, Third Level** (Staff) One course
Speaking, understanding, reading, and writing French. Review of basic elements of French grammar. Three meetings, two one-hour laboratories. Prerequisite: French 20 or proficiency equivalent. Fall and spring.
- 100. Introductory French Readings** (Staff) One course
Selected readings from various authors; discussion in French of material read; individual readings and reports. Four meetings. Prerequisite: French 30 or proficiency equivalent. Spring.
- 105, 106. Verbal Communication** (Cardwell) Two courses
Two courses to be taken in sequence to develop fluency and accuracy in the use of spoken and written French. Phonetics drill, composition, oral exposés, and discussion. Grammar will be taught to meet the progressing needs of students. Required of all French majors. Four meetings. Prerequisite: French 30 or equivalent or permission of the chairman of the department. Fall and spring.
- 113. Survey of French Literature** (Bourquin) One course
Works representative of the development of French literary language and thought from the Middle Ages through the 18th century. Four meetings. Prerequisite: French 30 or proficiency equivalent. Fall, 1991, and alternate years.
- 120. French Civilization** (Bourquin) One course
The geography, history, and arts of France from prehistoric times to the present. Fall, 1992, and alternate years.
- 200. Independent Study: French** One-half to four courses
Independent study under the guidance of a faculty adviser. Open to students with a 2.0 cumulative average, permission of the chairman of

the department. Independent study may take the form of readings, research, conference, projects, and/or field experience. Ordinarily it may not be used to substitute for a regular course in the curriculum. Independent study may be taken for a total of four courses, no more than two in any term. Prerequisite: previous study in French or permission of the department.

206. Advanced French Composition and Conversation (Cardwell) **One course**

Advanced study and practice of some of the finer points of grammar, stylistics, idiomatic expression, and pronunciation. Limited to 15 students. Four meetings. Prerequisite: French 105, 106, or permission of the chairman of the department. Spring, 1993, and alternate years.

207, 208. Business French I, II (Staff) **Two half-courses**

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. to permit more effective communication. Two meetings. Prerequisites: French 105, 106, or permission of the chairman of the department. Offered as needed.

220. Contemporary French Culture (Cardwell) **One course**

Political, social, economic, and cultural developments in contemporary France. Prerequisite: two 100 level French courses, or permission of the chairman of the department. Spring, 1992, and alternate years.

253. The Classical Era (Cardwell) **One course**

Study of outstanding works of the 17th century by such representative authors as Corneille, Moliere, Racine, La Fontaine, and Madame de Sévigné. Prerequisite: a 100 level French course or permission of the chairman of the department. Fall, 1991, and alternate years.

258. The Enlightenment (Bourquin) **One course**

Study of such outstanding authors of the 18th century such as Voltaire, Diderot, Rousseau, Montesquieu, and Marivaux. Prerequisite: a 100 level French course or permission of the chairman of the department. Spring, 1994, and every third year.

261. Romanticism and Realism (Cardwell) **One course**

Study of representative poets, dramatists, and novelists from Chateaubriand and Hugo to Flaubert and Baudelaire. Prerequisite: a 100 level French course or permission of the chairman of the department. Fall, 1992, and alternate years.

266. Naturalism and Symbolism (Bourquin) **One course**

Study of representative poets, dramatists, and novelists from the late 19th and early 20th centuries. Authors will include Zola, Mallarmé, Gide, Proust, and Valéry. Prerequisite: a 100 level French course or permission of the chairman of the department. Spring, 1992, and every third year.

- 274. French Literature Since 1918** (Cardwell) **One course**
 Study of such modern authors as Sartre, Camus, Ionesco, Anouilh, and Duras. Consideration of modern trends in drama, fiction, and poetry. Prerequisite: a 100 level French course or permission of the chairman of the department. Spring, 1993, and every third year.
- 290. Honors Independent Study in French** (Staff) **One or one-half course**
 Independent study under the guidance of a faculty adviser. Normally open to juniors and seniors with a 3.5 average in French. Subject to the approval of the chairman of the department. Honors work may be taken for a maximum of two courses.

German

The minor in German requires the completion of five courses above the 30 level. German Composition and Conversation (German 111) is required for the minor in German. In addition, one civilization course and one literature course in the language of the minor is also required. At least three courses must be taken at Salem.

- 10. German, First Level** (Stiener) **One course**
 Drill in pronunciation and grammar. Practice in speaking, reading, understanding, and writing simple German. Three meetings, two one-hour laboratories. Fall.
- 20. German, Second Level** (Stiener) **One course**
 Continuation of German 10 at a more advanced level. Three meetings, two one-hour laboratories. Prerequisite: German 10 or proficiency equivalent. Spring.
- 30. German, Third Level** (Stiener) **One course**
 Speaking, reading, understanding, and writing German. Review of basic elements of German grammar. Three meetings, two one-hour laboratories. Prerequisite: German 20 or proficiency equivalent. Fall.
- 111. German Composition and Conversation** (Stiener) **One course**
 Written and oral composition in German; principles of German grammar and syntax, phonetics, and intonation are studied. Four meetings. Prerequisite: German 30 or proficiency equivalent. Spring, 1992, and alternate years.
- 158. German Poetry** (Stiener) **One course**
 German literature through poetry, with special emphasis on poems by representative authors from the 18th century to the present. Readings, recordings, lectures, and interpretation. Prerequisite: German 30 or proficiency equivalent. Spring, 1993, and alternate years.
- 200. Independent Study: German** **One-half to four courses**
 Independent study under the guidance of a faculty adviser. Open to students with a 2.0 cumulative average, permission of the chairman of the department. Independent study may take the form of readings,

research, conference, project, and/or field experience. Ordinarily it may not be used to substitute for a regular course in the curriculum. Independent study may be taken for a total of four courses, no more than two in any term. Prerequisite: previous study in German or permission of the department.

207, 208. Business German I, II (Stiener) **Two half-courses**

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. to permit more effective communication. Two meetings. Prerequisites: German 111 or permission of the chairman of the department. Offered as needed.

211. Advanced German Composition (Stiener) **One course**

Systematic review of grammar; translation of modern literary texts; writing of themes. Prerequisite: German 111. Offered as needed.

223. Civilization I: The Past

A study of all aspects of German history up to the 1950s, including topics related to politics, culture, economy, religion, and geography. Fall, 1991, and alternate years.

224. Civilization II: The Present

A study of the multiple aspects of life in contemporary Germany, including a brief survey of various political, social, and cultural aspects pertaining to Austria and Switzerland. Spring, 1992, and alternate years.

253. The German Drama (Stiener) **One course**

The development of the German drama from the 18th century to the present. Reading and discussion of representative plays of each period. Prerequisite: German 111 or 158 or permission of the chairman of the department. Fall, 1992, and alternate years.

256. The German Novelle (Stiener) **One course**

Reading and discussion of representative Novellen from Goethe to the present. Prerequisite: German 111 or 158 or permission of the chairman of the department. Spring, 1993, and alternate years.

260. Individual Authors (Stiener) **One or one-half course**

The life and major works of a German author. Lectures will be in English. Readings and written work for a major will be in German, for others in English. Course may be repeated. Prerequisite: German 111 or 158 or permission of the chairman of the department, if the course is counted toward a major in German. No prerequisite for those taking the course in English as an elective. Offered as needed.

290. Honors Independent Study

in German (Stiener) **One or one-half course**

Advanced independent study under the guidance of a faculty adviser. Normally open to juniors and seniors with a 3.5 average in German.

Subject to the approval of the chairman of the department. Honors work may be taken for a maximum of two courses.

Spanish

The minor in Spanish requires the completion of five courses above the 30 level. The minor in Spanish requires Verbal Communication (Spanish 105 and 106). In addition, one civilization course and one literature course in the language of the minor is also required. At least three courses must be taken at Salem.

- 10. Spanish, First Level** (Staff) One course
Drill in pronunciation and grammar. Constant practice in speaking, understanding, reading, and writing simple Spanish. Three meetings, two one-hour laboratories. Fall.
- 20. Spanish, Second Level** (Staff) One course
Continuation of Spanish 10 at a more advanced level. Three meetings, two one-hour laboratories. Prerequisite: Spanish 10 or proficiency equivalent. Spring.
- 20-Y. Spanish, Second Level** (Staff) One course
Basic grammar, practice in understanding, speaking, reading, and writing Spanish of moderate difficulty. A course designed specifically for entering students who do not meet the proficiency requirement to enter Spanish 30. Three meetings, two one-hour laboratories. Fall.
- 30. Spanish, Third Level** (Staff) One course
Speaking, understanding, reading, and writing Spanish. Review of all basic elements of Spanish grammar. Three meetings, two one-hour laboratories. Prerequisite: Spanish 20 or proficiency equivalent. Fall and spring.
- 100. Introductory Spanish Readings** (Ljungquist) One course
Selected readings from modern Hispanic authors; discussion in Spanish; individual readings and reports. Four meetings. Prerequisite: Spanish 30 or proficiency equivalent. Spring.
- 105, 106. Verbal Communication** (García) Two courses
Two courses to be taken in sequence to develop fluency and accuracy in the use of spoken and written Spanish through phonetics, composition, translation, oral exposés, and discussion. Grammar will be taught to meet the progressing needs of students. Required of all Spanish majors. Four meetings. Prerequisite: Spanish 30 or equivalent or permission of the chairman of the department. Fall and spring.
- 115. Survey of Spanish Literature** (Ljungquist) One course
The main currents of Spanish literature and their historical background from the tenth century to the contemporary period. Four meetings. Prerequisite: Spanish 30 or proficiency equivalent. Fall, 1992, and alternate years.

- 200. Independent Study: Spanish** (Staff) **One-half to four courses**
 Independent study under the guidance of a faculty adviser. Open to students with a 2.0 cumulative average, permission of the chairman of the department. Independent study may take the form of readings, research, conference, project, and/or field experience. Ordinarily it may not be used to substitute for a regular course in the curriculum. Independent study may be taken for a total of four courses, no more than two in any term. Prerequisite: previous study in Spanish or permission of the department.
- 206. Advanced Spanish Composition and Conversation** (García) **One course**
 Advanced study and practice of some of the finer points of grammar, stylistics, idiomatic expressions, and pronunciation. Prerequisite: Spanish 105, 106, or permission of the chairman of the department. Spring, 1993, and alternate years.
- 207, 208. Business Spanish I, II** (Staff) **Two half-courses**
 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. to permit more effective communication. Two meetings. Prerequisites: Spanish 105, 106, or permission of the chairman of the department. Offered as needed.
- 222. Spain** (Ljungquist) **One course**
 The geography, history, culture, and government of Spain. Prerequisite: a 100 level Spanish course or permission of the chairman of the department. Spring, 1992, and alternate years.
- 228. Latin America** (García) **One course**
 The geography, history, culture, and governments of Latin America. Prerequisite: a 100 level Spanish course or permission of the chairman of the department. Spring, 1993, and alternate years.
- 252. Golden Age Literature** (García) **One course**
 The Golden Age in Spain with emphasis on drama and on the works of Cervantes. Prerequisite: a 100 level Spanish course or permission of the chairman of the department. Spring, 1992, and alternate years.
- 254. Masterpieces of Hispanic Drama** (Ljungquist) **One course**
 Selected works of Hispanic drama. Prerequisite: a 100 level Spanish course or permission of the chairman of the department. Fall, 1993, and every third year.
- 258. Masterpieces of Hispanic Poetry** (Ljungquist) **One course**
 The main poetic movements and authors of Spain and Hispanic America. Prerequisite: a 100 level Spanish course or permission of the chairman of the department. Spring, 1993, and alternate years.
- 265. Nineteenth-Century Fiction** (García) **One course**
 Selected novels and short fiction from Spain and Latin America. Pre-

prerequisite: a 100 level Spanish course or permission of the chairman of the department. Fall, 1990, and every third year.

276. Twentieth-Century Fiction (Ljungquist) One course

Selected novels and short fiction from Spain and Latin America. Prerequisite: a 100 level Spanish course or permission of the chairman of the department. Fall, 1992, and every third year.

290. Honors Independent Study in Spanish (Staff) One or one-half course

Advanced independent study under the guidance of a faculty adviser. Normally open to juniors and seniors with a 3.5 average in Spanish. Subject to the approval of the chairman of the department. Honors work may be taken for a maximum of two courses.

Modern Foreign Languages

210. Masterpieces of European Novel (Staff) One course

Generic and historical evolution of the European novel. Reading in translation of works from Spain, France, and Germany representative of the various periods and movements and of different types of novels. Not offered in 1991-92.

School of Music

Associate Professor Lister-Sink, dean; Professors Jacobowsky, J. Mueller, M. Mueller; Associate Professors Borwick, Pegg, Pence-Sokoloff, Wurtele; Assistant Professor Knouse; Instructors Carter, Goldberg, Hicks, Howard, Kaptur, Keller, Listokin, Mazonson, Medlin, Moore, Pruett, Schoulda, Talton.

Music stands at the center of the liberal arts education. The ancient Greeks recognized the study of music as a powerful means of developing mind, body, and spirit. The Salem College School of Music has the distinction of being one of the oldest fully accredited professional music schools in the country. As such, Salem offers the student a unique opportunity to prepare for a professional position in performance or teaching, while experiencing the comprehensive development found within the context of a liberal arts college.

Career opportunities within the School of Music, however, are not limited to pre-professional training. Involvement with music can take various forms, including the following: the bachelor of music degree, providing intensive training for performance and teaching positions; the bachelor of arts degree with a major in music; the bachelor of arts degree with a double major, consisting of the degree requirements in music together with those of another major; and the bachelor of arts degree in arts management with a concentration in music.

The candidate for the bachelor of arts degree with a major in music must complete Music 1, 2, 101, 102, 113, 114, 115, two courses in performance, two semesters of Chorale 150 or Instrumental Ensemble 170, one elective course from the areas of music history or theory, and Music 390. Note basic distribution requirements, page 55.

Double majors may be designed with the assistance of the faculty adviser and the dean of the School of Music.

The School of Music supports a variety of music education programs through the Salem College Community Music School, including Orff, Kindermusik, and Suzuki instruction for young children. Students have the benefit of observing and participating in these programs as part of their training.

The bachelor of music degree with a major in performance is offered in piano, voice, organ, harp, harpsichord, and flute. Students may also elect a church music emphasis in organ or voice.

Self-designed majors in music theory, history, and composition are available to qualified students.

In addition to the basic distribution requirements for the bachelor of music degree, listed on page 60, additional requirements follow.

Performance Major/Piano

Piano 10, 20, 110, 120, 210, 220, 310, 320 (eight courses); Music Theory 1, 2, 101, 102, 201, 203; Music History and Literature 113, 114, 115, 222; Chorale 150 (four terms); two additional terms of one of the following: Chorale 150, Piano Ensemble 160, Instrumental Ensemble 170, Chamber Music Ensemble 180, Chamber Choir 280; Conducting 273, 274, 276; Piano Sight Reading and Accompanying 275, 277; Piano Pedagogy 283; Internship 343; Senior Seminar 390 (two terms), music electives—one to three courses (one must be in music literature or theory); English 10, 20; Foreign Language 10, 20, 30; mathematics elective; social science elective; liberal arts elective (chosen from the humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics); general electives (excluding music)—one to three courses.

Performance Major/Voice

Voice 10, 20, 110, 120, 210, 220, 310, 320 (seven to eight courses); Class Piano 31, 32, 131, 132; Music Theory 1, 2, 101, 102, 201, 203; Music History and Literature 113, 114, 115, 223; Chorale 150 (four terms); three additional terms to be chosen from the following: Chorale 150, Chamber Music Ensemble 180, Chamber Choir 280; Conducting 273, 274; Sight

Singing 251, 252, 351, 352; Vocal Pedagogy 287, Internship 343; Senior Seminar 390 (two terms), music electives—one to five courses (one must be in music literature or theory); English 10, 20; Foreign Language 10, 20, 30; mathematics elective; social science elective; liberal arts elective (chosen from the humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics); general electives (excluding music)—zero to two courses. Students may exempt the four terms of class piano by passing a piano proficiency exam. In this case, performance credit in voice will be increased from three-fourths to one course.

For an emphasis in church music, general electives should include Religion 101, 102; music electives should include Vocal Solo Repertory 243 and 244 and up to four additional terms of Chorale 150.

Performance Major/Organ

Organ 10, 20, 110, 120, 210, 220, 310, 320 (eight courses); Music Theory 1, 2, 101, 102, 201, 203; Music History and Literature 113, 114, 115, 224; chorale 150 (four terms); three additional terms to be chosen from the following: Chorale 150, Chamber Music Ensemble 180, Chamber Choir 280; Conducting 273, 274, 276; History of the Organ 141, 142; Service Playing 241, 242, 341, 342; Internship 343; Senior Seminar 390 (two terms), music electives—two courses (one must be in music literature or theory); English 10, 20; Foreign Language 10, 20, 30; mathematics elective; social science elective; liberal arts elective (chosen from the humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics); general electives (excluding music)—two and one-half to three courses.

For an emphasis in church music, general electives should include Religion 101, 102; music electives should include up to four additional terms of Chorale 150.

Performance Major/Instrumental

Major Instrument 10, 20, 110, 120, 210, 220, 310, 320 (seven to eight courses); Class Piano 31, 32, 131, 132; Music Theory 1, 2, 101, 102, 201, 203; Music History and Literature 113, 114, 115, 221; Chorale 150 (four terms); Ensemble 170 or 180 (two terms); Conducting 273, 276; Internship 343; Senior Seminar 390 (two terms), music electives—three courses (one must be in music literature or theory); English 10, 20; Foreign Language 10, 20, 30; mathematics elective; social science elective; liberal arts elective (chosen from the humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics); general electives (excluding music) two courses.

Students may exempt the four terms of class piano by passing a piano proficiency exam. In this case, performance credit in voice will be increased

from three-fourths to one course. Study of the harp will include participation in the Harp Ensemble.

The minor in music in the bachelor of arts degree program requires the completion of five and one-half courses and must include two courses in music theory (Music 1 and 2), two music history courses (to be selected from Music 113, 114, and 115), two semesters (one-quarter credit each) of Chorale (Music 150) or Chamber Choir (Music 280), and four semesters (one-quarter credit each) of applied music (Music 10, 20, 110, and 120). All courses must be taken at Salem. Transfer students may receive credit for previous course work if approved by the School of Music.

Performance

- 10, 20. Performance (Staff) Two quarter courses to two full courses**
One-hour lesson per week.
- 110,120. Performance (Staff) Two quarter courses to two full courses**
One-hour lesson per week. A half recital is required of performance majors in the bachelor of music program.
- 210, 220. Performance (Staff) Two quarter courses to two full courses**
One-hour lesson per week.
- 310, 320. Performance (Staff) Two quarter courses to two full courses**
One-hour lesson per week. A full recital is required of performance majors in the bachelor of music program.

Class Performance

- 31, 32. Class Piano (Lister-Sink, Wurtele) No credit to two quarter courses**
Functional use of the piano. Required of all non-keyboard music majors until they meet the proficiency requirements. Open to non-music majors who will not be required to meet proficiency level.
- 33, 34. Class Organ (M. Mueller, J. Mueller) No credit to two quarter courses**
Class instruction in organ for the non-music major, or as a secondary instrument for the music major. Prerequisite: permission of the instructor.
- 35, 36. Musical Theater (Jacobowsky) No credit to two quarter courses**
The basic techniques of singing and their applications to musical theater repertoire and performance.
- 131, 132. Class Piano (Lister-Sink, Wurtele) No credit to two quarter courses**
Continuation of Music 31, 32.
- 133, 134. Class Organ (M. Mueller, J. Mueller) No credit to two quarter courses**
Continuation of Music 33, 34.

- 135, 136. Musical Theater** (Jacobowsky) **No credit to two quarter courses**
Continuation of Music 35, 36.
- 235, 236. Musical Theater** (Jacobowsky) **No credit to two quarter courses**
Continuation of Music 135, 136.
- 251, 252. Sight Singing** (Jacobowsky) **Two quarter courses**
Reading of complex melodic and rhythmic patterns in music of various styles and periods. Required of all voice majors.
- 275. Piano Sight Reading** (Lister-Sink) **One quarter course**
A practical method of building and refining sight reading skills for use in accompanying and chamber music. Fall.
- 277. The Art of Accompanying** (Lister-Sink) **One quarter course**
Study and application of the principles of vocal and instrumental accompanying. Prerequisite: Music 275 or permission of instructor. Spring.
- 335, 336. Musical Theater** (Jacobowsky) **No credit to two quarter courses**
Continuation of Music 235, 236.
- 351, 352. Sight Singing in Vocal Ensembles** (Jacobowsky) **Two quarter courses**
Experience sight-reading vocal literature in two, three, and four parts.

Conducting

- 273. Basic Conducting** (Pegg) **One quarter course**
Development of basic conducting skills: patterns, rhythmic and metric analysis, phrasing, expressive techniques, score reading, and elemental rehearsal skills. Fall. Prerequisite junior major standing.
- 274. Choral Conducting and Methods** (Pegg) **One quarter course**
Advanced conducting techniques with emphasis on choral conducting. Includes discussion of literature, rehearsal techniques, recruitment and voice building for choral ensembles. Spring. Prerequisite: Music 273.
- 276. Instrumental Conducting and Methods** (Pegg) **One quarter course**
Advanced conducting techniques with emphasis on instrumental conducting. Includes discussion of repertoire, rehearsal technique, and program building. Spring. Prerequisite: Music 273.

Pedagogy

- 281. Harp Pedagogy** (Pence-Sokoloff) **One course**
Theory and practice of harp teaching. Study and evaluation of teaching materials. Observation of teaching.
- 283. Piano Pedagogy** (Staff) **One course**
Theory and practice of piano teaching. Study and evaluation of teaching materials. Observation of teaching.

- 287. Vocal Pedagogy** (Jacobowsky) **One course**
Theory and practice of voice teaching. Physiology of the vocal apparatus, phonetics, and evaluation of teaching materials. Observation of teaching.
- 291. Woodwind Repertory and Pedagogy** (Knouse) **One quarter course**
Examination of significant solo, chamber, and orchestral literature, textbooks and teaching materials for the woodwind instruments.
- 292. String Repertory and Pedagogy** (Staff) **One quarter course**
Examination of significant solo, chamber, and orchestral literature, textbooks and teaching materials for the string instruments.

Ensembles

- 150. Chorale** (Pegg) **No credit to one quarter course**
Performance of choral works from a wide range of styles and periods including an annual spring tour. Fall and spring.
- 160. Piano Ensemble** (Wurtele) **No credit to one quarter course**
Study of the four-hand piano literature for one and two pianos. Two periods per week. Fall and spring.
- 170. Instrumental Ensemble** (Staff) **No credit to one quarter course**
Practical experience playing in larger instrumental ensembles and orchestras. Participation must be approved by the dean of the School of Music. Fall and spring.
- 180. Chamber Music Ensemble** (Lister-Sink, Staff) **No credit to one quarter course**
Performance of chamber music from the standard repertory. Two periods per week. Fall and spring.
- 190. Symphony Chorale** (Staff) **No credit to one quarter course**
Participation in the Winston-Salem Symphony Chorale. Experience in performing works for chorus and orchestra. Fall and spring.
- 280. Chamber Choir** (Staff) **No credit to one quarter course**
Performance of vocal chamber music from the standard repertoire. Fall and spring. Corequisite: Music 150.

Church Music

- 141, 142. History of the Organ** (J. Mueller) **Two quarter courses**
Evolution of the organ, national characteristics in relation to literature and registration, ornamentation, teaching materials, rudiments of tuning.
- 241, 242. Beginning Service Playing** (M. Mueller) **Two quarter courses**
Beginning improvisation, hymn playing, accompanying, repertory, and a study of liturgies.
- 243, 244. Solo Church Literature (Vocal)** (Jacobowsky) **Two quarter courses**
Through listening and performing, the students will study the diversity of styles and attitudes reflected in solo church literature of the various periods from the 17th century to the present.

- 341, 342. Advanced Service Playing (M. Mueller) Two quarter courses**
Continuation of improvisation and accompanying, history of church liturgies, field trips to various organs for a study of registration.

Music Theory

- 1, 2. Basic Music Theory (M. Mueller) Two courses**
Tonal relationships in scales, intervals, and chords. Analysis of scores. Written work in harmonic progressions. Keyboard harmony, sightsinging, melodic and rhythmic dictation. Four lectures and one laboratory per week.
- 101, 102. Intermediate Music Theory (Knouse) Two courses**
Continuation of score analysis, keyboard harmony, sight-singing, and melodic, rhythmic, and harmonic dictation. Written work in modulation, chromaticism, 20th century practice and jazz. Four lectures and one laboratory per week.
- 201. Counterpoint (Knouse) One course**
Study of the basic polyphonic principles of the 16th through the 18th centuries, including species counterpoint, imitation, canon, invertible counterpoint, the invention, and the fugue. Prerequisite: Music 102. Fall.
- 203. Form and Analysis (Wurtele) One course**
Structural principles in music of various periods, with reference to underlying aesthetic principles. Augmented by readings in various approaches to musical analysis. Prerequisite: Music 102. Spring.
- 261. Introduction to Composition (Borwick) One course**
Introduction to the principles of music composition. Course includes discussion and analysis of selected aspects of contemporary practices, exercises in compositional techniques and at least one independent composition. Prerequisite: Music 102. Fall.
- 271. Orchestration (Borwick) One half-course**
Principles of scoring for voices and orchestral instruments, analysis of scores. Orchestrating and arranging. Prerequisite: junior major standing. Fall.
- 301, 302. Composition (Borwick) Two half-courses**
Studies of the craft of contemporary music composition; original written work. Prerequisite: Music 261.

Music History and Literature

- 100. Music Appreciation (Lister-Sink, Pegg) One course**
Various styles and forms of music made familiar through hearing and analysis. Recital and concert attendance required. Fall and spring.
- 103. The Musical in America (Jacobowsky) One course**
The development of the musical from its European origins to its uniquely American character. Open to non-majors. Fall. Offered as needed.

- 104. Contemporary Themes in Opera** (Pence-Sokoloff) **One course**
 Portrayal of sex, drugs, violence, child abuse in opera with special attention to their impact on women. Open to non-majors. Fall. Offered as needed.
- 113. Music History to 1750** (J. Mueller) **One course**
 A survey from antiquity to the middle of the 18th century. Through extensive reading and intensive listening, the student will study forms, composers, and styles of various eras. Open to non-majors. Fall.
- 114. Music History 1750-1900** (J. Mueller) **One course**
 A survey from the middle of the 18th century to the 20th century. Through extensive reading and intensive listening the student will study musical forms, composers, and styles of various eras. Open to non-majors. Spring.
- 115. Music History 1900 to Present** (Pence-Sokoloff) **One course**
 A survey from the beginning of the 20th century to the present. Discussion, selected readings, listening, and score analysis. Open to non-majors with permission of the instructor. Fall.
- 221. Symphonic Literature** (Pence-Sokoloff) **One course**
 Survey of orchestral music from the 18th century to the 20th century; includes concerto grosso, dance studies, symphony, tone poem, descriptive suite, and pieces for string orchestra. Prerequisite: junior major standing. Spring.
- 222. Piano Literature** (Wurtele) **One course**
 Study of representative works from the Baroque period to the present. Prerequisite: junior major standing. Spring.
- 223. Vocal Literature** (Jacobowsky) **One course**
 A survey of song literature from 1600 to the present with emphasis on art songs of the 19th and 20th centuries. Prerequisite: junior major standing. Spring.
- 224. Organ Literature** (J. Mueller) **One course**
 A survey of organ literature from 1325 to the 20th century. Prerequisite: junior major standing. Spring.
- 230. Music of a Genius or Genre** (Staff) **One course**
 Either the works of a single composer will be studied to appreciate his/her unique place in history, or a specific genre by various composers will be examined. Prerequisite: permission of the instructor. Fall.

Seminars, Internships, and Independent Study

- 200. Independent Study** (Staff) **One-half to four courses**
 Independent study under the guidance of a faculty adviser. Open to students with a 2.0 cumulative average, and permission of the dean of the School of Music. Independent study may take the form of readings, research, conference, project, and/or field experience. Ordinarily it may not be used to substitute for a regular course in the curriculum. Independent study may be taken for a total of four courses, no more than two in any term.



225. Special Topics in Music (Staff) One-quarter to one course

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. Possible topics include: Contemporary Music Performance, The Essentials of Piano Technique, and Baroque Performance Practice. Prerequisite: music major beyond freshman level or permission of instructor.

225. Special Topics in Music: Alexander Technique (Mazonson)

Two quarter courses

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. Pass/fail grading.

290. Honors Independent Study in Music (Staff) One to two courses

Open to juniors and seniors with a 3.5 average in music; subject to the approval of the dean of the School of Music. Honors work may be taken for a total of two courses.

343. Internship in Music (Lister-Sink, Staff) One course

An opportunity to apply knowledge and skills that the student has learned in course work 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. Required of all candidates for the B.M. degree. Prerequisite: senior standing. January and spring.

390. Senior Seminar (Lister-Sink) Two quarter courses

The art of chamber music: applied study of rehearsal and performance skills in a comprehensive survey of chamber ensemble literature. Listening, master classes, and performance. Fall and spring.

Department of Physical Education

Associate Professor Tilley, chair; Assistant Professors McEwen and Richards.

The emphasis of the departmental offerings is on the values inherent in movement activities through dance, exercise, and sport. Classes are conducted to include knowledge of the various activities and the opportunity for physical, social, and emotional benefits.

The physical education requirement is the completion of four terms including a full-term course in fitness, normally to be taken during the freshman and sophomore years. Juniors and seniors may elect additional terms. Continuing education students are exempt from the physical education requirements but may elect to take activity courses. Participation in Dansalems for the year plus performing in the spring concert or an intercollegiate team for one season counts as one term of physical education.

Classes are scheduled according to terms as follows:

Fall Term (13 weeks)	Fall Term I (6 1/2 weeks)	Fall Term II (6 1/2 weeks)
Cross Country Team	Aquacise	Aquacise
Field Hockey Team	Archery	Badminton
Horseback Riding*	Golf	Basketball
Lifeguard Training	Tennis	Fencing
Riding Team*	Swimming	Modern Dance
Swim Team	Modern Dance	Volleyball
Volleyball Team	Distance Swimming	Swimming
Fitness		Yoga
Spring Term (13 weeks)	Spring Term I (6 1/2 weeks)	Spring Term II (6 1/2 weeks)
Water Safety Instructor	Aquacise	Aquacise
Scuba Diving*	Badminton	Archery
Soccer Team	Fencing	Golf
Horseback Riding*	Modern Dance	Modern Dance
Tennis Team	Volleyball	Tennis
Riding Team*	Swimming	Swimming
Fitness		
Conditioning		
Lifeguard Training	*Fee to be charged.	

*There is a fee of \$295.00 for horseback riding instruction for each term. Fee for scuba diving is \$225.00 per term, and student must provide her own mask, fins, and snorkel. Fee for riding team is \$220.00 for required lessons per term.

011-249. Physical Education Activities

(Staff)

Required of all freshmen and sophomores.

103. History and Techniques of Selected

20th Century Modern Dancers

(Tilley) One course

A study of the historical development of modern dance with particular emphasis on the personalities and styles of its creators and the techniques of its practitioners—Graham, Taylor, Cunningham, Humphrey, Weidman, and Limon. Spring, 1992, and alternate years.

104. History of Dance

(Tilley) One course

A survey of dance from pre-historic times to the present with an investigation of the scope, style, and function of dance in various cultures. Fall, 1992, and alternate years.

201. Choreography

(Tilley) One course

The art of making dances by studying the elements of structure, time, space, and dynamics. Approaches to choreography and techniques of handling choreographic material. Spring.

230. Independent Study in Dance

(Tilley) One or two courses

Department of Psychology

Professor Fay, chairman; Professor Dudley.

All courses in psychology are intended to provide the student with an understanding of the scientific and applied aspects of psychology.

A major consists of eight courses in psychology. Required courses include Psychology 10, 101, 102, and 270. In addition, a student must complete a minimum of one course from the experimental areas (Psychology 225, 240, 262); a minimum of two courses from the applied area (Psychology 100, 130, 140, 150, 160, 220), and the equivalent of at least one course from the research area (Psychology 200, 282, 290). A student who intends to major in psychology is encouraged to complete Psychology 10 during her freshman year and Psychology 101 and 102 during her sophomore year.

The minor in psychology requires completion of five courses including Introductory Psychology (Psychology 10), one methodology course (to be chosen from Psychology 101, 102, and 220), at least one experimental course (to be chosen from Psychology 225, 240, and 262), plus two electives, excluding Psychology 200, 280, and 290). Three of the five courses must be taken at Salem.

Psychology

10. Introduction to Psychology

(Staff) One course

Psychology as a science and a discipline through a 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 a major. Fall and spring.

100. Developmental Psychology (Staff) One course

Psychological development from conception through adulthood, with emphasis on cognitive, social, and biological factors. Methodological questions are emphasized as is the nature/nurture issue. Prerequisite: Psychology 10. Fall and spring.

101. Statistics (Dudley) One course

Elementary descriptive statistics and inferential statistics, both parametric and nonparametric. Emphasis on those statistical concepts and techniques useful in analyzing empirical data in both the behavioral and biological sciences. Discussion of these techniques within the context of their application to concrete research situations. Required for a major. Prerequisite: Psychology 10 or permission of the instructor. Fall.

102. Research Methods in Psychology (Dudley) One course

An introduction to methodology in psychology. Design, execution, analysis, and critical evaluation of psychological research. Applications include laboratory and descriptive research. Includes lecture and laboratory periods. Required for a major. Prerequisite: Psychology 10. Spring.

130. Social Psychology (Fay) One course

An analysis of various current theories, topics, and research methodologies in social psychology. Some of the topics covered include social perception, impression formation, attraction, prosocial and antisocial interpersonal behavior, attitudes, prejudice and discrimination, social roles, group influence on behavior, group dynamics, leadership, social ecology. Prerequisite: Psychology 10. Fall.

140. Abnormal Psychology (Fay) One course

Origins, symptoms, and methods of treatment of deviant behaviors with illustrative case material. Social and clinical aspects of psychological disturbances. Prerequisite: Psychology 10. Spring.

150. Psychology of Personality (Fay) One course

A summary of major historical and contemporary theories of personality, including relevant research and evaluation of each theory with concern for current applications. Prerequisite: Psychology 10. Fall, 1991, and alternate years.

160. Human Sexuality (Fay) One course

An analysis of the psychological, physiological, and sociocultural aspects of human sexual behavior and attitudes. Prerequisite: Psychology 10. Spring.

200. Independent Study (Staff) One-half to four courses

Independent study under the guidance of a faculty adviser. Normally

open to students with a 2.0 cumulative average. Subject to approval of the chairman of the department. Independent study may take the form of readings, research, conference, project, and/or field experience. Ordinarily it may not be used to substitute for a regular course in the curriculum. Independent study may be taken for a total of four courses, no more than two in any term. Prerequisite: Previous study in psychology or permission of the department chairman.

220. Tests and Measurement (Fay) One course

Test theory and construction, including such areas as intelligence, aptitude, interest, personality, and achievement testing. Practice in administering, evaluating, and constructing tests. Prerequisite: Psychology 10. Fall, 1992, and alternate years.

225. Experimental Psychology: Physiology (Dudley) One course

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: Psychology 10. Fall.

240. Experimental Psychology: Cognition (Staff) One course

The theoretical and experimental issues in the area of perceptual and cognitive processes. Topics to be covered include problem solving, visual thinking, human information processing and attention. Includes lecture and laboratory periods. Prerequisite: Psychology 10. Spring, 1992, and alternate years.

262. Experimental Psychology: Learning (Staff) One course

Current theories and recent research on learning and related processes. Includes lectures and laboratory periods. Prerequisite: Psychology 10. Spring, 1993, and alternate years.

270. History and Systems in Psychology (Dudley) One course

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. Required for a major. Prerequisite: Psychology 10. Spring.

280. Internship in Psychology (Staff) One-half to two courses

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: Psychology 102 and at least one psychology course related to the area of the internship and permission of the department chairman. Maximum credit per term is one course.

282. Special Topics in Psychology

(Staff) One course

An issue or problem in contemporary psychology will be studied intensively. The specific content and methods for study will be announced prior to beginning of the course. Typical of topics addressed in the past few years are "Sleep and Dreams," "Childhood Psychopathology," "The Psychology of Art," and "Computers in Psychology." Prerequisite: Psychology 10. Fall and spring.

290. Honors Independent Study

in Psychology

(Staff) One-half to two courses

Advanced independent study under the guidance of a faculty adviser. Normally open to juniors and seniors with 3.5 average in psychology, subject to approval of the chairman of the department. Honors work may be taken for a maximum of two courses.

Department of Religion and Philosophy

Associate Professor Kelly, chairman; Assistant Professor Rushing.

Religion

The student of religion examines the systems of ideas expressed in the great religions, notably the Judaeo-Christian tradition, by which she endeavors to understand her own existence.

A major in religion is offered, which requires a total of eight and one-half courses. These courses should be selected from different areas of emphasis in the department listing, such as Biblical courses and historical studies. One course in philosophy should be a part of the major.

The minor in religion requires the completion of five courses and must include Biblical Studies (Religion 100) or Biblical Topics (Religion 205), Eastern Religious Traditions (Religion 235), and Philosophy of Religion (Philosophy 302), plus two religion electives from departmental offerings excluding Religion 270. Students must take three of the five courses at Salem.

Religion

100. Biblical Studies, Introduction to the Bible

(Staff) One course

A historical and literary study of the Old and New Testaments. The course provides an opportunity for students to study significant and representative portions of the Bible according to modern critical methods. Fall.

101. Early and Medieval Religion

in Western Culture

(Staff) One course

The development of religious expression in western civilization from

the close of the New Testament to the 15th century. Emphasis on Christian and Jewish institutions. The impact of religion on culture and intellectual thought.

- 102. Western Religious Traditions from the Reformation to the 20th Century** (Staff) One course
Religious thought and institutions from the 16th century Reformation to the present. Emphasis on protestant, Catholic, and Jewish movements in the modern world and their interaction with western civilization.
- 106. The Religious Dimension** (Kelly) One course
Examination of fundamental religious and philosophic questions through reading and discussion of some of the following: *A Death in the Family*, Agee; *The Awakening*, Chopin; *Who's Afraid of Virginia Woolf?*, Albee; *The Cocktail Party*, Eliot; *The Sibyl*, Lagerkvist; *Brother to a Dragonfly*, Campbell; other works. Emphasis on class discussion. Fall.
- 166. Religion and Ethics** (Kelly) One course
Human values and ethical decision-making in the context of contemporary spirituality which includes: a (w)holistic understanding of human nature, a liberationist's understanding of social justice, and a developmentalist's understanding of intellectual-ethical and faith stages of growth. Fall.
- 200. Independent Study in Religion or Philosophy** (Staff) One-half to four courses
Independent study under the guidance of a faculty adviser. Open to students with a 2.0 cumulative average, permission of the chairman of department. Independent study may take the form of readings, research, conference, projects, and/or field experience. Ordinarily it may not be used to substitute for a regular course in the curriculum. Independent study may be taken for a total of four courses, no more than two in any term. Prerequisite: Previous study in religion/philosophy or permission of the department.
- 205. Biblical Topics** (Kelly) One course
Focus on a single topic pertaining to either or both the Old and New Testaments; for example: the parables of Jesus, ancient and modern interpretations of Job, Biblical mythology, the prophetic movement, Paul, The Book of Revelations. May be taken more than once with a different topic. Spring.
- 213. Belief Systems** (Staff) One course
Theory, methodology, and research findings in the sociological study of belief systems. Cross cultural analysis of religion as well as the study of religion in American society. Offered periodically in conjunction with the Department of Sociology.
- 220. Topics in Religion and Society** (Staff) One course
An investigation of a topic of importance in contemporary life.

Possible topics include: women and religion, liberation theology, religion and mental health, civil religion. Fall and spring.

- 235. Eastern Religious Traditions** (Kelly) One course
The historical, ideological, and cultural development of major eastern religions, including Hinduism, Buddhism, Shintoism, Taoism, and Islam, and an examination of the phenomenology of religion. Spring.
- 240. Religion in America** (Staff) One course
Protestant, Catholic, and Jewish groups in America, their theological and institutional developments and their impact on American social and intellectual history. Prerequisite: One course in religion or history of the United States.
- 250. Great Religious Thinkers** (Staff) One course
The thought of one or two thinkers such as: Augustine, Julian of Norwich, Teilhard de Chardin, Kierkegaard, Paul Tillich, Martin Buber, Rosemary Reuther, and other contemporary figures. Fall, 1992.
- 260. The Moravian Experience** (Staff) One course
An interdisciplinary approach to the history, culture, life style, and influence of the Moravian religious tradition with special focus on the setting of 18th to 20th century Salem. Prerequisite: One course in religion or permission of the instructor.
- 270. Internship in Religion**
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 knowledge and will increase her knowledge and skills by direct contact with an experienced, knowledgeable mentor. Open to sophomores, juniors, and seniors with a 2.0 cumulative average: maximum credit per term is one course; admission by application only.
- 280. Religion and the American South** (Staff) One course
The history, institutions, and cultural impact of Christianity and Judaism in the American South. Prerequisite: One course in religion and one in history.
- 290. Honors Independent Study in Religion/Philosophy** One to three courses
Advanced independent study under the guidance of a faculty adviser. Normally open to juniors and seniors with a 3.5 average in religion or philosophy, subject to the approval of chairman of the department. Honors work may be taken for a maximum of two courses.
- 302. Philosophy of Religion** (Rushing) One course
The main problems of the philosophy of religion (e.g., nature of the religious dimension of life, the problem of evil, justification of faith) as treated in the works of various philosophers. Prerequisite: a minimum of one course in religion or philosophy. Fall, 1991.

390. Senior Seminar

(Kelly) One-half course

Required of majors. Senior research paper.

Philosophy

Philosophy is the practice of critical reflection and creative speculation on the given. As such it aims to give a reasoned conception of the universe, of the place of human life in it, and to define the ideals which call for recognition in the moral, social, aesthetic, and religious realms.

A major in philosophy is offered, which requires a total of eight and one-half courses including senior seminar. A student majoring in philosophy will be expected to take courses in the history of philosophy, logic, and ethics. Courses in other areas of philosophy will be counted toward the major. With permission of the department, offerings in other departments may be accepted to satisfy the major. Philosophy majors are strongly encouraged to broaden their learning experience by taking advantage of philosophy courses offered in other colleges.

The philosophy major has many general uses since its methods are applicable to any field. Skills that are cultivated in this area of study include general problem solving, communication, and writing. For this reason the philosophy major provides good preparation for positions of leadership, responsibility, and management.

The minor in philosophy requires completion of five courses and must include Introduction to Philosophy (Philosophy 101), Logic (Philosophy 121), and either Ethics or Business Ethics (Philosophy 122 or 124), plus two upper level courses. Three of the five courses must be taken at Salem.

Philosophy

101. Introduction to Philosophy

(Rushing) One course

The methods and aims of philosophy. Survey of several important philosophical problems such as the nature of reality and being (metaphysics), the nature of truth and our means of access to it (epistemology), the principles of moral behavior and a virtuous life (ethics), the rules of correct reasoning (logic), and the essential characteristics of beauty and art (aesthetics). Topics are illustrated by reading from ancient and modern times.

121. Logic

(Rushing) One course

Logic as the science of valid inference. Problems and principles of deductive and inductive inference, of formal and informal logical systems. Emphasis on the relevance of logic to ordinary human activities. Fall.

- 122. Ethics** (Rushing) **One course**
 Philosophical inquiry into the nature and grounds of morality. Examination of the main types of ethical theory and the central concepts and problems of ethics—e.g., what is it to be a morally good person? How do I discover what I ought to do, and why should I do it? Is morality a matter of reason or feeling or some combination of these? Spring. Credit will not be given for both 122 and 124.
- 124. Business Ethics*** (Rushing, Staff) **One course**
 This course examines some of the various ways in which ethics is relevant to business by analyzing the ethical elements in problems that arise in the business world. Emphasis is placed upon the application of general ethical theories to such problems. Spring, 1993, and alternate years. Credit will not be given for both 122 and 124.
- 202. Problems of Philosophy** (Rushing) **One course**
 An in-depth examination of two or three philosophical problems. Spring, 1992.
- 207. Greek Philosophy** (Rushing) **One course**
 Philosophical thought from its origins in ancient Greece through the Hellenistic period. Primarily an introduction to Socrates, Plato, and Aristotle with overviews of those who preceded and succeeded them. The main themes are metaphysics (theory of reality) and epistemology (theory of knowledge). Prerequisite: One course in philosophy. Fall, 1993.
- 208. Modern Philosophy** (Rushing) **One course**
 Philosophical thought from Descartes to Kant. Examination of the major metaphysical (theory of reality) and epistemological (theory of knowledge) issues of this period. Prerequisite: one course in philosophy. Spring, 1994.
- 210. Individual Philosophers** (Rushing) **One course**
 The works of a classical philosopher, ancient or modern. Fall, 1992.
- 220. Topics in Philosophy** (Rushing) **One course**
 Philosophical investigation of a topic of importance in the contemporary world. Fall, 1991.
- 302. Philosophy of Religion** (Rushing) **One course**
 The main problems of the philosophy of religion (e.g., nature of the religious dimension of life, the problem of evil, justification of faith) as treated in the works of various philosophers. Prerequisite: a minimum of one course in philosophy or religion. Fall, 1991.
- 390. Senior Seminar** (Rushing) **One-half course**
 Required of majors.

*For BSBA students only. Others may enroll with the permission of the dean of Continuing Studies and the Evening College.

Department of Sociology

Assistant Professor Trask, chair; Assistant Professor Farris.

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: (1) a general education especially directed toward understanding the complexities of modern society and its social problems by using basic research and statistical skills; (2) preparation for various types of professions, occupations, and services dealing with people; and (3) preparation of qualified students for graduate training in sociology.

The Sociology Major:

The major in sociology requires a minimum of ten courses. Of these ten courses, Sociology 201 (Theory); 210 (Research Methods); 215 (Social Statistics) or Psychology 101 (Statistics); and either Sociology 100 (Introduction) or Sociology 204 (Social Problems) or Anthropology 110 (Introduction to Cultural Anthropology) are basic and required of all majors. Additional courses are determined by the area of emphasis chosen by the student and may include up to two courses which are cross-referenced with other departments. Salem offers emphasis in the following areas:

- I. Organizations and Society
- II. Applied Sociology
- III. Anthropology

These emphases reflect more specialized interests in the application of sociological knowledge by building upon the stated required courses. Descriptions and requirements for each of these areas follow:

Organizations and Society (6 courses)

This area of study involves the examination of the relationships of people in organizations and communities. Human social systems and their operation are described and analyzed at various levels. Emphasis is given to the interaction of industrialization, social institutions, and social organization. Course content includes micro and macro level analysis of the social consequences of economic development, bureaucracy, and complex organizations.

Required courses:

Sociology 235. Business and Society

Sociology 220. Social Stratification

Sociology 260. Modern Complex Organizations

Sociology 254. Technology and Social Change

Electives (one from group A and one from group B):

Group A

Anthropology 202. Technology and Material Culture

Sociology 225. Community Social Service Systems

Sociology 250. Organizational Behavior and Management

Anthropology 224. Beginnings of Civilization

Group B

Sociology 280. Urban Community

Sociology 202. Minority Groups

Sociology 208. Sociology of the Mass Media

Sociology 230. Sex Roles in Modern Society

Sociology 205. Social Psychology

Sociology 310. Special Topics and Anthropology 310. Special Topics

can be used as electives where appropriate.

Anthropology 225. Peoples of the World

Applied Sociology (6 courses)

This area of study emphasizes the nature of the individual, groups, and family in society and the variety of social service systems designed to meet human needs. Areas of study include (1) the professionalization of social service workers; (2) the historical emergence and proliferation of public and private agencies providing community services; (3) the development of public policy. Studies in this area are completed with an internship that allows the student to observe first hand and participate in the provision of social services.

Required Courses:

Sociology 225. Community Social Service Systems

Sociology 226. Community Social Service Practice and Methods

Sociology 275. Internship in Sociology

Electives (three of the following):

Sociology 202. Minority Groups or Anthropology 225. Peoples of the World

Sociology 220. Social Stratification

Sociology 232. Marriage and the Family

Sociology 270. Criminology

Sociology 280. Urban Community

Sociology 254. Technology and Social Change

Sociology 252. Sociology of Aging

Sociology 230. Sex Roles in Modern Society

Sociology 208. Sociology of the Mass Media

Sociology 205. Social Psychology

Sociology 310. Special Topics and Anthropology 310. Special Topics where appropriate.

Anthropology (6 courses)

This area of study emphasizes cross-cultural and diachronic studies. The subdisciplines of anthropology are cultural anthropology, focusing on non-American contemporary societies, physical anthropology, focusing on adaptation by societies in differing ecological niches, and archaeology, focusing on technological material cultural changes over time and space. It is suggested that students interested in completing this emphasis utilize Introduction to Cultural Anthropology as their entry course to the major.

Required Courses:

Anthropology 100. Human Origins

Anthropology 202. Technology and Material Culture

Anthropology 225. Peoples of the World

Electives (three including at least one from group A and one from group B):

Group A

Archaeology 101. Introduction to Archaeology

Archaeology 202. Historic Archaeology

Anthropology 224. Beginnings of Civilization

Group B

Sociology 220. Social Stratification

Sociology 202. Minority Groups

Sociology 213. Belief Systems

Biology 50. Human Ecology

Biology 116. Ecology

Biology 311. Evolution

Sociology 211. Early American Social and Intellectual History or

Sociology 212. American Social and Intellectual History Since 1865

Sociology 230. Sex Roles in Modern Society

Sociology 310. Special Topics and Anthropology 310. Special Topics where appropriate.

The minor in sociology requires the completion of six courses, including one introductory-level course chosen from Introduction to Sociology (Sociology 100), Social Problems (Sociology 204), and Introduction to Cultural Anthropology (Anthropology 110). Also required are Sociological Theory (Sociology 201), Research Methods (Sociology 210), and three other courses from departmental offerings excluding Sociology 100, 204, 275, and Anthropology 110. Students must take Sociology 201, 210, and one other course at Salem.

Archaeology

101. Introduction to Archaeology

(Staff) One course

A survey of excavation and analytical techniques relating to both

artifactual and non-artifactual remains, designed to familiarize students with the basic methodologies and theoretical concepts of archaeology. Emphasis is on how archaeology aids in understanding various stages of cultural development. Spring, 1990, and alternate years.

202. Historic Archaeology (Staff) One course

A survey of major historical sites with special emphasis on Salem sites. A comparison of historical documentation and archaeological evidence will contribute to a fuller understanding of material culture, architecture, and documentary evidence from historic time periods. Prerequisites: Archaeology 101, History 105. Religion 260 recommended. Spring, 1991, and alternate years.

210. Field Methods in Archaeology (Staff) One course

Excavation of a Moravian site within Old Salem or its environs. Work will consist of field excavation and laboratory analysis. Training in basic field skills such as transit mapping, recording and excavation techniques, and processing and analysis of artifacts recovered. A maximum of two course credits may be applied towards the degree. Prerequisite: Archaeology 101 or permission of the instructor.

Anthropology

100. Human Origins (Staff) One course

The study of Hominid origins and evolution from the perspective of physical anthropology and archaeology. Topics include primate evolution and behavior, a survey of world cultures from archaeological studies and the techniques of archaeology. No prerequisite. Spring, 1992, and alternate years.

110. Introduction to Cultural Anthropology (Staff) One course

An examination of the theories of cultural anthropology and cultural linguistics. Topics include cross cultural analysis of the social organization of societies throughout the world and language within a cultural setting. No prerequisite. Fall, 1992, and alternate years.

200. Independent Study

Refer to Sociology 200 description.

202. Technology and Material Culture (Staff) One course

Various technological advances such as agriculture, ceramics, metallurgy, and the construction of shelters will be examined as they relate to stages of cultural evolution. Prerequisite: Archaeology 101 or Anthropology 110. Fall, 1991, and alternate years.

224. Beginnings of Civilization (Staff) One course

A study of the origins of plant and animal domestication and exploration of the development of social/political organizations within the major civilization centers of the world. Areas studied include the Mediterranean, the Tigris-Euphrates area, India, China, Africa, Peru, and Mesoamerica. Prerequisite: Introduction to Cultural Anthropology or permission of instructor. Fall, 1992, and alternate years.

- 225. Peoples of the World** (Staff) **One course**
An exploration of other cultures in terms of subsistence levels. Cross cultural analysis is utilized. Topics include an anthropological exploration of economic systems, family and kinship structure, political and social organization, belief systems, and art of particular subsistence level populations. The subsistence levels studied vary from semester to semester and include hunters and gatherers, nomads, peasants, and agriculturalists. No prerequisite. Fall, 1991, and alternate years.
- 310. Special Topics in Anthropology** (Staff) **One course**
The investigation of a topic within a subfield of anthropology.

Sociology

- 100. Introduction to Sociology** (Farris, Staff) **One course**
The concepts, theories, and methods that form the core of the sociological perspective on human social behavior, including such topics as structure, social process, socialization, and culture. Fall and spring.
- 200. Independent Study** (Staff) **One to four courses**
Independent study under the guidance of a faculty adviser. 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. Ordinarily it may not be used to substitute for a regular course in the curriculum. Independent study may be taken for a total of four courses, the maximum in any one term being two course credits. Prerequisite: permission of the department. Fall and spring.
- 201. Sociological Theory** (Trask) **One course**
Contemporary theoretical perspectives are studied in relation to past theoretical development. The implications of the current sociological theory for the development of sociology as a discipline are emphasized. Prerequisite: Sociology 100 or Sociology 204 or Anthropology 110. Fall.
- 202. Minority Groups** (Staff) **One course**
A socio-historical analysis of the interaction of minority groups and the American environment. This will include the social, economic, and political aspects of minority groups in the United States. Prerequisite: Sociology 100 or Sociology 204 or Anthropology 110 or permission of the instructor. Spring, 1993, and alternate years.
- 204. Social Problems** (Trask) **One course**
Selected major problems in the American social systems will be studied through a review of the literature in the discipline. Spring, 1993, and alternate years.
- 205. Social Psychology** (Fay) **One course**
An analysis of various current theories, topics, and research methodologies in social psychology. Some of the topics covered include

social perception, impression formation, attraction, prosocial and anti-social interpersonal behavior, attitudes, prejudice and discrimination, social roles, group influence on behavior, group dynamics, leadership, social ecology. Four meetings a week. Prerequisite: Psychology 10. Fall.

208. Sociology of the Mass Media (Trask) One course

The process, structure, content, and effects of mass communication will be studied. Contemporary issues surrounding mass communication will be considered as well as the relationship between mass media organizations and other social institutions. Spring, 1991, and alternate years.

210. Research Methods (Staff) One course

Methodological and theoretical approaches in the analysis of social phenomena, including theory building. Prerequisite: Sociology 100, or 204, or Anthropology 110, or permission of instructor. Required of all sociology majors. Spring.

211. Early American Social and Intellectual History (Byers) One course

Aspects of American society and thought in the colonial and national eras. Emphasis on topics such as political and social reform, the impact of religion, and sectionalism. Prerequisite: History 105 or permission of the department. Fall.

212. American Social and Intellectual History

Since 1865

(Byers) One course

Problems in American life from 1865 to the present. Emphasis on topics such as race relations, women's rights, science and society, and social reform movements. Prerequisite: History 106 or permission of the department. Spring.

213. Belief Systems

(Staff) One course

Theory, methodology, and research findings in the anthropological study of belief systems. Cross cultural analysis of religion as well as the sociological study of religion in American society. (Offered in alternate years in conjunction with the Department of Philosophy and Religion.)

215. Social Statistics

(Dudley) One course

The principles and methods for collecting and analyzing social and economic data. Stress on tests of hypotheses; non-parametric techniques; multivariate analysis and data transformation, and manipulation. Use of examples from the disciplines of sociology. (See Psychology 101.) Prerequisite: Sociology 100 or Sociology 204 or Anthropology 110. Fall.

220. Social Stratification

(Trask) One course

Systems of social inequality (stratification) in human societies.

Emphasis on the nature, causes, and consequences of social inequality. Prerequisite: Sociology 100 or Sociology 204, or Anthropology 110, or junior standing. Spring, 1992, and alternate years.

- 225. Community Social Service Systems** (Staff) One course
 A comprehensive review of the application of sociological principles in the social services. This course reviews the history of public and private agencies and includes field placement in an agency. Prerequisite: Sociology 100 or Sociology 204 or Anthropology 110. Fall.
- 226. Community Social Services Practice and Methods** (Staff) One course
 An in-depth review of the diagnostic and functional methods and therapeutic techniques used in the delivery of social services. Emphasis is placed upon needs assessment, interaction with the individual, and client groups. Prerequisite: Sociology 225 or permission of the instructor. Spring.
- 230. Sex Roles in Modern Society** (Trask) One course
 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. Prerequisite: Sociology 100 or Sociology 204 or Anthropology 110 or junior standing, or permission of instructor. Fall, 1991, and alternate years.
- 232. Marriage and The Family** (Farris) One course
 The institution of marriage and the family in various societies with special emphasis on the contemporary American family. Prerequisite: Sociology 100, or Sociology 204 or Anthropology 110 or junior standing. Fall, 1991, and alternate years.
- 235. Business and Society** (Trask) One course
 A study of the relationship between the individual and corporation in modern society. Changes in the structure and processes of corporations are examined as are controversies over the impact of corporate policies and goals on employees, consumers, and the general public. Topics include industrial society, post-industrial society, and the sociology of work and occupations. Prerequisite: Sociology 100 or Sociology 204 or Anthropology 110 or permission of instructor. Fall.
- 250. Organizational Behavior and Management** (Trask) One course
 An examination of the major psychological factors and processes producing stability and change in organizations. Attention will be given to interpersonal behavior, small groups, leadership, cooperation, conflict, and organization. Fall, 1991, and alternate years.
- 252. Sociology of Aging** (Matthews) One course
 An examination of the major theories of aging. The demography of aging and the influence of longevity on social issues. No prerequisite. Fall, 1992, and alternate years.
- 254. Technology and Social Change** (Trask) One course
 A study of the impact of technology on contemporary social institutions and normative behavior. The role of computer and space age technology in contemporary social institutions. Topics include

technology and theories of social change, computers and information transfer, security, privacy; computers and ethics; computers in education, government, industry, the arts, and social forecasting. Special emphasis is placed upon the emergence of an information society and the resulting shifts in social values and lifestyles. No prerequisite. Spring, 1991, and alternate years.

- 260. Modern Complex Organizations** (Trask) One Course
Sociological perspectives on complex organizations—governmental, nonprofit, and business. Special attention given to bureaucracy, goals and effectiveness, coordination, authority, and change. Prerequisite: junior standing, or permission of instructor. Spring.
- 270. Criminology** (Staff) One course
An analysis, by attention to the criminal justice system, of crime and delinquency as legal categories. Sociological theories of causation of and social reaction to crime and delinquency also included. Prerequisite: Sociology 100 or Sociology 204 or Anthropology 204 or junior standing. Fall, 1992, and alternate years.
- 275. Internship in Sociology** (Staff) One-half to two courses
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 internship implies that the student has some base of knowledge and will increase her knowledge and skills by direct contact with an experienced, knowledgeable mentor. Open to sophomores, juniors, and seniors with a 2.0 cumulative average; maximum credit per term is one course; admission by application only.
- 280. Urban Community** (Trask) One course
The study of urbanization, the ecology of urban sub-areas, the major demographic features and problems of modern cities, and urban social organization. Prerequisite: junior standing or permission of instructor. Spring, 1992, and alternate years.
- 290. Honors Independent Study in Sociology** (Staff) One to four courses
Advanced independent study under the guidance of a faculty adviser. Normally open to juniors and seniors with a 3.5 average in sociology, subject to approval of the chairman of the department. Honors work may be taken for a maximum of two courses.
- 310. Special Topics in Sociology** (Staff) One course
Contemporary issues in sociology. This course consists of intensive study of current topics in the field of sociology. Prerequisite: Sociology 100 and any 200 level sociology course or permission of department. Offered as needed.

Student Designed Major (See page 93)

Women's Studies (See page 92)

Awards and Prizes

The Elisabeth Oesterlein Award—Named in recognition of the first teacher of the school for girls begun in 1772, the Oesterlein Award is presented annually at Founders Day to the senior who, during her four years at Salem, has made notable contributions to the quality of life at Salem College. It recognizes both outstanding leadership and scholarship, and the recipient must have attained a 3.0 average overall.

The 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 in two categories (1) \$200 to a senior student who exemplifies strong campus citizenship, Christian character, loyalty, and effective service to the College; and (2) \$200 to a faculty member who has demonstrated sound service, loyalty, Christian influence, and effective teaching.

The President's Prizes—Established by the Alumnae Association of Salem College in 1958, the awards are made to students in a number of areas of academic achievement. Included is an award of \$100 to the freshman and to the junior with the highest quality point average, provided she returns for the academic year immediately following.

Jess Byrd Scholar Athletic Award—Named in honor of Professor Emeritus Jess Byrd, this award goes to a senior who has maintained a 3.0 average overall, demonstrated leadership in both intercollegiate and intramural athletics, and shown consistent qualities of good sportsmanship.

The 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. The work may be in one of a variety of forms.

Lovin History Award—The award, named in honor of Cynthia Lovin McArthur, a 1975 graduate, is presented to an outstanding senior who has majored in either history, American studies, or art history. The recipient must have maintained at least a 3.5 average, demonstrated through independent study or honors work her promise as a history scholar, and made significant contributions to the Salem community. The honor carries with it a \$100 prize and an engraved bowl.

The Mollie Cameron Tuttle Memorial Prize—Established in 1956 by the Class of 1946 in memory of their classmate, this award is made annually to an outstanding student in interior design.

The Marion and Alice McGlinn Award—An award of \$50 is made annually to the student displaying the most outstanding qualities of leadership on campus during her senior year. The donors, who are sisters, each served as president of student government while at Salem College.

The Winnie Warlick Simpson Awards—Established by the children of Winnie Warlick Simpson, a Salem College alumna, an annual award is given in both music theory and music composition.

Sophisteia Award—This award is a gift to Salem College from the Class of 1978 in conjunction with the Class of 1973. This award was established in 1978 for the purpose of recognizing the outstanding academic achievement and the excellence in scholarship of a graduating senior. During the graduation ceremony, the award will be presented to the senior graduate with the highest grade point average over four years.

Student Research Fund—The Class of 1975 established as its gift to the College a \$1,000 trust fund, the interest to be used to support selected student research projects. Interested students are encouraged to apply, and the recipients are chosen by a faculty committee.

The Clark A. Thompson Community Service Award—Established to honor Dr. Clark A. Thompson for his years of dedicated service to the College and to the larger community and to recognize a Salem student who has made a substantial commitment to volunteer community service.



Honor Organizations

Alpha Lambda Delta

Alpha Lambda Delta is a freshman honor society. Its purpose is to promote intelligent living, high standards of learning, and to encourage superior academic achievement in a student's first year at Salem. To be admitted to Alpha Lambda Delta, a freshman must take a full academic load and have a quality point average of 3.5. Students are admitted at the beginning of the spring term.

Alpha Psi Omega

Alpha Psi Omega is an honorary dramatic fraternity which offers membership to those 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.

Beta Beta Beta

Beta Beta Beta is the national biological honor society which emphasizes the stimulation of scholarships; dissemination of scientific knowledge; and promotion of biological research. Regular members of the Beta Alpha Chapter must be biology majors of junior standing or above, possess a 3.0 average in all biology courses and a 2.67 overall average.

Honor Society

The purpose of the Honor Society of Salem College is to recognize and foster scholarship. Its membership is limited to juniors and seniors of superior academic achievement who have completed a specified amount of work at Salem.

Mortar Board

Mortar Board is a national honor society for senior students who have demonstrated distinguished ability and achievement in scholarship, leadership, and service to the college and the community. Members are tapped for the society at the end of their junior year or the beginning of their senior year.

Omicron Delta Kappa

Omicron Delta Kappa, a national honor society, recognizes junior and senior students who have attained academic success and demonstrated the desire to contribute to a better community through involvement in an integrated program of extracurricular activities.



Order of the Scorpion

This organization serves the College through projects, which though often small and intangible, are vital to the preservation of the "spirit of Salem." The membership is composed of no more than 14 juniors and seniors chosen by members of the order.

Phi Alpha Theta

Phi Alpha Theta, the national honorary history 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 honorary society in foreign languages. It is open to faculty, juniors, and seniors who meet high standards of performance in advanced French, German, and Spanish.

Pi Gamma Mu

Pi Gamma Mu is the International Social Science Honor Society. It recognizes achievement in the social sciences and is open to juniors and seniors who meet its high standards through their course work in history, political science, economics, sociology, and psychology.

Organization of The College

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Richard L. Sides, Vice Chairman

Barbara Folger Chatham, Secretary **Thomas Edward Powell III**, Treasurer

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Rural Hall, North Carolina

Nancy Cameron Capel (1995)

Troy, North Carolina

Barbara Folger Chatham (1993)

Ronda, North Carolina

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First Wachovia Corporation

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Assistant Director

Moravian Music Foundation

Winston-Salem, North Carolina

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New York, New York

Terrie Allen Davis (1992)

Attorney

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Winston-Salem, North Carolina

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Driscoll Associates

Winston-Salem, North Carolina

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Winston-Salem, North Carolina

Bettie Broyhill Gortner (1994)

Clearwater, Florida

David K. Isbister (1996)

Senior Vice President

R. J. Reynolds Tobacco Company

Winston-Salem, North Carolina

William H. McElveen (1995)

Pastor

Unity Moravian Church

Lewisville, North Carolina

William W. Neal (1995)

President/Chief Executive Officer

Broadway and Seymour

Charlotte, North Carolina

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Charlotte, North Carolina

Mary Ann Paschal Parrish (1994)

Prudential Piedmont Triad Properties

Winston-Salem, North Carolina

Thomas Edward Powell III (1992)

President

Carolina Biological Supply Company

Burlington, North Carolina

Pat Greene Rather (1996)

Atlanta, Georgia

Cedric S. Rodney (1992)

Pastor

St. Philips Moravian Church

Winston-Salem, North Carolina

Henry C. Roemer (1994)

Of Counsel

Petree, Stockton and Robinson

Winston-Salem, North Carolina

Richard E. Shore (1995)

Winston-Salem, North Carolina

Richard L. Sides (1992)

Associate Pastor

Home Moravian Church

Winston-Salem, North Carolina

Emily Pleasants Smith (1995)

Charlotte, North Carolina

John F. Ward (1994)

President/Chief Executive Officer

Sara Lee Knit Products

Winston-Salem, North Carolina

Elizabeth Wright Weber (1995)

Winston-Salem, North Carolina

Calder W. Womble (1994)

Attorney

Womble, Carlyle, Sandridge and Rice

Winston-Salem, North Carolina

Velva Whitescarver Woollen (1994)

Charlotte, North Carolina

Board of Visitors 1991-1992

Jean A. Sherrill, Chairman

Jacqueline Aldridge (1994)
Bermuda Run, North Carolina
Kathryn Marakas Barnes (1994)
Winston-Salem, North Carolina
Ann Levitt Brenner (1992)
Winston-Salem, North Carolina
Emmy Lou Burchette (1994)
Charlotte, North Carolina
Fred H. Cox, Jr. (1992)
Richmond, Virginia
Nancy W. Dunn (1994)
Winston-Salem, North Carolina
Robert E. Elberson (1993)
Chicago, Illinois
Aurelia Gray Eller (1993)
Winston-Salem, North Carolina
Jane H. Hanes (1993)
Winston-Salem, North Carolina
Susan W. Hudson (1994)
Charlotte, North Carolina
Francis M. James, III (1992)
Winston-Salem, North Carolina
Henry H. Jordan II (1994)
Winston-Salem, North Carolina

Catherine L. Lemon (1993)
Phoenix, Arizona
Sayre L. Meyer (1993)
Charlotte, North Carolina
Joyce R. Neely (1993)
Winston-Salem, North Carolina
Paul Pancake (1994)
Huntington, West Virginia
Martha Rogers Plaster (1994)
Shelby, North Carolina
Jean A. Sherrill (1994)
Winston-Salem, North Carolina
E. Sue Cox Shore (1993)
Winston-Salem, North Carolina
Martha B. Smith (1993)
Richmond, Virginia
Ann Lewallen Spencer (1994)
Winston-Salem, North Carolina
Margaret R. Tennille (1993)
Winston-Salem, North Carolina
Pat B. Wallace (1994)
Martinsville, Virginia
Jane Butler Wilson (1993)
Winston-Salem, North Carolina

Emeriti

Jess Lucile Byrd, B.A., M.A.*Emma Lehman Professor of English, Emeritus*
Mary Frances Cash, B.M.*Associate Professor of Theory, Emeritus*
Anna J. Cooper, B.A., M.A., M.S.*Librarian, Emeritus*
Merrimon Cuninggim, A.B., M.A., B.A., M.A., B.D., Ph.D.*President, Emeritus*
Arley Theodore Curlee, B.A., M.A.*Louise C. Shaffner Professor
of Mathematics, Emeritus*
James W. Edwards, A.B., M.S., Ph.D.*Professor of Biology, Emeritus*
Laura C. Edwards, B.A., M.A.*Associate Professor of English, Emeritus*
Louise Y. Gossett, B.A., M.A., Ph.D.*Professor of English, Emeritus*
Hans Heidemann, B.M., M.M., Piano Diploma.....*Professor of Piano, Emeritus*
Mary Stewart Hill, B.A., M.A., M.A., Ph.D.*Professor of Religion and
Philosophy, Emeritus*
Mary E. Homrighous, A.B., M.A., Ph.D.*Professor of English, Emeritus*
Virginia A. Johnson, B.S., M. Ed.*Dean of Students, Emeritus*
Edith A. Kirkland, B.A.*Director of Admissions, Emeritus*
William G. Mangum, B.A., M.A.*Professor of Art, Emeritus*
Mary L. Melvin, B.A., M.A.*Associate Professor of Modern
Foreign Languages, Emeritus*
Anna Gertrude Perryman, B.A.*Treasurer, Emeritus*
Paul Willard Peterson, B.A., M.M.*Professor of Voice, Emeritus*
June Louise Samson, B.A., M.A.*Professor of Music, Emeritus*
Clemens Sandresky, B.A., M.A.*Dean, School of Music, Emeritus*

Margaret Vardell Sandresky, B.M., M.M.	<i>Professor of Composition and Theory, Emeritus</i>
Edwin F. Shewmake, B.S., M.A.	<i>Professor of Art, Emeritus</i>
Margaret L. Simpson, B.A.	<i>Registrar, Emeritus</i>
Margaret Petree Snow, B.S., M.Ed.	<i>Professor of Home Economics, Emeritus</i>
Sadie Elizabeth Welch, B.A., M.A., Ph.D.	<i>Professor of Psychology and Education, Emeritus</i>
William Beckler White, B.A., B.S., M.A., Ph.D.	<i>Professor of English, Emeritus</i>
Anne E. Woodward B.A., M.A.	<i>Professor of Physical Education, Emeritus</i>

The Faculty

Julianne Still Thrift (1991)*

President, Salem Academy and College

B.A., M.Ed., University of South Carolina; Ph.D., George Washington University

Annette Allen (1990)

Dean of the College; Professor of Literature

B.A., Drake University; M.A., Southern Methodist University; Ph.D., University of Texas at Dallas

Christopher J. Baker (1989)

Associate Professor of Education

B.A., B.Ed., The University of New England, Australia; M.Ed., The University of Alberta, Canada; Ph.D., University of Texas at Austin

Geoffrey B. Bates (1990)

Assistant Professor of Art

B.F.A., University of Georgia; M.F.A., Ohio University

James W. Booth Jr. (1987)

Assistant Professor of Writing and Communications

B.A., M.A., University of North Carolina at Greensboro; D.A., State University of New York, Albany

Douglas B. Borwick (1985)

Associate Dean; Associate Professor of Arts Management and Music

B.M., M.M., Baylor University; Ph.D., Eastman School of Music

Michel H. Bourquin (1966)

Assistant Professor of French

B.A., Florida State University; M.A., Trinity College

James Lee Bray (1958)

Professor of Education

A.B., Ed.M., College of William and Mary

John Wesley Burrows (1964)

Associate Professor of Mathematics

B.A., M.A., East Tennessee University

Mildred Inzer Byers (1957)

Ivy May Hixson Professor of Humanities

A.B., Randolph Macon Woman's College; M.A., Ph.D., Radcliffe College

W. Douglas Cardwell Jr. (1972)

Professor of Modern Languages

A.B., Transylvania College; Ph.D., Yale University

*Date following name indicates year of appointment

Errol MacGregor Clauss (1963)

Professor of History

B.A., Gettysburg College; M.A., Ph.D., Emory University

James C. Cox Jr. (1991)

Associate Professor of Communications

B.A., Duke University; M.A., University of North Carolina at Greensboro; Ph.D., Florida State University

Linda Motley Dudley (1971)

Professor of Psychology

B.A., University of North Carolina at Chapel Hill; M.A., Ph.D., University of North Carolina at Greensboro

Jeffrey A. Ersoff (1979)

Associate Professor of Psychology and Computer Science, Director of Academic Computing

B.A., Cornell University; M.A., Florida Atlantic University; Ph.D., University of Texas

M. Cynthia Farris (1983)

Dean of Students, Assistant Professor of Sociology

A.B., University of California, Berkeley; M.Ed., Ph.D., University of North Carolina at Greensboro

Todd L. Fay (1976)

Professor of Psychology

B.A., University of Michigan; M.S., Ph.D., Northwestern University

Mary Ann Garcia (1964)

Associate Professor of Modern Languages

B.A., M.A., University of Michigan

Penny Griffin (1975)

Assistant Professor of Art

B.A., Appalachian State University; M.A., Florida State University

Deborah L. Harrell (1980)

Instructor in Mathematics

B.S., Wake Forest University; M.S., North Carolina State University

Catherine D. Holderness (1986)

Assistant Professor of Business Administration and Economics

B.A., San Jose State University; M.B.A., University of Nevada Reno; Ed.D., University of North Carolina at Greensboro

John W. Hutton (1990)

Instructor of Art

A.B., Princeton University; M.A., University of London; M.A., Harvard University

James M. Jordan (1959)

Associate Professor of English

B.A., M.A., University of Virginia

Susan L. Keane (1979)

Laboratory Instructor in Biology

B.S., University of North Carolina at Greensboro; M.T. (A.S.C.P.), Penrose Hospital

Sidney L. Kelly Jr. (1967)

Associate Professor of Religion

B.A., Wofford College; B.D., Yale University; Th.M., Princeton Theological Seminary; Ph.D., Vanderbilt University

Gary Ljungquist (1979)

Associate Professor of Modern Languages

B.A., Clark University; Ph.D., Cornell University

Caroline McAllister (1989)

Assistant Professor of English

B.A., Yale University; Ph.D., Emory University

Ellen J. McEwen (1985)

Assistant Professor of Physical Education

B.S., Ashland College; M.A., Ohio State University

George F. McKnight (1978)

Associate Professor of Chemistry and Coordinator of Programs for Women in Science

B.A., LaSalle College; M.S., Ph.D., University of Illinois

Brian Meehan (1972)

Associate Professor of English

B.A., M.A., C.Phil., Ph.D., University of California, Los Angeles

Craig Harrison Miller (1976)

Professor of Chemistry

B.S., Lewis and Clark College; Ph.D., University of Illinois

Thomas B. Mowbray (1978)

Professor of Biology

B.A., University of Minnesota; M.A., Ph.D., Duke University

Stephen R. Nohlgren (1966)

Professor of Biology

B.A., Augustana College; M.S.P.H., University of North Carolina at Chapel Hill;

Ph.D., The Bowman Gray School of Medicine of Wake Forest University

Charles B. Pate (1971)

Associate Professor of Chemistry

B.S., Ph.D., University of South Carolina

Jerry Pubantz (1976)

Professor of Political Science

B.S.F.S., School of Foreign Service, Georgetown University; M.A., Ph.D., Duke University

Laura Johnson Richards (1987)

Assistant Professor of Physical Education and Director of Aquatics

B.S., University of North Carolina at Greensboro; M.S., University of Tennessee-Knoxville

Craig J. Richardson (1991)

Instructor in Economics

B.A. Kenyon College

Natalia M. Rushing (1984)

Assistant Professor of Philosophy

B.A., M.A., Ph.D., University of Texas at Austin

Dorothy S. Russell (1978)

Professor of Education; Director of Graduate Studies; Director of Teacher Education

B.A., Fairleigh Dickinson College; M.A., Paterson State College; Ed.D., University of North Carolina at Greensboro

Dudley D. Shearburn (1977)

Associate Professor of Education

B.A., Birmingham Southern College; M.Ed., Ph.D., St. Louis University

Adam Stiener (1966)

Associate Professor of German

B.A., M.A., University of Oregon

Wenzhi Sun (1991)

Assistant Professor of Mathematics

B.S., M.S., Nanjing University; Ph.D., Pennsylvania State University

Nan R. Tilley (1966)

Associate Professor of Physical Education

B.S., M.F.A., University of North Carolina at Greensboro

Suzanne S. Trask (1989)

Assistant Professor of Sociology

B.A., Drake University; M.A., University of Tennessee-Knoxville; Ph.D.,

University of Georgia

Andre A. Vonsiatsky (1990)

Visiting Assistant Professor of Management

B.A., University of Florida; M.B.A., Wake Forest University

Janet S. Zehr (1985)

Assistant Professor of English

B.A., State University of New York, College of Geneseo; M.S., Columbia University; Ph.D., University of Illinois at Urbana-Champaign

Part-Time Faculty

Beatrice Ackenbom-Kelly (1976)

Assistant Professor of Education

B.A., West Virginia Wesleyan; M.Ed., Ed.D., University of Virginia; J.D., Wake Forest University

Helen W. Akinc (1990)

Instructor in Business Administration

B.A., University of North Carolina at Chapel Hill; M.B.A., State University of New York at Binghamton

James G. Austin (1989)

Assistant Professor of Art

B.S., North Carolina State University; M.F.A., University of North Carolina at Greensboro

Susan Barbitta (1988)

Instructor in Computer Science

B.S., Queens College (NY); M.S., Stevens Institute of Technology

Mary Lucy Bivins (1985)

Instructor in Speech and Drama and Director of Pierrettes

B.A., Salem College; M.A., Wake Forest University

Canice Connors (1990)

Assistant Professor of Religion

B.A., M.A., Catholic University of America; M.A., University of Ottawa; Ph.D., University of Pittsburgh

Linda B. Dockery (1991)

Assistant Professor of Education

B.A., Guilford College; M.Ed., Ed.D., University of North Carolina at Greensboro

C. Dorsey Dyer Jr. (1991)

Instructor in Business Administration

B.I.E., M.S., Georgia Institute of Technology; M.B.A., Appalachian State University

Carann Graham (1991)

Instructor in Interior Design

B.A., M.S., University of North Carolina at Chapel Hill; M.S., University of North Carolina at Greensboro

Richard E. Johe (1988)

Assistant Professor of Business Administration

B.A., Dickinson College; M.A., University of Idaho; Ph.D., Duke University

John E. Keller (1990)

Assistant Professor of Sociology

B.A., University of North Carolina at Chapel Hill; M.A., University of Kentucky; Ph.D., University of Texas at Austin

Anne D. Martin (1988)

Instructor in Business Administration

B.S., Salem College; M.B.A., Wake Forest University

Peggy F. Matthews (1988)

Instructor in Sociology

B.A., Salem College; M.S.W., University of North Carolina at Chapel Hill

George B. Noxon (1991)

Instructor in Business Administration

B.A., University of The South; M.B.A., Tulane University

Erik W. B. Oldenburg (1990)

Associate Professor of Economics

B.Ed., M.Ed., Stockholm University, Sweden; Ph.D., Etudes University Internationales, Belgium

William T. Partin (1990)

Assistant Professor of History

B.A., Guilford College; M.A., Ph.D., Ohio State University

John R. Pugh Jr. (1990)

Instructor in Economics

B.S., University of North Carolina at Greensboro; M.A., The Johns Hopkins University, School of Advanced International Studies

Douglas E. Renhardt (1989)

Assistant Professor of Anthropology and Sociology

B.A., M.S., University of California at Los Angeles; Ed.D., University of North Carolina at Greensboro

School of Music

Barbara Lister-Sink (1986)

Associate Professor of Piano, Dean

A.B., Smith College; Soloist Diploma and Prix d'Excellence, Utrecht Conservatory

Anne Carter (1985)*

Instructor in Suzuki Violin

*Salem Music School Faculty

Susan C. Giles (1988)*

Instructor in Kindermusik Program

B.A., Salem College

Irma Gatewood Goldberg (1982)*

Instructor in Piano

B.M., Salem College; M.M., University of North Carolina at Greensboro

Patrick Hicks (1986)*

Instructor in Suzuki Piano

M.M., Peabody Conservatory

Rebecca Lanier Howard (1978)*

Instructor in Kindermusik Program

B.M., Furman University; M.M., Northwestern University

Debbie Hunter (1988)*

Instructor in Piano

B.M., Salem College

Louise F. Idol (1988)*

Instructor in Kindermusik Program

B.S., High Point College

Joan E. Jacobowsky (1951)

Professor of Voice

B.S., Juilliard School of Music; M.A., Teachers College of Columbia University

Terese Kaptur (1988)*

Instructor in Piano B.M., M.A., University of Alaska

Marguerite Young Keller (1981)*

Instructor in Violin

B.M., University of North Carolina at Greensboro

Nola Reed Knouse (1983)*

Assistant Professor of Theory and Flute

B.A., Wake Forest University; M.A., Ph.D., Eastman School of Music

Eileen M. Kress (1988)*

Instructor in Kindermusik Program

Sarah R. Kuhl (1988)*

Instructor in Kindermusik Program

B.S., Midwestern University

Ann Listokin (1967)*

Instructor in Piano

Institute of Modern Piano Technique, Mannes College of Music

Martha Mazonson (1988)

Instructor in Alexander Technique

B.A., Brown University

Charles R. Medlin (1953)*

Instructor in Cello and Piano

University of North Carolina and Juilliard School of Music

Donita Moore (1989)*

Instructor in Flute, Piano, and Organ

B.M., Salem College

*Salem Music School Faculty

John S. Mueller (1955)

Professor of Organ

B.M., Oberlin College Conservatory; M.M., University of Michigan; D.M.A., Boston University

Margaret Snodgrass Mueller (1958)

Professor of Organ and Theory

B.M., M.M., Oberlin Conservatory

David Pegg (1988)

Associate Professor of Music and Choral Conductor

B.M., M.M., University of North Carolina at Greensboro

Patricia Pence-Sokoloff (1965)

Associate Professor of Harp

B.S., West Chester State University

John Pruett (1984)*

Instructor in Violin and Viola

B.A., The Curtis Institute of Music

Eric Schoulda (1984)*

Instructor in Guitar

B.M., American University

Sandra Talton (1985)*

**Salem Music School Faculty*

Instructor in Kindermusik Program

B.M., Furman University; M.M., Southern Baptist Theological Seminary

Elizabeth White (1987)*

Instructor in Kindermusik Program

B.A., Wake Forest University

Nancy Wurtele (1962)

Associate Professor of Piano

B.M., University of Southern California; M.S., Juilliard School of Music; D.M.A., University of Southern California

*Salem Music School Faculty

Adjunct Faculty in

Medical Technology

Program in Medical Technology

Bowman Gray School of Medicine

Michael L. O'Connor M.D.*Medical Advisor*

Lenora W. Flynn, MT (ASCP) SH, M.Ed.*Program Director*

Gwen Bradsher, MT (ASCP) SM.....*Instructor in Clinical Microbiology*

Candace Culton, MT (ASCP) SH, M.A.*Instructor in Clinical Microscopy*

Judi Scaro, MT (ASCP) SC.....*Instructor in Clinical Chemistry*

Julie H. Simmons, MT (ASCP) SBB.....*Instructor in Blood Bank/Serology*

Forsyth Memorial Hospital

School of Medical Technology

Joseph B. Dudley, M.D.*Medical Director*

Donna G. Basch, MT (ASCP) SC.....*Program Director*

Debbie Newsome, MT (ASCP) SC...*Education Coordinator in Clinical Biochemistry*
Kay Pugh, MT (ASCP) SH.....*Education Coordinator in Clinical Hematology*
Phyllis Taylor, MT (ASCP) SBB.....*Education Coordinator in Blood Bank/Serology*
Tara Cleveland, MT (ASCP) SM.....*Education Coordinator in Microbiology*

Medical Technology Program Duke University Medical Center

Frances K. Widmann, M.D.*Medical Director*
Margaret C. Schmidt, MT (ASCP) SH, CLS (NCA), Ed.D.*Program Director*
Cynthia L. Wells, MT (ASCP), CLS (NCA), Ed.D.*Assistant Program Director*
Kennie B. Beam, MT (ASCP) SM, CLSpM (NCA), M.S. .*Education Coordinator in
Clinical Microbiology*
Mary Ann Dotson, MT (ASCP), CLS (NCA).....*Education Coordinator in
Clinical Hematology*
Patty Hanneman, MT (ASCP) SBB, M.A.*Education Coordinator in
Immunohematology*
Barbara L. Benton, C (ASCP), C (NCA).....*Education Coordinator in
Clinical Chemistry*
Donald Royster, CLPIb (NCA).....*Education Coordinator in
Clinical Phlebotomy*

Administration and Staff

Office of the President

Julianne Still Thrift (1991)

President, Salem Academy and College

B.A., M.Ed., University of South Carolina; Ph.D., George Washington University

Delores S. Clarke (1964)

Executive Secretary

Office of the Chaplain

D. Wayne Burkette (1990)

Chaplain of the Academy and College

B.A., University of North Carolina at Chapel Hill; M.Div., Moravian Theological Seminary; D.Min., Union Theological Seminary of Virginia

Office of the Dean of the College

Annette Allen (1990)

Dean of the College

B.A., Drake University; M.A., Southern Methodist University; Ph.D., University of Texas at Dallas

Barbara Lister-Sink (1986)

Dean, School of Music; Associate Professor of Piano

A.B., Smith College; Soloist Diploma in Piano, Prix d'Excellence, Utrecht Conservatory

Douglas B. Borwick (1985)

Associate Dean; Associate Professor of Arts Management and Music

B.M., M.M., Baylor University; Ph.D., Eastman School of Music

George F. McKnight (1978)

Associate Professor of Chemistry and Coordinator of Programs for Women in Science

B.A., LaSalle College; M.S., Ph.D., University of Illinois

Dorothy G. Canady (1978)

Administrative Assistant

Karen L. Booe (1990)

Secretary, Academic Programs

Office of Continuing Studies

Martha H. Fleer (1973)

Dean and Director of Continuing Studies; Assistant Professor in Adult Education

B.A., University of Richmond; M.A.Ed., Wake Forest University; Ed.D., North Carolina State University

Vicki W. Sheppard (1988)

Assistant Director of Continuing Studies

B.A., Salem College

Linda Motley Dudley (1971)

Faculty Adviser, Adult Degree Program; Associate Professor of Psychology

B.A., University of North Carolina at Chapel Hill; M.A., Ph.D., University of North Carolina at Greensboro

Tracy D. Jaekle (1989)

Secretary

Janice R. Arrington (1990)

Secretary/Receptionist

Office of the Registrar

Diana M. Rymar (1988)

Registrar

B.A., Western Carolina University

Frances C. Dunn (1970)

Assistant, Registrar's Office

B.A., Salem College

Joan W. Homokay (1989)

Assistant Registrar and Director of Institutional Research

B.S., University of New Hampshire

The Library

Rose Simon (1979)

Director of Libraries

A.B., Ph.D., University of Rochester; M.A., University of Virginia; M.S. in L.S., University of North Carolina at Chapel Hill

Julia Bitting (1979)

Part-time Reference Librarian

B.A., M.L.S., University of North Carolina at Greensboro

Peggy Crater (1986)

Serials and Technical Services Assistant

B.A., University of North Carolina at Chapel Hill

Robert Halsey (1987)

Part-time Reference Librarian

B.S., M.L.S., University of Tennessee

Martha W. Hammond (1987)

Technical Services Librarian

A.B., Lenoir Rhyne College; M.S.L.S., Syracuse University

Marie Mingus (1991)

Circulation Assistant

B.F.A., University of Georgia

Janice Safrit (1975)

Fine Arts Center Librarian

B.M., Salem College; M.L.S., Ed.D., University of North Carolina at Greensboro

Susan Taylor (1970)

Reference Librarian

B.A., Salem College; M.L.S., George Peabody College

Faculty Secretaries

Grace R. Auman (1961)

Administrative Assistant, School of Music

Valorie V. Bennett (1990)

Secretary, Main Hall

Patricia J. Childress (1989)

Secretary, Science Building

Cathy G. Cox (1990)

Secretary, Departments of Education and Psychology

B.M., Piedmont Bible College

Office of Admissions

Amy Lynne Cass (1990)

Admissions Counselor

B.A. Salem College

Shelia M. Elliott (1990)

Assistant Dean of Admissions

B.A., Salem College

Pamelia Jacobs (1989)

Administrative Assistant

Barbara Johnson (1974)

Office Manager

Alexa Macaulay (1990)

Associate Dean of Admissions

B.F.A., the Atlanta College of Art

Patrice B. Mitchell (1990)

Coordinator for Minority Recruitment

B.A., Salem College

Brenda A. Murray (1990)

Associate Dean of Admissions

B.S.B.A., Salem College

Rhonda L. Salmons (1990)

Admissions Systems Manager

B.S., High Point College

Tammy E. Taylor (1990)

Admissions Counselor

B.A., Salem College

Office of Dean of Students

M. Cynthia Farris (1983)

Dean of Students

A.B., University of California, Berkeley; M.Ed., Ph.D., University of North Carolina at Greensboro

Deborah V. Cates (1984)

Assistant Dean of Students for Student Activities and Residential Life

B.A., Tulane University; M.S.W., Louisiana State University

Becky Pack-Moxley (1975)

Administrative Assistant

Financial Aid

Neville G. Watkins (1984)

Director

B.A., Randolph-Macon Woman's College; M.Ed., University of Virginia

Ann Coleman (1984)

Assistant Director of Financial Aid

A.A., Peace College

College Health Service

Thomas Cannon (1978)

Director

B.A., University of North Carolina at Chapel Hill; M.D., University of North Carolina School of Medicine

Champ Jones (1987)

Director

B.A., Clemson University; M.D., Medical University of South Carolina

Robert G. Kelly (1979)

Director

B.S., Clemson University; M.D., Medical University of South Carolina

Thomas Littlejohn III (1978)

Director

B.A., University of North Carolina at Chapel Hill; M.D., University of North Carolina School of Medicine

Keith Van Zandt (1987)

Director

B.A., Princeton University; M.D., Bowman Gray School of Medicine

Sue Perkins (1988)

Head Nurse

R.N., North Carolina Baptist Hospital School of Nursing

Miriam H. Farmer (1978)

Nurse

R.N., Rex Hospital

Pam Kesler (1988)

Nurse

R.N., Cabarrus Memorial Hospital School of Nursing

Residence Hall Directors

Laura E. Lail (1991)

Babcock Residence Hall Director

B.A., Salem College

Wanda E. Nace (1991)

Sisters Residence Hall Director

B.A., Salem College

Melissa A. Robinson (1991)

South Residence Hall Director

B.S., Salem College

Shirley R. Southerland (1989)

Granley Residence Hall Director

Janice C. Tuttle (1990)

Bitting Residence Hall Director

Business Office

Thomas N. Macon Jr. (1977)

Chief Business Officer

A.B., Mercer University; M.Acc., University of Georgia

Royce A. Porter (1990)

Comptroller

B.S., Columbus College

Samuel C. Cox (1985)

Computer Programmer and Operator

B.A., Piedmont Bible College

Helen M. McGuire (1960)

Bursar

Nikki B. Brock (1971)

Assistant Bursar

Linda D. Grady (1985)

Administrative Assistant

Teresa M. Gandee (1983)

Cashier

B.S., Appalachian State University

Deborah V. Cooke (1990)

Systems Assistant

A.A.S. Electronic Data Processing, Forsyth Technical College

Institutional Advancement

William James Harman (1990)

Director of Institutional Advancement

B.A., University of Pennsylvania

Beth Adams Alexander (1990)

Assistant Director of Public Information/Senior Writer

B.A., Salem College

Arlene Arnoczy (1985)

Gift Recorder

Catherine D. Dupont (1990)

Assistant Director of Alumnae Affairs

B.A., Salem College

Doris M. Eller (1971)

Director of Alumnae Affairs

B.S., Salem College

Sylvia A. Hampton (1986)

Word Processor Operator

Sarah Johnston Hunter (1987)

Director of Public Information

B.A., University of North Carolina at Chapel Hill

Marie B. Marritt (1990)

Director, Annual Fund

B.A., Salem College

Connie F. Muncy (1979)

Secretary

Dru C. Simpson (1989)

Assistant Director of Institutional Advancement

B.A., Salem College; M.B.A., University of Alabama

Tonda B. Smith (1989)

Media Assistant, Public Information

Institutional Services

Steven L. Wright (1984)

Director of Institutional Services and Public Safety

James L. Wall Jr. (1983)

Director of Physical Plant

B.M.E., Auburn University; M.S., Florida Institute of Technology

Gary Conway (1989)

Director of Custodial Services

Wayne DeBlois (1983)

Manager, Epicure Food Service

Louise Ely (1980)

Switchboard Operator

Sandra H. Turner (1987)

Supervisor, Supply Center

Brent E. LaFever (1989)

Technical Director, Fine Arts Center

Brenda Oha (1981)

Associate Director of Custodial Services

Katherine Stephens (1978)

Assistant, Supply Center

REGISTER OF STUDENTS, CLASS OF 1991
April 21, 1991 (Sunday)

L.NAME	F.NAME	M.NAME
	CITY	STATE
Adams	Robin King	Beck NC
Arrington	Janice Kernersville	Reinhardt NC
Austin	Pamela King	Arlene NC
Baldwin	Amy North Palm Beach	Sowell FL
Barrhardt	Claire Rocky Mount	Marie NC
Beckman	Mary Farmville	Elizabeth NC
Bennett	Janice Winston-Salem	Bowman NC
Benson	Frances Richmond	Taylor VA
Boling	Carol Jacksonville	Ann FL
Bowden	Caroline Winston-Salem	Murphy NC
Bragg	Wendy Winston-Salem	Guerry NC
Brandenburg	Noel Richmond	Marja VA
Brennan	Erin Rocky River	Neff OH
Brooks	Elizabeth North Wilkesboro	A. NC
Brooks	Laura North Wilkesboro	Elizabeth NC
Brooks	Shirley Pfafftown	NC
Brown	Elizabeth Atlanta	Ewing GA

REGISTER OF STUDENTS, CLASS OF 1991
April 21, 1991 (Sunday)

L.NAME	F.NAME	M.NAME
	CITY	STATE
Brown	Tammy Columbia	Lynette SC
Brubaker	Amy York	Beth PA
Bugh	Mary Clifford	Stuart VA
Burney	Eugenia Wilmington	Blake NC
Byrd	Annette Winston-Salem	Parsons NC
Callahan	Jennifer Henderson	Lynn NC
Carreras	Sheila Richmond	Michelle VA
Carter	Margaret Martinsville	Elizabeth VA
Casey	Mark Winston-Salem	A. NC
Catron	Pamela Vero Beach	Rebecca FL
Cobb	Sonya Winston-Salem	Elizabeth NC
Colley	Elizabeth Winston-Salem	Anne NC
Coltrane	Tracy Lexington	Elizabeth NC
Correll	Ellen Hickory	Boyer NC
Crater	Tonya Winston-Salem	Elaine NC
Crawley	Gladys Lewisville	NC
Cromer	Nancy	Elizabeth

REGISTER OF STUDENTS, CLASS OF 1991
April 21, 1991 (Sunday)

L.NAME	F.NAME	M.NAME
	CITY	STATE
	Winston-Salem	NC
Oulbreath	Teresa Bartlet	Lynn TN
Davis	Diane Lexington	Heather SC
Davis	Flora Belmont	Catherine NC
Davis	Sheryl Mt.Pleasant	Huff SC
Decker	Denise Erie	Alison PA
Douthit	Crista Winston-Salem	Williams NC
Dozier	Robin Winston-Salem	Anne NC
Drake	Janet Winston-Salem	NC
Durham	Iris King	Jester NC
Earnhardt	Patricia Greenville	Latta NC
Elsley	Karen Glenshaw	Louise PA
Estes	Susanne Atlanta	Cary GA
Fauber	Lee Lynchburg	Winfree VA
Faw	Sandra North Wilkesboro	Huffman NC
Flippen	Tena Pinnacle	Brewster NC
Flippin	Perkins Tyro	Camille VA

REGISTER OF STUDENTS, CLASS OF 1991
April 21, 1991 (Sunday)

L.NAME	F.NAME	M.NAME
	CITY	STATE
Forbes	Patricia Wilson	Elizabeth NC
Fox	Melissa Lexington	Carol NC
Frye	Carolyn Chesapeake	Ann VA
Fullam	Shannon Chattanooga	Leigh TN
Gish	Ellen Salisbury	Elizabeth NC
Glenn	Mary Greenville	Katherine SC
Glenn	Mary-Alston Atlanta	GA
Gravelly	Kim Mount Airy	Hill NC
Green	Meredith Winston-Salem	Ann NC
Gregg	Carolyn Wayne	Lee PA
Harris	Margaret Nashville	TN
Harrison	Tamiko Durham	Redale NC
Haskins	Elizabeth Martinsville	MacBryde VA
Haskins	Jennifer Raleigh	Linn NC
Hayes	Kara Charlotte	Lea NC
Henley	Dorothy Winston-Salem	Robinson NC
Hewett	Amy Shalotte	Michelle NC

REGISTER OF STUDENTS, CLASS OF 1991
April 21, 1991 (Sunday)

L.NAME	F.NAME	M.NAME
	CITY	STATE
Hoots	Phyllis Winston-Salem	NC
Hopp	Mary Lee Clemmons	Home NC
Howard	Nancy Kernersville	Elizabeth NC
Hudnor	Holly Virginia Beach	Rhyme VA
Hughes	Dorothie Corbin	Louise VA
Hutcherson	Rebecca Winston-Salem	J. NC
Ijames-Scott	Minnie Winston-Salem	Johnson NC
Inge	Heather Walkersville	Marie MD
Ingram	Angela Durham	Elaine NC
Ingram	Bruce Kernersville	Allen NC
Inlow	Eva Winston-Salem	Ellis NC
Jeanrenaud	Nancy Richmond	Alice VA
Jennings	Laura Houston	Virginia TX
Johns	Paula Crittenden	Michelle KY
Johnson	Kelli Edenton	Leigh NC
Jones	Amanda Point Clear	Mason AL
Karpinski	Peggy	Hovis

REGISTER OF STUDENTS, CLASS OF 1991
April 21, 1991 (Sunday)

L.NAME	F.NAME	M.NAME
	CITY	STATE
	Winston-Salem	NC
Kipe	Pamela Califon	Beth NJ
Konkel	Linda Winston-Salem	NC
Lail	Laura Conover	Elizabeth NC
Lasky	Debra Winston-Salem	Elizabeth NC
Lavender	Janis Greensboro	Leigh NC
Lee	Linda Winston-Salem	T. NC
Lewis	Kimberly Ararat	Gaye NC
Linck	Rita Lexington	Marie KY
Lowry	Martha Winston-Salem	Riggs NC
Lynn	Valerie Winston-Salem	Jean NC
Mahoney	Sarah Winston-Salem	Ann NC
Mangum	Grace Winston-Salem	Elizabeth NC
Marshall	Cindy Winston-Salem	Wray NC
Martin	Donna Clemmons	Baity NC
Massey	Katherine Gastonia	Jane NC
May	Donna Irwood	Beth W

REGISTER OF STUDENTS, CLASS OF 1991
April 21, 1991 (Sunday)

L.NAME	F.NAME	M.NAME
	CITY	STATE
May	Joanna Atlanta	Robin GA
McLarty	Melinda Shelby	Ann NC
Millsaps	Suzanne Winston-Salem	Phillips NC
Mooraw	Anna Charlotte	Massey NC
Morrison	Alison Winston-Salem	Meade NC
Murphree	Nanci Winston-Salem	DeAngelis NC
Murphy	Susan Wilmington	Elizabeth NC
Myers	Melody Winston-Salem	Dawn NC
Nace	Wanda Clarksville	Elizabeth MD
Olds	Elizabeth Winston-Salem	Holmes NC
Park	Carolyn Winston-Salem	Naylor NC
Parker	Paige Rocky Mount	Anderson NC
Patterson	Susan Winston-Salem	Solomon NC
Pearce	Joan Greenville	Long SC
Peterson	Melissa Martinsville	Parker VA
Phipps	Kathy Winston-Salem	Jane NC
Piercy	Jan Winston-Salem	NC

REGISTER OF STUDENTS, CLASS OF 1991
April 21, 1991 (Sunday)

L.NAME	F.NAME	M.NAME
	CITY	STATE
Pollard	Deanna Raleigh	Glyn NC
Powell	Frances Winston-Salem	Elizabeth NC
Pritchard	Berryce Advance	L. NC
Radcliff	Kelly Fayetteville	Lynn NC
Rainero	Amy Bristol	Lynn VA
Ranlett	Virginia Winston-Salem	A. NC
Rauch	Amy Fort Lauderdale	Elizabeth FL
Rawley	Justin High Point	Blair NC
Rawls	Catherine Washington	Alysa NC
Record	Kristi Kernersville	Reid NC
Reid	R. Ellen Winston-Salem	Kennelly NC
Renegar	Jacqueline Kernersville	Bennett NC
Rhea	Norma Winston-Salem	Pierce NC
Rosenthal	Helen Columbia	Renfrow SC
Rotenizer	Joyce Winston-Salem	Nester NC
Royall	Kristy Durham	Leigh NC
Saxman	Elizabeth	Ann

REGISTER OF STUDENTS, CLASS OF 1991
April 21, 1991 (Sunday)

L.NAME	F.NAME	M.NAME
	CITY	STATE
	Staunton	VA
Schroeder	Mary Chapel Hill	Elizabeth NC
Scott	Trula Walhalla	Kirkpatrick SC
Shapard	Catherine Naples	Parry FL
Shama	Anupma Smithfield	NC
Sheppard	Sarah Virginia Beach	Aleys VA
Short	Jennifer Tampa	Nan FL
Simmons	Sue Winston-Salem	Shriver NC
Simon	Waltena Winston-Salem	Dendy NC
Smith	Heather Winston-Salem	Ayn NC
Smith	Jane Winston-Salem	Yates NC
Spainhour	Virginia North Wilkesboro	Raymer NC
Stancil	Judith Winston-Salem	S. NC
Steele	Ann Marie Winston-Salem	Williams NC
Styers	Benjamin Clemmons	R. NC
Sutton	Sally Winston-Salem	Hartsfield NC
Swank	Michelle Medina	Renee OH

REGISTER OF STUDENTS, CLASS OF 1991
April 21, 1991 (Sunday)

L.NAME	F.NAME	M.NAME
	CITY	STATE
Tarayo	Colleen Winston-Salem	Amada NC
Taylor	Berry Lewisville	Rock NC
Teague	Mary Winston-Salem	Laura NC
Tito	Jennifer Laughlintown	Lynn PA
Townsend	Angela Kemersville	Noelle NC
Townsend	Elizabeth Laurens	Ashley SC
Vachon	Eleanor Atlanta	Marie GA
Vick	Lucile Raleigh	Miller NC
Walker	Sandra Lewisville	Terry NC
Ward	Laura Thomasville	Kathleen NC
Warren	Elizabeth Stoneville	Allison NC
Weavil	Julie Kemersville	Kay NC
Webb	Jill Hillsville	Yvette VA
Weilbaeher	Heidi Asheville	Ziegast NC
White	Mary Winston-Salem	Kathryn NC
Wiginton	Teresa Kemersville	Anne NC
Wilson	Susan Durham	Ashley NC

REGISTER OF STUDENTS, CLASS OF 1991
April 21, 1991 (Sunday)

L.NAME	F.NAME	M.NAME
	CITY	STATE
Wood	Elizabeth Mobile	Bahr AL
Wood	Jennifer Norton Hill	Lloyd NY
Workman	Laura Winston-Salem	Louise NC
Yu	Susan Greensboro	Hyunjo NC
Zech	Roseann Winston-Salem	M. NC
Zuchowski	Delores Clemmons	Snyder NC

Grand total for REGISTER OF STUDENTS, CLASS OF 1991, 173 records.

REGISIER OF STUDENTS, CLASS OF 1992
April 21, 1991 (Sunday)

L.NAME	F.NAME	M.NAME
CITY		STATE
Abdul Rahim	Hanan Clemmons	F. NC
Abrams	Donna Pfafftown	Peck NC
Acker	Barbara Afton	Elizabeth NY
Aleman	Mary Jacksonville	Lou NC
Barkley	Jane Winston-Salem	McCauley NC
Bell	Patricia Lewisville	Lynn NC
Bennett	Elizabeth Greensboro	Broward NC
Bennett	Melinda Walkertown	Jill NC
Berg	Signe Conyers	Anna CA
Biet	Francesca 00135-Rome	Romana Italy
Bogges	Shelley Roanoke	Graham VA
Booze	Kay King	Windslow NC
Bowman	Angela Kemersville	Lynn NC
Browner	Chris Kemersville	NC
Britt	Jennifer Wilmington	Louise NC
Brookshire	Cynthia King	C. NC
Brown	Palmer Jacksonville	Elizabeth FL

REGISIER OF STUDENTS, CLASS OF 1992
April 21, 1991 (Sunday)

L.NAME	F.NAME	M.NAME
CITY		STATE
Bruce	Deborah Agoua Hills	Lou CA
Bunette	Leslie Advance	Markus NC
Cartner	Jane Winston-Salem	Kirkman NC
Cassady	Greta Winston-Salem	Marie NC
Chen	Zhuowen Hangzhou, Zhejiang China	B. NC
Clement	Brenda Advance	B. NC
Cody	Lynda Kemersville	R. NC
Combs	Susan Wilmington	Elizabeth NC
Conley	Michelle Potomac	Marie MD
Cox	Alisa Winston-Salem	Katherine NC
Crone	Stephanie Naples	Louise FL
D'Alonzo	Sarah Raleigh	NC
Danner	Linda Winston-Salem	L. NC
Darby	Dawn Winston-Salem	Michele NC
Datta	Saswati Kharagpur; W. Bengal	India
Daviewala	Dilnavaz Bombay	India
Dirkins	Carol	Jester

REGISTER OF STUDENTS, CLASS OF 1992
April 21, 1991 (Sunday)

L.NAME	F.NAME	M.NAME
	CITY	STATE
	Winston-Salem	NC
Douglas	Dawn Winston-Salem	Shamel NC
Dunn	Jane Rocky Mount	McCay NC
Dyal	Juliet Lutz	McCall FL
Evans	Mary Raleigh	Elizabeth NC
Everhart	Lisa Winston-Salem	Ann NC
Fahey	Danielle Midlothian	M. VA
Fatale	Linda Clemmons	Louise NC
Faust	Kelly Clemmons	Whitener NC
Fennell	Elizabeth Houston	Belle TX
Franklin	Laura Jacksonville	Leigh FL
Free	Dena Fairfax	Noelle VA
Fulp	Michael Winston-Salem	Wayne NC
Fulp	Pamela Winston-Salem	Grace NC
Garner	Katherine Graham	Daile NC
Gary	Latanya Germantown	D. MD
Gianini	Elizabeth Orlando	Ann FL

REGISTER OF STUDENTS, CLASS OF 1992
April 21, 1991 (Sunday)

L.NAME	F.NAME	M.NAME
	CITY	STATE
Godwin	Elizabeth Rocky Mount	Manning NC
Graham	Michelle St. Petersburg	E. FL
Gregory	Ingrid Blacksburg	Banner VA
Harris	Anna Houston	Katherine TX
Harris	Barbara Fayetteville	Spencer NC
Hauser	Venus High Point	E. NC
Henry	Laura Morganton	Beth NC
Hodges	Vera Winston-Salem	R. NC
Hughes	Susan Stoneville	S. NC
Hurdle	Edith Winston-Salem	Curtis NC
Hutchins	Lynn Winston-Salem	B. NC
Ichikawa	Akiko Kanagawa 259-01	Japan
Ishan	Linda Winston-Salem	Farina NC
Jarrett	Leslie Gastonia	Michelle NC
Jennings	Sonya Winston-Salem	M. NC
Johns	Eva Winston-Salem	S. NC
Joseph	Phyllis Winston-Salem	Humphrey NC

REGISTER OF STUDENTS, CLASS OF 1992
April 21, 1991 (Sunday)

L.NAME	F.NAME	M.NAME
	CITY	STATE
Jumey	Jamie Myrtle Beach	Colleen SC
Keaton	Tammy Winston-Salem	L. NC
Kessler	Mary Winston-Salem	Aldenman NC
King	Jennifer Wilmington	Ashley NC
Kinsey	Vanessa Lexington	Ann NC
Kipphan	Christiane Huntingdon	Nicole PA
Kirkman	Andrea Winston-Salem	M. NC
Knappelt	Sue Winston-Salem	Anne NC
Korwicki	Deborah Winston-Salem	Barth NC
Kress	Eileen Kemersville	McGlone NC
Lamm	Margaret Wilson	Lancaster NC
Lee	Elizabeth McLean	Lasley VA
Lewallen	Monica Winston-Salem	Hart NC
Lewis	Karen Raleigh	Ursula NC
Libretti	Marie East Bend	NC
Lloyd	Nancy Bedford	Elizabeth VA
Lovingood	Lara	Michelle

REGISTER OF STUDENTS, CLASS OF 1992
April 21, 1991 (Sunday)

L.NAME	F.NAME	M.NAME
	CITY	STATE
	Raleigh	NC
Macklin	Margaret Winston-Salem	Tucker NC
Mamun	Noomina Dhaka	Bangladesh
Marks	Catherine Winston-Salem	Hawkins NC
Marriott	Jan Virginia Beach	Baldwin VA
Marsh	Anne Greensboro	Hardin NC
Marshall	Kimberly Winston-Salem	Gay NC
Martin	Heather St. Louis	Clare MO
Mayhue	SuAnn Clemmons	Foster NC
McGinnis	Mary Shipman	Cobb VA
McLarty	Mary Shelby	Angela NC
McMahan	Deborah Charlotte	Michelle NC
McMillan	Yvette Winston-Salem	G. NC
McRae	Melanie Stone Mountain	Beth GA
Mebane	Elizabeth Wilmington	Carter NC
Miller	Jeanne Winston-Salem	Brown NC
Miller	Kristen Winston-Salem	Heather NC

REGISTER OF STUDENTS, CLASS OF 1992
April 21, 1991 (Sunday)

L.NAME	F.NAME	M.NAME
	CITY	STATE
Miller	Patricia Winston-Salem	Craddock NC
Miller	Rachel Rural Hall	Ceilann NC
Miller	Suzanne Lexington	Rauls NC
Mooney	Marilyn Kernersville	Hardy NC
Morgan	Virginia Advance	Elizabeth NC
Mouna	Joy Winston-Salem	Alicia NC
Murray	Elizabeth Winston-Salem	Evelyn NC
Murray	Melissa Appleton	Jeanne WI
Myers	Deborah Winston-Salem	Lynn NC
Neese	Laura Greensboro	Louise NC
Nelson	Elizabeth Rural Hall	Watts NC
Newton	Tara Wake Forest	Elizabeth NC
Niblock	Joyce Winston-Salem	Woodward NC
Niles	Paige Anderson	Marie SC
Noblett	Mary Pinnacle	Elsie NC
Nordin	Nell Oconto	Ellen WI
Owen	Ina Winston-Salem	Annie NC

REGISTER OF STUDENTS, CLASS OF 1992
April 21, 1991 (Sunday)

L.NAME	F.NAME	M.NAME
	CITY	STATE
Parker	Patricia Charlotte	Gaye NC
Parks	Mary Winston-Salem	Elizabeth NC
Paschold	Ann Winston-Salem	H. NC
Pate	Joyce Goldsboro	Lynne NC
Penney	Brenda Winston-Salem	NC
Petree	Leah Hickory	Teresa NC
Petree	Linda Winston-Salem	Gibson NC
Pike	Kathleen Winston-Salem	F. NC
Plowman	Gayden Jacksonville	Carol NC
Queen	Susan Advance	Sharpe NC
Raines	Beth Pfafftown	D. NC
Rawls-Brawner	Rene Kernersville	NC
Redeker	Robyne Tobaccoville	Lashawn NC
Richie	Christie Danville	Yvette VA
Robbins	Carol Winston-Salem	A. NC
Robertson	Aleta Charlotte	Brook NC
Rohe	Allison	Lynn

REGISTER OF STUDENTS, CLASS OF 1992
April 21, 1991 (Sunday)

L.NAME	F.NAME	M.NAME
	CITY	STATE
	Charlotte	NC
Ronage	Mary Clemmons	Ellen NC
Sapp	Margaret Tobaccoville	Sue NC
Schleupner	Eleanor Mocksville	NC
Scott	Mary Winston-Salem	Kimberly NC
Shafer	Monica Johnson City	Lee TN
Sharpe	Kelly Winston-Salem	Anne NC
Shelton	Susan Winston-Salem	Patricia NC
Shimkage	Kiyoko Chiba 274	Japan
Shotts	Angela Tuscaloosa	Camille AL
Simmons	Jeanette Winston-Salem	Beheler NC
Smith	Elaine Winston-Salem	M. NC
Smith	Terri Titusville	Ann FL
Smith	Tonda Winston-Salem	B. NC
Smolko	Cassandra Winston-Salem	A. NC
Southard	Shannon Elkin	Pratt NC
Spessard	Michelle Greensboro	Lee NC

REGISTER OF STUDENTS, CLASS OF 1992
April 21, 1991 (Sunday)

L.NAME	F.NAME	M.NAME
	CITY	STATE
Stanley	Dena Winston-Salem	Chambers NC
Stansfield	Karrie Baltimore	A. MD
Stephens	Mary Columbus	Lawson GA
Stewart	Marya Winston-Salem	McCoy NC
Stroud	Stephanie Kinston	Catherine NC
Stuart	Mary Winston-Salem	Virginia NC
Sweatt	Angela Lexington	Renee NC
Swope	Caroline Lexington	Theodora VA
Taylor	Josephine Winston-Salem	Ann NC
Teague	Dianne Lewisville	Moser NC
Thomas	Jennifer Lothian	Anne MD
Thomas	Mary Raeford	Gwendolyn NC
Thompson	Linda Winston-Salem	NC
Thornburg	Penny Winston-Salem	Elayne NC
Thuren	Anna Winston-Salem	M. NC
Tolbert	Elizabeth Mocksville	Inlow NC
Tomberlin	Nancy Winston-Salem	H. NC

REGISTER OF STUDENTS, CLASS OF 1992
April 21, 1991 (Sunday)

L.NAME	F.NAME	M.NAME
CITY		STATE
Trivette	Deborah Roaring Gap	S. NC
Tucker	Anne Greensboro	Loman NC
VanSutphen	Kathy Winston-Salem	Conrad NC
Viguerie	Brigid Metairie	Flora LA
Wagner	Teresa Lexington	Neely NC
Warren	Amy Mt. Airy	Louise NC
Whaley	Elizabeth Bradenton	Key FL
Whicker	Glenda King	Regine NC
Whitefield	Tracy Newark	Jean OH
Wickersham	Valerie Clearwater	Jane FL
Williams	Cain Maitland	FL
Williams	Jean Mobile	Catherine AL
Williams	Kimberly Wilmington	Grace NC
Williams	Shelly Meridian	Montgomery MS
Williams	Tammy Pfafftown	L. NC
Williamson	Amy Bexley	OH
Willis	Michael	A.

REGISTER OF STUDENTS, CLASS OF 1992
April 21, 1991 (Sunday)

L.NAME	F.NAME	M.NAME
CITY		STATE
	Clemmons	NC
Wilson	Audrey Winston-Salem	E. NC
Zheng	Mingyu Jiangsu	China

Grand total for REGISTER OF STUDENTS, CLASS (

REGISTER OF STUDENTS, CLASS OF 1993
April 21, 1991 (Sunday)

REGISTER OF STUDENTS, CLASS OF 1993
April 21, 1991 (Sunday)

L.NAME	F.NAME	M.NAME	L.NAME	F.NAME	M.NAME
	CITY	STATE		CITY	STATE
Aaron	Angela Atlanta	Atalee GA	Booe	Karen Winston-Salem	L. NC
Aber	Jennifer Fort Myers	Lynn FL	Bovender	Shirley Winston-Salem	NC
Adams	Melissa Kernersville	Caldwell NC	Bracey	Nancy Winston-Salem	Bowen NC
Adams	Nancy Charlotte	Elizabeth NC	Brinkley	Anita Newton Centre	Clay MA
Allen	Jeanne Gemantown	Knox TN	Burkette	Allison Winston-Salem	P. NC
Amos	Joanne Martinsville	Bryant VA	Burnette	Amanda Clemmons	Whitt NC
Andrews	Michele Winston-Salem	S. NC	Butner	Marty Winston-Salem	H. NC
Arfmann	Kathryn Lewisville	Criss NC	Carico	Judy Tobaccoville	Watson NC
Arthur	Jennifer Bedford	Leigh VA	Carlin	Heather Lincolnton	Ann NC
Baker	Sylvia Arden	Elaine NC	Carlson	Jennifer Wilmington	Lynn NC
Barrett	Elizabeth Atlanta	Eileen GA	Caterbone	Amy Houston	Catherine TX
Bell	Leslie Davidson	Chastine NC	Caudle	Melissa Kernersville	Denise NC
Belote	Heather Mt. Pleasant	SC	Chandler	DeAnna Winston-Salem	Rae NC
Belton	Betty Rural Hall	Hudson NC	Church	Tami Winston-Salem	Eleanor NC
Black	Hillary Clinton	Ruth NC	Clark	Kimberly Winston-Salem	Fowler NC
Blake	Betsy Wilson	M. NC	Clontz	Ivey Advance	Ann NC
Bohrer	Jeanne Winston-Salem	Kennedy NC	Cooper	Mary	Havens

REGISTER OF STUDENTS, CLASS OF 1993
April 21, 1991 (Sunday)

REGISTER OF STUDENTS, CLASS OF 1993
April 21, 1991 (Sunday)

L.NAME	F.NAME	M.NAME	L.NAME	F.NAME	M.NAME
	CITY	STATE		CITY	STATE
	Washington	NC	Fletcher	Ashley High Point	NC
Craig	Jean Pfafftown	Marie NC	Fredricksen	Jennifer Fairfield	Joy VA
Crookenden	Dianne Winston-Salem	Price NC	Friedman	Jennifer Chapel Hill	Simpson NC
Crosslin	Suzanne Winston-Salem	DeMars NC	Fulp-Causser	Shirley Winston-Salem	Ann NC
Crump	Nelva Lewisville	Warner NC	Russell	Gloria Winston-Salem	Diane NC
Davis	Caroline Lynchburg	Hampton VA	Garden	Erin Asheville	L. NC
Davis	Jennifer Belmont	Ann NC	Gay	Thome Winston-Salem	Hartle NC
Dillon	Stacy Lexington	Sullivan NC	Georgitis	Nancy Winston-Salem	Lynn NC
Dodson	Francois Clemmons	Elizabeth NC	Gilreath	Mary Winston-Salem	Ritchie NC
Dossinger	Laura Anchorage	Balfour AK	Girard	Helen Winston-Salem	Moran NC
Dyar	Ann Newnan	Aileen GA	Glenn	Madlon Winston-Salem	Chambers NC
Dyer	Jennifer Greer	Joyce SC	Grady	Brenda Winston-Salem	S. NC
Eckberg	Amanda New Bern	Jo NC	Grady	Linda Advance	Drye NC
Exum	Jacqueline Danville	L. VA	Gray	Timothy Lewisville	Lee NC
Face	Jennifer Newport News	Joan VA	Griffin	Donald Winston-Salem	Wayne NC
Fisher	Jane Manakin-Sabot	Thomton VA	Griffin	Kristy Winston-Salem	Michelle NC
Fitts	Melissa Wake Forest	Leigh NC	Gutshall	Kristina Langley AFB	Marie VA

REGISTER OF STUDENTS, CLASS OF 1993
April 21, 1991 (Sunday)

REGISTER OF STUDENTS, CLASS OF 1993
April 21, 1991 (Sunday)

L.NAME	F.NAME	M.NAME
CITY		STATE
Hambright	Steffan Anderson	Holden SC
Hargett	Katherine Tenafly	Louise NJ
Hamon	Victoria Millers Creek	B. NC
Harris	Vicky Winston-Salem	Donna NC
Harvey	Anne New Orleans	Elizabeth LA
Haverkamp	Hester Goldsboro	Leigh NC
Healy	Cathleen Winston-Salem	M. NC
Heer	Amanda Alexandria	Lee VA
Herring	Rita Jacksonville	Jean NC
Hinshaw	Sarah Advance	Elizabeth NC
Hinson	Crissy Irvington	L. VA
Hopkins	Katherine Columbia	English SC
Hoppin	Elizabeth Midlothian	Ann VA
Hudson	Jane Rural Hall	Brady NC
Hutchens	Rita East Bend	Jean NC
Jackle	Tracy Winston-Salem	Dahmer NC
Jenkins	Erika	Stew

L.NAME	F.NAME	M.NAME
CITY		STATE
	Virginia Beach	VA
Jenkins	Sarah Rocky Mount	Rebecca NC
Jimenez	Carla Florence	Elizabeth KY
Joyner	Sarah Pfafftown	A. NC
Juboor	Louise Winston-Salem	Douglas NC
Kale	Rebecca Kernersville	Whisenant NC
Kerley	Mary Winston-Salem	Hanes NC
Khajenasir	Shaida Winston-Salem	NC
Kiger	Christa Winston-Salem	Lenore NC
Krueger	Mary Greer	Bryant SC
LaFave	Sara Charlotte	Tiffany NC
Lamm	Della Wilson	Hope NC
Lee	Bonita Clemmons	Lara NC
Leggett	Helen Darville	Holland VA
Lewis	Cynthia Winston-Salem	Holland NC
Long	Any Raleigh	Amanda NC
Long	Phyllis Winston-Salem	J. NC

REGISIER OF STUDENTS, CLASS OF 1993
April 21, 1991 (Sunday)

L.NAME	F.NAME	M.NAME
	CITY	STATE
Lynch	Drewann King	Moser NC
Lynch	Jessica Athens	GA
Malone	Kathleen Manassas	Leigh VA
Manning	Geri Winston-Salem	Ann NC
Manos	Chrys Las Vegas	A. NV
Marshall	Sandra Kernersville	Ann NC
Mauney	Lynda Advance	White NC
Mayville	Audrey Winston-Salem	Kieman NC
Michelotti	Valerie Winston-Salem	Dailey NC
Miller	Anna Winston-Salem	M. NC
Mize	Gaye Winston-Salem	Speaks NC
Monroe	Elizabeth Greensboro	Jo NC
Morgan	Mary Orlando	Heather FL
Murray	Carolyn High Point	Ann NC
Murrow	Georgina Bishop	Leigh GA
Myerly	Margret Winston-Salem	NC
Myers	Beverly Clemans	A. NC

REGISIER OF STUDENTS, CLASS OF 1993
April 21, 1991 (Sunday)

L.NAME	F.NAME	M.NAME
	CITY	STATE
Nelson	Heather Eules	Lynn TX
O'Brien	Emily Louisville	Louise KY
Osborn	Townes Knoxville	Winston TN
Peterson	Yvonne Rural Hall	D. NC
Petree	Lori Hickory	Johnson NC
Pezowicz	Laura Clarksburg	Ellen MD
Phillips	Anne Winston-Salem	Williams NC
Phillips	Zara Winston-Salem	Jean NC
Pinnix	Heather Kernersville	Beatrice NC
Pollard	Ann Metairie	Monroe LA
Portlock	Beth Broomfield	Ann CO
Rankin	Heather New Brighton	Jane MN
Redding	Anne Asheboro	Sanborn NC
Rice	Maria Winston-Salem	Debrae/ NC
Ridings	Angela Geumanton	V. NC
Riwdy	Shewella Jenkinsville	Forchon SC
Robertson	Martha	Amelia

REGISTER OF STUDENTS, CLASS OF 1993
April 21, 1991 (Sunday)

L.NAME	F.NAME	M.NAME
	CITY	STATE
	Lewisville	NC
Rose	Tangelia Walker town	H. NC
Shaffner	Elisabeth Asheboro	Sloan NC
Shea	Heather Port Richey	E. FL
Sheedy	Elizabeth Winston-Salem	Allen NC
Shoaf	Cathy Lexington	Trull NC
Shuping	Marilyn Pfafftown	Bjork NC
Simone	Victoria Winston-Salem	E. NC
Smith	Amie Houston	Denise TX
Smith	Kristi Troy	Natel NC
Staat	Jennifer Winston-Salem	Lee NC
Stephens	Andrea Chapel Hill	Grace NC
Stiener	Jennifer Winston-Salem	Marie NC
Swain	Gwyn Clemmons	Roberson NC
Swain	Jette Clemmons	D. NC
Thomas	Jennie Raleigh	Manget NC
Thompson	Eva Kernersville	Claire NC

REGISTER OF STUDENTS, CLASS OF 1993
April 21, 1991 (Sunday)

L.NAME	F.NAME	M.NAME
	CITY	STATE
Thompson	Katheryn Atlanta	Elizabeth GA
Thrift	Raynell Winston-Salem	Zimmerman NC
Tompkins	Abreena Enrice	Walker NC
Tons	Blanche Richmond	Crump VA
Tuttle	Janice Winston-Salem	Cook NC
Van Benthuysen	Betsy Goldsboro	Kay NC
Vamer	Teresa Lexington	Hamm NC
Vlaservich	Alice Dallas	Charla NC
Welfare	Ashley Winston-Salem	Eugenia NC
Welte	Janet New Providence	Anne NJ
Wheeler	Cindy Winston-Salem	L. NC
Wheeler	Tonia High Point	Renae NC
Whicker	Nancy Walkertown	Lane NC
White	DeBordieu Winston-Salem	Lea NC
Whitefield	Tammy Newark	Jean OH
Whitehead	Amy Lexington	Elizabeth NC
Whitesell	Candace Troy	Beane NC

REGISTER OF STUDENTS, CLASS OF 1993

April 21, 1991 (Sunday)

L.NAME	F.NAME	M.NAME
	CITY	STATE
Williams	Margaret Fresno	Carolyn CA
Williams	Michele Raleigh	Tobin NC
Wilson	Jennifer Charlotte	Robin NC
Wood	Janey Winston-Salem	Smith NC
Wray	Alyce Lewisville	Rogers NC

Grand total for REGISTER OF STUDENTS, CLASS OF 1993, 172 records.

REGISTER OF STUDENTS, CLASS OF 1994
April 21, 1991 (Sunday)

L.NAME	F.NAME	M.NAME
	CITY	STATE
Adams	Terri Birmingham	Susanne AL
Andrews	Emily Wake Forest	Elizabeth NC
Amoczy	Michelle Clemmons	Leigh NC
Athey	Shelia Mocksville	Joanne NC
Ayers	Joel Winston-Salem	D. NC
Bailey	Alecia Powell	Kaye TN
Barber	Elizabeth Lexington	Harrison NC
Barney	Lisa Lexington	Lineback NC
Bass	Candace Nashville	Marie NC
Bennett	Sonya Greensboro	Alisha NC
Berg	Nicole Clearwater	Lynn FL
Biggs	Britt Elizabeth City	Anna NC
Bolton	Elizabeth New Smyrna Beach	Ann FL
Bowden	Natasha Lynchburg	LaRae VA
Brennan	Gwendolyn Cary	NC
Brooks	Rachel Brentwood	Virginia TN
Brotten	Julia Bainbridge Island	Pettit WA

REGISTER OF STUDENTS, CLASS OF 1994
April 21, 1991 (Sunday)

L.NAME	F.NAME	M.NAME
	CITY	STATE
Brown	Kay Clemmons	Lawson NC
Brown	Sarah Norfolk	Elizabeth VA
Brown	Scarlett Winston-Salem	Jean NC
Bruce	Allison Greenville	Mayfield SC
Butner	Carol Winston-Salem	Willard NC
Byrne	Nina Montgomery	Bernice AL
Cafarchio	Patricia King	J. NC
Churchill	Mary Greensboro	Barclay NC
Clayton	Cary Baton Rouge	McNeil LA
Cochran	Susan Anderson	Elizabeth SC
Cox	Dale Clemmons	B. NC
Crews	Amy Stoneville	Leigh NC
Crow	Patricia Birmingham	Francis AL
Daniels	Lori Delaware	Beth OH
Davis	Julianne Winston-Salem	Darcie NC
Doub	Julia Winston-Salem	M. NC
Draper	Ashley	Carrington

REGISTER OF STUDENTS, CLASS OF 1994
April 21, 1991 (Sunday)

L.NAME	F.NAME	M.NAME
	CITY	STATE
	Dayton	OH
Dutton	Paula Morris	Louise CT
Elkabani	Mona Merritt Island	FL
Epting	Kristin Imo	Elizabeth SC
Eudy	Ellen Pfafftown	Janel NC
Evans	Bruce Advance	Henry NC
Findlay	Lucy McGuire AFB	Elizabeth NJ
Fleming	Dawn Henderson	Elizabeth NC
Foster	Tammy Winston-Salem	Snow NC
Gomez Bustillos	Katiuska Lenoir	Paola NC
Griffin	Carolyn Winston-Salem	Adams NC
Grubbs	Rebecca Alexandria	Bell VA
Handschin	Jessica Charlotte	Michal NC
Harris	Kirsten Knoxville	Collette TN
Harrover	Carole Manassas	Lynn VA
Henderson	Heather Maxton	Leigh NC
Houston	Ashley Charlotte	Scott NC

REGISTER OF STUDENTS, CLASS OF 1994
April 21, 1991 (Sunday)

L.NAME	F.NAME	M.NAME
	CITY	STATE
Ivey	Sarah Macon	Yvonne GA
Jennings	Kathy Lexington	Denise NC
Jeune	Carla Lewisville	Holmes NC
Johns	Sarah Metairie	Jane LA
Johnson	Catherine Augusta	Elizabeth GA
Johnson	Sue Lewisville	B. NC
Jones	Kendra Glen Rock	Augusta PA
Lanier	Heather Burlington	Elizabeth NC
Lindsay	Jo Winston-Salem	B. NC
Littleton	Any Griffin	Ruth GA
Long	Devae Clemmons	Tharpe NC
Lyons	DeAnna Sumter	SC
MacDonald	Coleen Kingston	Marie MA
Matthews	Rebecca Clemmons	Brewer NC
Mattox	Ashley Raleigh	Anne NC
McCann	Marsha Winston-Salem	K. NC
McGuire	Annette Advance	Lyvonne NC

REGISTER OF STUDENTS, CLASS OF 1994
April 21, 1991 (Sunday)

L.NAME	F.NAME	M.NAME
	CITY	STATE
Mendenhall	Sherry Raleigh	Ann NC
Metzger	Libby Lexington	Ann NC
Moore	Cynthia Winston-Salem	Strader NC
Nachtigal	Gretchen Bradenton	FL
Ney	Susan Atlanta	Arden GA
Nouman	Janet Clemmons	Rebecca NC
Norton	Cherie Cramerton	Harding NC
Peede	Stephanie Brunswick	Dianne GA
Perry	Chelli Lewisville	Kemp NC
Peschl	Alice Hendersonville	Marie NC
Pike	Susan Mount Airy	Margaret NC
Polzine	Teresa Winston-Salem	Lynne NC
Poston	Ashley Wilson	Patricia NC
Pratt	Jennifer Laurinburg	McClung NC
Renbeck	Tara Jacksonville	Susan FL
Rossi	Andrea Centerburg	Nicole OH
Rue	Christine	Michener

REGISTER OF STUDENTS, CLASS OF 1994
April 21, 1991 (Sunday)

L.NAME	F.NAME	M.NAME
	CITY	STATE
	Montgomery	AL
Samples	Rowenna King	Amber NC
Shull	Teresa Lexington	Elisabeth KY
Signon	Vickie Winston-Salem	Bridges NC
Simmons	Terri Advance	NC
Smith	Julia Martinsville	Hunter VA
Snider	Carole Denton	B. NC
Spears	Barbara Atlanta	Alison GA
Stancil	Allison Wilson	Leigh NC
Stark	Kathleen Winston-Salem	Bartholomew NC
Stock	Ruth Winston-Salem	Washington NC
Teaster	Alicia Caroleen	Rebecca NC
Tierney	Julie Winston-Salem	Maura NC
Tucker	Jennifer Cantonment	Lee FL
Vance	Mitzi Belews Creek	W. NC
Whitaker	Carol Rural Hall	H. NC
Wills	Marion Lynchburg	Ruth Drewry VA

REGISTER OF STUDENTS, CLASS OF 1994
April 21, 1991 (Sunday)

L.NAME	F.NAME	M.NAME
	CITY	STATE
Woodard	Any Raleigh	Whitley NC
Woolard	Shan Arden	Leigh NC
Wren	Donna Tobaccoville	Miller NC

Grand total for REGISTER OF STUDENTS, CLASS OF 1994, 103 records.

STUDY ABROAD

- Armstrong, Allyson Ayn
Randolph-Macon Woman's College program,
The University of Reading, England
- Butler, Elizabeth Lynn
UNC-Chapel Hill Year-at-Seville,
Seville, Spain
- Dunn, Jane McCay
American Institute for Foreign Study,
College International de Cannes
- Fitts, Melissa Leigh
Regent's College
London, England
- Gianini, Elizabeth Ann
Florida Atlantic University program,
The American School of Ecuador, South America
- McKay, Catherine Elizabeth
Universite de Paris-Sorbonne
Paris, France
- Niles, Paige Marie
American Institute for Foreign Study,
College International de Cannes
- Williams, Kimberly Grace
American Institute for Foreign Study,
College International de Cannes

1990 GRADUATES

BACHELOR OF ARTS

Kim Clark Abrams	Clemmons, NC	Sandra Paige Goza	Maysville, SC
Kathryn Elizabeth Alexander	Clemmons, NC	*Sandra D. Hildebolt	Winston-Salem, NC
*Patricia Ann Altic	Dobson, NC	*Stephanie Elizabeth Hines	Raleigh, NC
Heather Noel Armstrong	Roanoke, VA	Casey G Rekers Hoerner	Atlanta, GA
*Anne Crawford Baird	Richmond, VA	Deborah Lynn Huddleston	LaGrange, KY
Elizabeth Christian Barley	Jacksonville, FL	*Kaye Brewer Hunter	Winston-Salem, NC
Lu Davis Bays	Rural Hall, NC	Shirley Marie Hunter	Thomasville, NC
Deborah Carlyle Bischer	Winston-Salem, NC	*Wanda Phillips Hutchinson	Traphill, NC
*Rebecca Thompson Bobbitt	Winston-Salem, NC	<i>magna cum laude</i>	
Catherine Cress Bowers	Murrells Inlet, SC	Kristen Louisa Johnson	Decatur, GA
Beth Maria Brown	Roanoke, VA	*Shannon Fowler Johnson	Winston-Salem, NC
Michelle Brown	Greensboro, NC	<i>magna cum laude</i>	
*B.J. Buckland	Winston-Salem, NC	*Trudee F. Johnson	Walnut Cove, NC
<i>summa cum laude</i>		*Laura Elizabeth Jones	Wilson, NC
Carmellia Sue Thomas	Bumgardner	Karen Olivia Jordan	Deerfield Beach, FL
	Winston-Salem, NC	Paula Sue Kelch	Dayton, OH
*Barbara Derina Burby	Chapel Hill, NC	<i>cum laude</i>	
<i>cum laude</i>		*Melissia Ann Kirk	Bluefield, WV
*Virginia Letcher Carter	Martinsville, VA	Martha Brahan Lauffer	Winston-Salem, NC
*Amy Lynne Cass	Greensboro, NC	*Page Hardee Laughon	Richmond, VA
Kathryn Elaine Charles	Winston-Salem, NC	Sarah McCauley Lemmon	Atlanta, GA
*Susan Hunter Cheshire	Martinsville, VA	*Heather Haley Lewisohn	Huntersville, NC
<i>magna cum laude</i>		*Katherine Kimbrell Livermon	Enfield, NC
Jennifer Cherry Cleere	Jonesboro, GA	Kimberly Denise Lynch	Athens, GA
*Virginia Camille Crable	Troy, NY	Katherine Lee Manuel	Columbia, SC
Natalie Penn Cridlebaugh	High Point, NC	*Marie Beswick Marritt	Winston-Salem, NC
Sue Ellen Crocker	Rocky Mount, NC	<i>magna cum laude</i>	
*Catherine Leigh Cubitt	Spartanburg, SC	*Yvonne Michelle McGee	Martinsville, VA
*Karen Cummings Curl	Winston-Salem, NC	*Julie Kirwan Meyer	Atlanta, GA
Meredith Frew Davies	Indianapolis, IN	Carolyn Sue Meyers	Milwaukee, WI
*Darlene L. Davis	Washington, DC	Galen Miller	Winter Park, FL
*Michelle Lynn Duffie	Richmond, VA	Rebecca Elizabeth Miller	Gastonia, NC
*Mathilde Marie Dumond	New Iberia, LA	Betsy Bowman Mitchell	Walnut Cove, NC
<i>cum laude</i>		<i>magna cum laude</i>	
April Lynn Edmondson	Meadowview, VA	Deborah Inman Moody	Lexington, NC
*Virginia Graves Edmundson	Wilson, NC	*Jennifer Lynn Morgan	Morgantown, WV
*Camilla Loretta Eggleston	Henderson, NC	*Laura Gail Morrison	Shelby, NC
<i>summa cum laude</i>		<i>magna cum laude</i>	
*Suzan Ekmekci	Oakland Park, FL	Jennifer Lynn Muench	Kings Mountain, NC
<i>magna cum laude</i>		*Lura Goldfinch Muñoz	Walnut Cove, NC
*Elizabeth Rose Elliman	Greenville, SC	Donna Hague Nakhle	Pilot Mountain, NC
Andrea Young Foster	Henderson, NC	*Pamela Diane Nance	Winston-Salem, NC
*Tracey Lynn Foster	Colonial Heights, VA	<i>cum laude</i>	
Juli Annette Gage	King, NC	*Courtney Moffett Nanninga	Savannah, GA
*Marianne Ruth Gaudio	Winston-Salem, NC	Ashley Lynne Neill	Greenville, TN

Nicole Ann Neuser	Manitowac, WI	Lesley Elizabeth Stokes	Lynchburg, VA
Catherine Stratford Newitt	Charlotte, NC	*Shannon Lee Stone	Cincinnati, OH
*Amy Joelle Oakley	Walnut Cove, NC	Kerry Elizabeth Stovall	Wilmington, NC
Patricia Anthony Oberle	Clemmons, NC	Lauren Stevens Strain	Fayetteville, NC
Melissa Ann Peace	Jamestown, NC	Kathryn Jane Swing	Lexington, NC
*Lisa Jeanne Phelps	Goldshoro, NC	Janice Lynne Taleff	Meridian, MS
*Cristole Carole Phillips	Greensboro, NC	*Tammy Elizabeth Taylor	Mount Olive, NC
Martha Robbins Pierce	Winston-Salem, NC	*Kathryn Patterson Thornton	
*Sally Long Pierce	Roanoke Rapids, NC	<i>magna cum laude</i>	Winston-Salem, NC
Carol Saunders Pope	Winston-Salem, NC	Karen Deanna Timmons	Matthews, NC
<i>cum laude</i>		*Kimberly Denise Toomes	Browns Summit, NC
*Ann Rutledge Ralston	Harrisonburg, VA	Andra Leigh Vitti	Mt. Pleasant, SC
Mitzie L. Reavis	Kernersville, NC	*Alicia Henley Viter	Winston-Salem, NC
*Lisa Anne Richards	Winston-Salem, NC	<i>summa cum laude</i>	
Stacey Paula Rogatsios	King, NC	*Sanna Rosemary Tedder	Warren King, NC
Carol Lynn Romig	Lansdale, PA	Emily Page Washburn	Madison, NC
Patricia Smith Salmons	Winston-Salem, NC	*Virginia Owen Weiler	Martinsville, VA
<i>cum laude</i>		Gwen Marie Troyer Welborn	
Jennifer Fleming Savage	Greensboro, NC		Wilkesboro, NC
*Wendi Karen Schweiger	Summerville, SC	*Nancy Lynn White	Etowah, NC
Cynthia Lynn Shell	Monroe, NC	<i>magna cum laude</i>	
Sherrí Shouse-Perrell	Winston-Salem, NC	Siri Judith Wilkins	Reidsville, NC
Laura Virginia Sisler	Lexington, VA	Bonnie Porter Williams	Reidsville, NC
Lisa Belle Sloan	Beckley, WV	Loric-Anne Williams	Winston-Salem, NC
Lesley Diane Slusher	Winston-Salem, NC	*Mary Elizabeth Wilson	St. Petersburg, FL
Elizabeth Moss Smith	Damascus, MD	<i>cum laude</i>	
*Candace Jill Starling	Pine Level, NC	*Melinda Stephanie Worrell	Lexington, VA
<i>magna cum laude</i>		*Robin Dawn Wray	Rural Hall, NC
Kimberly Wren Stevens	Roanoke, VA	<i>summa cum laude</i>	

BACHELOR OF SCIENCE

Amy Christine Bain	Hendersonville, NC	*Ashley Ayers Pruitt	Greenville, SC
Heather Christine Glasscock	Hickory, NC	<i>magna cum laude</i>	
Lisa Marsh Melvin	Pfafftown, NC	*Elizabeth Jane Ranson	Winston-Salem, NC
Melissa Katrina Monnier	Plano, TX	Melissa Adelle Robinson	Spartanburg, SC
<i>magna cum laude</i>		Valerie Gaby Michele Steinier	Culpeper, VA
Ngan-Ha Thai Nguyen	Winston-Salem, NC		

BACHELOR OF MUSIC

Myllinda Kay Dockery	Pinehurst, NC	Sara Murray Joyce	High Point, NC
<i>cum laude</i>		<i>cum laude</i>	
Sarah Elizabeth Edwards	Lake Wales, FL	*Donita Lynn Moore	Christiansburg, VA
<i>cum laude</i>		Peggy Daniel Young	Charlotte, NC

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

Mary Kaye Corley	Winston-Salem, NC	Linda Kay Morefield	Winston-Salem, NC
Margene Elaine Alley Dengler	Clemmons, NC	Brenda Allen Murray	Winston-Salem, NC
Sheeler Ann Lawson	Winston-Salem, NC	Teresa Turner Wood	Kernersville, NC

*Dean's List, Spring 1990

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Salem

COLLEGE

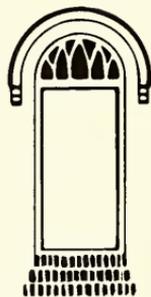


WINSTON SALEM, NC 27108

TELEPHONE (919) 721-2621

Salem
COLLEGE
*Graduate
Education
Program*

Founded 1772



Winston-Salem, NC

**Graduate Catalog
1991-1992**

Academic Calendar

1991-1992

1991 First Summer Term

May 27	Orientation for new graduate students
May 28	Classes begin
July 1	Classes end
July 2-3	Examination period

1991 Second Summer Term

July 8	Classes begin
August 8	Classes end
August 9-10	Examination period

1991 Fall Term

August 28	Orientation for new graduate students and registration
August 29	Classes begin
October 17-18	Mid-term break
November 27	Thanksgiving recess begins at 12:15 p.m.
December 2	Classes resume 8:00 a.m.
December 6	Last day of classes
December 8-13	Examination period
December 13	Christmas recess begins

1992 January Term

January 6	January Term begins; Classes begin at 3:00 p.m.
January 31	January Term ends

1992 Spring Term

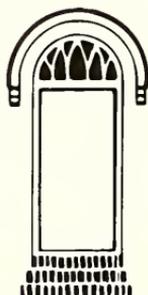
February 3	Orientation for new graduate students and registration
February 4	Classes begin
March 20	Spring recess begins at 5:15 p.m.
March 30	Classes resume 8:00 a.m.
April 23	Founder's Day Celebration
May 12	Classes end
May 14-19	Examination period
May 23	Commencement

Salem Graduate

College Education

Program

**Graduate Catalog
1991-1992**



Winston-Salem, NC

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Introduction to Salem College

The early Moravians who settled in Salem, believing that young women as well as young men would profit from education, began a school for girls in 1772. This school evolved into a boarding school for girls and young women in 1802, Salem Female Academy in 1866, and a college for women in 1890. Since 1920, Salem College has been a member of the Southern Association of Colleges and Schools, with the most recent affirmation of accreditation taking place in December, 1990.

As early as the 1850s, Salem Academy was recognized as providing preparation for the teaching profession. When formalized certification practices were initiated in North Carolina, Salem College adapted its curriculum to meet the requirements of the state. The teacher education program of the College has been accredited by the state of North Carolina since 1964; the most recent accreditation took place in the spring of 1991.

While Salem College does not offer an undergraduate major in education, the College does offer teacher education programs in the following areas:

- Elementary Education (K-6)
- Learning Disabilities (K- 12)
- Second Language French, Spanish (K-12)
- Secondary (9-12)
- Biology, Chemistry, English,
Social Studies, and Mathematics

Salem College continues its commitment to both liberal arts and the preparation of teachers with the master of arts in teaching (M.A.T.) and the master of education (M.Ed.) degree programs. These two graduate degree programs offer postbaccalaureate students the chance to prepare for or enhance a career as a classroom teacher.

The M.A.T. program is planned for the college graduate who has a firm foundation in the liberal arts and sciences and seeks professional certification and a master's degree. It also provides the Salem student the option of postponing professional training until her fifth year, thus securing both certification and a master's degree. Certification may be earned in either elementary education or learning disabilities.

The M.Ed. in language and literacy is planned for the teacher who intends to remain in the classroom and seeks to increase his or her professional knowledge and skills. Persons who complete this degree will qualify for K-12 reading certification in North Carolina.

Both degree programs are open to women and men.

Goals of the Program

The goal of both programs is to provide a broad perspective on education as a whole, while providing opportunity for in-depth work in an area of choice or with a special population. Both programs require the student to complete a six-hour liberal arts core on the graduate level. This requirement continues the 200-year commitment of Salem College to liberal learning.

The goals of both graduate degree programs are to develop classroom teachers of exceptionally high competence who can:

1. Apply the results of educational research to their classroom teaching.
2. Vary their classroom teaching strategies to meet the needs and interests of individual learners.
3. Become leaders within the school environment in such roles as lead teacher, mentor, cooperating teacher, or "coach."
4. Demonstrate advanced mastery of the intellectual skills of analysis, synthesis, and evaluation.
5. Demonstrate comprehension of interdisciplinary issues that confront the liberally-educated person.
6. Further, the graduate faculty is committed to promoting the cognitive development of each prospective teacher. A developmental theme undergirds the entire teacher education program providing coherence, purpose, and process.

Accreditation

Salem College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the bachelor's degree and the master's degree. Undergraduate programs in teacher education are approved by the North Carolina State Board of Education, and graduate programs have temporary authorization to begin.

Equal Opportunity Policy

Salem is committed to the principle of equal opportunity. It is the policy of Salem not to discriminate on the basis of race, color, national origin, or handicap with regard to its students, employees, or applicants for admission or employment.

Admissions

Information

Application

Application materials are available from the Office of Graduate Education. They may be obtained by writing or calling:

Office of Graduate Education
Fine Arts Center 302
Salem College
Winston-Salem, NC 27108
(919) 721-2658

New students may begin either program in any term. However, to complete the M.A.T. program in one academic year and two summers, the student must begin in the summer term. All application materials and test scores must be received by the graduate education office before any action will be taken. A non-refundable application fee of \$30 must be included with the application.

Requirements for admission to either the M.A.T. or M.Ed. program include:

1. Submission of an official transcript from an accredited college or university showing possession of a baccalaureate degree and graduating G.P.A.
2. Submission of official test scores from the Graduate Record Examination (GRE). Applications to take the GRE may be obtained from the graduate education office (Fine Arts Center 302). Graduate Record Examination scores must be officially verified to be accepted. Note: The GRE code for Salem College is 5607.
3. Two letters of recommendation.
4. Interview with the director of graduate studies and acceptance by the Graduate Education Council.

Admission Requirements— General

**Specific Requirements—
M.A.T. Degree**

In addition to the above general requirements, the applicant to the M.A.T. degree program must:

1. Obtain satisfactory scores on Core Batteries I (Communication Skills) and II (General Knowledge) of the National Teachers Examination. Minimum score requirements are set by the North Carolina State Board of Education.

**Specific Requirements—
M.Ed. Degree**

In addition to the above general requirements, the applicant to the M.Ed. degree program must:

1. Submit one recommendation from a principal or supervisor for whom the applicant has worked.
2. Submit a copy of his/her teaching certificate.

Additional Admissions Information

A teacher who is already certified, but not in elementary or special education, and who desires one of these certifications, may enter the M.A.T. program.

A teacher certified but not currently teaching may enter the M.Ed. program but, she/he will be required to complete a practicum prior to graduation to demonstrate teaching effectiveness.

The college retains the right to inspect undergraduate transcripts for the appropriate breadth of liberal arts courses for entrance to the M.A.T. program and the appropriate professional coursework and practicum experience for entrance to the M.Ed. program. Students may be required to make up undergraduate deficiencies.

Notification of Admission

The applicant will be notified of the acceptance or rejection of his or her application for admission within six weeks once all admission requirements have been met. Any appeal of the decision must be made in writing within ten (10) days to the director of graduate studies.

Admission Status: Unconditional Admission

An applicant who meets all admission requirements, including an acceptable combination of GRE scores and G.P.A. from the baccalaureate degree-granting institutions, will be admitted unconditionally. Any questions regarding acceptable scores should be directed to the director of graduate studies.

Provisional Admission

If a student does not meet the unconditional admission standards, provisional admission may be granted until the student has taken three courses. If the student receives a grade point average of 3.3 or above on these first three courses, he/she will be uncondi-

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

A student with a baccalaureate degree from an accredited institution may enroll for graduate courses for credit as a "special student." This designation does not guarantee the student subsequent admission to the graduate program. If a "special student" later applies to the graduate program and is accepted, credit earned on courses already taken may be applied to the degree provided the grade is B or better. A student desiring special student status should submit an official transcript showing completion of a baccalaureate degree to the director of graduate studies.

An orientation will be held for new students prior to the beginning of each term.

Special Student Status

New Student Orientation



Financial Information

Tuition and Fees

Students must be formally admitted into either a degree or certification program to obtain financial aid. The tuition charge for the M.A.T. and M.Ed. degree programs is \$390 per three hour course (\$130.00 per credit hour).

Other fees include:

Application fee	\$30.00	
Transcript fee	2.00	each after the first transcript
Audit fee	100.00	
Returned check fee	10.00	
Graduation fee	75.00	

Refunds

Students enrolled in graduate courses may receive a full refund, minus a \$35 administrative fee, if they drop a course prior to the last day of the drop/add period. No refunds will be given for courses dropped at a later date. No refunds will be given for audit fees.

Financial Aid

Financial aid is provided on the basis of the results of a family financial analysis which indicates that the student needs assistance in meeting educational costs. A member of the financial aid office staff is available to meet with any student who is interested in receiving financial information and assistance. Financial aid applicants should be aware that the aid process will require a minimum of two months processing. For more information or for an appointment, call the financial aid office in Lehman Hall, 919-721-2808.

Anna Maria Samuel Scholarship

Salem College may award one minority scholarship (half-tuition) a year to a minority student who enters the master of arts in teaching program in either elementary education or learning disabilities. To be eligible for consideration, the applicant must have been accepted to the M.A.T. degree program. Additional selection criteria include financial need, scholastic achievement, participation in community or extracurricular activities, and demonstrated potential for teaching. The scholarship will be renewed until completion of the degree or eligibility for financial assistance has been reached provided that the recipient maintains a 3.0 cumulative grade point average. This scholarship is not necessarily awarded every year.

The minority scholarship is awarded in May. To be eligible, the applicant must have mailed the Financial Aid Form to Princeton by April 1, and have been accepted to the M.A.T. program by May 1, of the year in which the scholarship is to be awarded. For a graduate financial aid packet contact the director of financial aid and for a graduate admissions packet, contact the graduate education office.

Applicants should begin the process early (January) to ensure meeting all the deadlines.

Nancy Hayes Elementary Education Graduate Scholarship

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

There are two federal loan programs available to graduate students. Students must apply for financial assistance before applying for a student loan. For the Stafford Loan (see below), the student must qualify on a "need" basis. For the SLS (see below), the student must prove non-qualification for the Stafford Loan. Applications are available in the financial aid office.

Stafford Loan (formerly Guaranteed Student Loan)—This need-based federal loan program will award up to \$7,500 per year to students who are enrolled at least half-time (4.5 credit hours per term) in a degree program, who demonstrate need, who are not in default or owe repayment of any federal money, and who demonstrate credit-worthiness. Application for these loans is made through local lenders. The major lender for legal residents of North Carolina is College Foundation, Inc., PO. Box 12100, Raleigh, NC 27605, 919/821-4771. College Foundation applications are available in Salem's Financial Aid office. Students who are legal residents of other states must contact a lender in their home state; lenders are generally banks, savings & loans, and/or credit unions.

Supplemental Loans for Students (SLS) —This non-need-based federal loan program will award up to \$4,000 per year to students who are enrolled at least

half-time (4.5 credit hours per term) in a degree program, who are not in default or owe repayment of any federal money, and who demonstrate credit worthiness. Application for these loans is made through local lenders. The major lender for legal residents of North Carolina is College Foundation, Inc., P.O. Box 12100, Raleigh, NC 27605, 919/821-4771. College Foundation applications are available in Salem's financial aid office. Students who are legal residents of other states must contact a lender in their home state.

Other sources of loans include:

Winston-Salem Foundation—This organization will grant low-interest loans of up to \$2,500 to credit worthy students who are legal residents of Winston-Salem or Forsyth County. Contact the Winston-Salem Foundation, 229 First Union National Bank Building, Winston-Salem, NC 27101, 919/725-2382.

Educational loans are awarded to students with the understanding that they will be repaid at predetermined interest rates over a specific period of time. Educational loans are generally offered at low interest rates with extended repayment periods. Students must be enrolled at least one-half time. Loan checks are made co-payable to the student and the College, and endorsed by the student at the start of each term. Refunds are made after the last day of registration (drop/add).

Financial aid awards are made for no more than a one-year period and must be renewed each year the student is enrolled in the College. Renewal of financial aid will depend upon maintenance of a satisfactory academic record and continued financial need by the student. Satisfactory academic progress is specified in the Salem College Graduate Catalog in the section titled "Retention." Maximum eligibility for aid is the equivalent of two years of full-time enrollment. Appeals concerning the loss of financial assistance may be made to the director of financial aid.

Academic Policies

Transfer Credits

No more than six (6) graduate credit hours (2 courses) may be transferred from another accredited institution. Official transcripts from the credit-granting institution must be submitted to the graduate education office. Acceptance of transfer credit is subject to the approval of the director of graduate studies. Transfer credit will not be given for courses with a grade lower than a B, correspondence courses, or undergraduate education courses.

The following grading scale will be used:

Grading

- A Distinction as demonstrated by excellence in effort and quality of work that extends beyond the minimal requirements of assignments as substantiated through tests, papers, discussion, etc.; clearly reflects a creative understanding of topic areas; superior writing skills.
- B Quality expected of a graduate student which shows an adequate integration of topics via tests, papers, discussions, etc.; average writing skills.
- C Quality not up to the standards of graduate work as demonstrated by below average performance in fulfilling assigned requirements; shows minimal effort in understanding topic as substantiated through tests, papers, discussions, etc.; below average writing skills.
- F Failure to fulfill course requirements.
- I Incompletes may be granted by the faculty for medical reasons or death in the immediate family or for extenuating circumstances as determined by the director of graduate studies.

A student may drop a course with the following conditions:

Dropping a Course

1. **Without a grade**—during the first two complete weeks of class.
2. **With a grade of Withdrawal Passing or Withdrawal Failing**—after the first two weeks and through the eighth week of the term. A student will receive a Withdrawal Passing or a Withdrawal Failing depending upon his/her standing at the time the course is dropped.

3. **With an automatic F (dropped)**—after the eighth week of the term unless excused from the penalty by the Graduate Education Council.

Retention

If a student receives one F or more than 2 C's, he or she will be dropped from the graduate program.

Academic Advising

The student will have an initial interview with the director of graduate studies prior to admission. Upon enrollment the student will be assigned an adviser from among the graduate faculty.

Academic Load

Thirty-three (33) hours will be required for the M.Ed. program, 44 hours for the M.A.T. in elementary education, and 47 hours for the M.A.T. in learning disabilities. A six-hour liberal arts core is required for all programs. A full-time graduate course load will be nine (9) hours (three 3-hour courses) per term.

The M.A.T. program is designed so that students may complete the program in two summers and one intervening year if they so desire. Students may elect to complete this program on a part-time basis also.

The M.Ed. program is designed to be completed by teachers currently teaching and may be completed on a part-time basis over two to three years.

Auditing

Auditing a course is permitted with the permission of the instructor and payment of a fee.

Appeals

The Graduate Council serves as the "appeals board" in all matters concerning admission, retention, and graduation. An appeal should be made in writing and addressed to the director of graduate studies.

Student Teaching

Students in the M.A.T. program will complete their student teaching in the Winston-Salem/Forsyth County Schools. Student teaching is of ten weeks duration. The graduate student has the option to student teach in either the fall or spring term; however, students must have completed or be currently enrolled in the significant methods courses. Significant methods courses for the M.A.T. in elementary education are Education 400, 402, 408, 416, and 418. Significant methods courses for the M.A.T. in learning disabilities are Education 400, 402, 408, 416, 420, and 422.

Graduate students must apply to student teach by the middle of the term which precedes the term in which they will student teach. The student must also sign up for two hours of seminar which accompanies student teaching.

Each student will be evaluated on Salem's Exit Criteria Instrument which includes all performance criteria on the North Carolina Teacher Performance Appraisal Instrument. This will be a cooperative evaluation completed by the cooperating teacher, the Salem supervisor, and the student.

Students will be required to file an application for candidacy after completion of nine (9) hours and prior to completion of 15 hours of graduate study. Requirements for admission to candidacy are:

1. Previous admission in full standing to the graduate program.
2. Completion of nine (9) hours of graduate study with a GPA of 3.0 or higher.
3. Submission of a degree plan and approval of the plan by the Graduate Education Council.

The director of graduate studies will assess the candidate's application. Appeals may be made in writing to the Graduate Education Council.

Both M.A.T. and M.Ed. students are required to successfully complete oral comprehensive examinations which will include questions of both professional knowledge and application of liberal learning. Comprehensive examinations will be taken within the last six hours of study, and application to take the examinations must be made four (4) weeks prior to the time they will be given. The examinations will be scheduled once in each of the spring, summer, and fall terms. One opportunity to retake the exams will be given.

To be eligible for graduation, the student must:

1. Be admitted to degree candidacy.
2. Complete all course requirements, including:
 - a. Successful completion of the practicum for M.A.T. candidates and recommendation for certification [which requires successful completion of Core Battery III (Test of Professional Knowledge) and the appropriate Specialty Area exam of the National Teachers Examination] by the director of graduate studies.
 - b. Successful completion of the practicum with a grade of B or higher for M. Ed. candidates, and successful completion of the Specialty Area

Application for Candidacy

Comprehensive Examinations

Graduation Requirements

Test in Reading (30) of the National Teachers Examination.

3. Perform satisfactorily on the comprehensive examination.
4. Obtain an overall grade point average of 3.0 or above.
5. File an application for graduation.

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

Degrees will be conferred in May and August. Actual graduation ceremonies will be held only in May.

Transcripts

Requests for transcripts must be made in writing to the Salem College Office of the Registrar. The first transcript is free; subsequent transcripts require payment of \$2.00 each.



Academic Programs

Master of Arts in Teaching

The master of arts in teaching (M.A.T.) degree is offered in elementary and learning disabilities education. The student completing this degree qualifies for certification in elementary education (K-6) or specific learning disabilities (K-12). The program is planned for students who have never been certified, as well as teachers who wish to change their certification to one of those listed above.

M.A.T. Degree Requirements

The M.A.T. program can be completed in two summers and one academic year as well as on a part-time basis. However, it should be noted that to complete the M.A.T. program in one academic year and two summers, the student must begin in the summer and plan to attend full-time. A total of 44 hours is required in elementary education and 47 hours in learning disabilities.

The core courses required for all M.A.T. students are:

Courses

Liberal Arts Core (3 hours per term, 2 terms)
Human Development (3 hours)
The Exceptional Child (3 hours)
Assessment and Instruction for Students Experiencing Reading Difficulties (3 hours)
Practicum (6 hours)
Seminar (2 hours)
The Teacher as Decision Maker or Educational Technology (3 hours)
Foundations of Reading (3 hours)
Research and Evaluation (3 hours)
Issues in Education (3 hours)
Tests and Measurements (3 hours)
Methods of Teaching Language Arts and Mathematics (3 hours)

Courses required for elementary education certification only:

Methods of Teaching Social Studies, Science and Fine Arts (3 hours)

Courses required for specific learning disabilities certification only:

Characteristics and Assessment of the Learning Disabled (3 hours)
Teaching Strategies for the Learning Disabled (3 hours)

Scheduling

Scheduling for the M.A.T. program is as follows:

First Summer

Human Development or Tests and Measurements
Foundations of Reading
Liberal Arts Core I or II
The Exceptional Child or Issues in Education

Fall

Methods of Teaching Language Arts
and Mathematics
Characteristics and Assessment of the
Learning Disabled
Research and Evaluation

January

The Exceptional Child

Spring

Methods of Teaching Social Studies, Science,
and the Fine Arts
Teaching Strategies for the Learning Disabled
Assessment and Instruction for Students
Experiencing Reading Difficulties
Practicum and Seminar

Second Summer

Issues in Education or the Exceptional Child
Human Development or Tests and Measurement
Liberal Arts Core I or II
Educational Technology

Certification

The M.A.T. student will be recommended for North Carolina G certification after completing all requirements for graduation, including receiving satisfactory scores on the National Teachers Examination Professional Knowledge and Specialty Area tests.



Academic Programs

Master of Education

The master of education (M.Ed.) in language and literacy is a program designed for teachers who already hold certification. This program will prepare teachers to develop students' use of language within an integrated curriculum. Persons who complete this degree will qualify for K-12 reading certification in North Carolina. This program is designed for teachers currently teaching and thus will be completed in a part-time manner over two to three years.

Degree Requirements

General:

Liberal Arts Core	6 hours
Research and Evaluation	3 hours
Instructional Supervision and Leadership	3 hours

Courses

Reading:

Foundations of Reading	3 hours
Assessment of Reading	3 hours
Reading in the Content Areas	3 hours
Literature for Children and Adolescents	3 hours
Process Writing in the Classroom	3 hours
Language Acquisition	3 hours
Reading Practicum	3 hours
Total	33 hours

After successful completion of the Specialty Area Test in Reading (30) of the National Teachers Examination, the candidate will be recommended for a North Carolina G certificate in reading.

Certification

Graduate Program

Scheduling

Classes in both graduate degree programs are held in the late afternoon and evening to enable employed students and working teachers to attend. Summer term classes are also held in the evening.

The Salem College academic year is comprised of fall term, January Term, spring term, and two five-week summer school sessions. Graduate degree courses will be offered in all of these terms. Generally, fall term runs from the beginning of September to mid-December; January Term takes place in the month of January; spring term runs from the beginning of February to mid-May; the first summer school session runs from late May through June; and the second summer school session runs from early July through early August.



Graduate

Courses

- HUM 400 **Liberal Arts Core I** (3 hrs). Clauss. Summer.
- HUM 402 **Liberal Arts Core II** (3 hrs). Six hours of graduate level work in the liberal arts, "Problems in American Society and Culture in the Late 20th Century." Zehr. Summer.
- PSY 400 **Human Development** (3 hrs). Psychological development from conception through adulthood, with emphasis on cognitive, social, and biological factors. (Cross-referenced as ED 412.) Summer.
- PSY 402 **Tests and Measurement** (3 hrs). Test theory and construction. Study of aptitude, achievement, and interest tests with special emphasis on the tests used by the schools in diagnosis and placement. Includes practice in administering tests and evaluating results. Pearman. (Cross referenced as ED 414.) Summer.
- ED 400 **Foundations of Reading** (3 hrs). The course compares different models of the reading process. The socio-psycholinguistic philosophy is examined and its implications for literature-based instruction explored. Effective instructional, management and evaluation strategies, and relevant reading materials for a literature-based classroom will be presented. Baker. Summer.
- ED 402 **The Exceptional Child** (3 hrs). An introduction to all areas of exceptionality as well as how to work with the mainstreamed child. Includes field experiences. Shearburn. January.
- ED 404 **Research and Evaluation in Education** (3 hrs). Introduction to research and evaluation methods. Analysis of research studies, reading of research in the teaching area of interest. Wishnietsky. Fall.
- ED 406 **The Teacher as Decision Maker** (3 hrs). Emphasis on the teacher as the instructional decision maker who utilizes research and theory in selecting content, learning activities, and means of assessment for the class room. Students will learn and demonstrate a variety of instructional models including the inductive, integrative, deductive, and interactive models of teaching. Staff.
- ED 408 **Assessment and Instruction for Students Experiencing Reading Difficulties** (3 hrs). Prerequisite: ED 400 or certification. Formal and informal procedures for assessing reading performance. Instructional strategies and materials for assisting children experiencing reading difficulties. Baker. Spring.
- ED 410 **Issues in Education** (3 hrs). A study of the major issues affecting education today. The course is designed to give an overview of the teaching profession, the problems it faces, and the outlook for the future. Shearburn. Summer.

- ED 412 **Human Development** (3 hrs). Psychological development from conception through adulthood, with emphasis on cognitive, social, and biological factors. (Cross-referenced as PSY 400.) Summer.
- ED 414 **Tests and Measurement** (3 hrs). Test theory and construction. Study of aptitude, achievement, and interest tests with special emphasis on the tests used by the schools in diagnosis and placement. Includes practice in administering tests and evaluating results. (Cross-referenced as PSY 402.) Pearman. Summer
- ED 416 **Methods of Teaching Language Arts and Mathematics** (3 hrs). Content, methods, and materials for teaching the language arts and mathematics. Includes study of computer software and LOGO. Includes field experiences. Baker, Russell. Fall.
- ED 418 **Methods of Teaching Social Studies, Science and Fine Arts** (3 hrs). Content, methods, and materials for teaching social studies, science, and the fine arts. A core of generic information will be taught including techniques for determining student knowledge, program planning, lesson planning, monitoring achievement, and integrative methods. Students will apply the generic knowledge to the various content areas. Includes field experiences. Shearburn. Spring.
- ED 420 **Characteristics and Assessment of the Learning Disabled** (3 hrs). Includes study of the etiology of learning disabilities, learning, and behavioral characteristics of the learning disabled, assessment methodology, and the delivery of services. Also includes study of building based staff support teams. Includes field experiences. Prerequisite or concurrent enrollment in Exceptional Child and Research and Evaluation. Staff. Fall.
- ED 422 **Teaching Strategies for the Learning Disabled** (3 hrs). Strategies for teaching reading, math, writing, study skills, social and transition skills, problem solving, and goal setting to learning disabled students. Includes field experiences. Staff. Spring.
- ED 424 **Instructional Supervision and Leadership** (3 hrs). Study of the professional role of the supervisor/mentor in guiding the student/beginning teacher to become an effective and self-analytic teacher. Russell. Fall.
- ED 426 **Independent Study** (3 hrs).
- ED 428 **Practicum** (6 hrs). Clinical experience in the Winston-Salem/Forsyth County Schools. Students may fulfill this requirement by doing a traditional student teaching practicum of ten weeks duration or by doing two five-week placements over two consecutive summers in the Model Summer School Student Teaching Program. Staff.
- ED 430 **Seminar** (2 hrs). Students will attend a weekly seminar while engaged in their practicum. Content of the seminar will vary depending upon immediate needs but will include classroom management, organization, and grading. Staff.

- ED 432 **Project** (3 hrs). In-depth study in a curricular area of interest that results in a project or research paper. The project or research paper must be presented and evaluated by a three-member committee of the graduate faculty. Staff.
- ED 434 **Reading in the Content Areas** (3 hrs.) Familiarizes teachers with instructional and evaluative strategies for promoting growth in reading the curriculum areas. Instructional strategies will be presented for assisting students prior to, during, and after reading content materials. Both quantitative and qualitative measures of assessment will be examined. Spring. Staff.
- ED 436 **Literature for Children and Adolescents** (3 hrs.) An introduction to the quality literature available for children and adolescents in different genres. Characteristics of the different genres and criteria for selecting quality literature will be identified. Strategies for incorporating quality literature throughout the curriculum will be explored. Summer. Zehr.
- ED 438 **Process Writing in the Classroom** (3 hrs.) Students examine taped demonstrations of the writing process, samples of children's writing and current research findings, and participate in the process of writing. Through these activities students become familiar with effective instructional, management, and evaluative strategies for writing process classrooms. Fall. Baker.
- ED 440 **Language Acquisition and Cognitive Development** (3 hrs.) A study of the development of language and thought in children. Aspects of language and psycholinguistics will be examined, such as phonology, semantics, and syntax. Mechanisms of language acquisition will be explored. Theory and research pertaining to cognitive development will be studied. The implications of language acquisition and cognitive development for education will be investigated. Summer. Staff.
- ED 442 **Reading Practicum** (3 hrs.) Application of theory and research to the student's classroom. Spring. Baker
- ED 444 **Educational Technology** (3 hrs.) Examines both theoretical and empirical justification for "appropriate" uses of technology used in the delivery and management of education. We will emphasize computer-based technology, but other technological innovations which offer powerful possibilities will be explored. Provides experience with specific application programs in a variety of areas. Summer. Ersoff.
- ED 450 **Special Topics In Education** (1-3 hrs.) Investigation of a topic of importance to education. The course will vary depending upon new developments in the field of education—either in technology, research, or practice.

General Student Information

Parking

Parking is permitted in the lot immediately in front of the Fine Arts Center. Commuter parking stickers (no overnight parking permitted) may be purchased from the campus security office at a cost of \$15 per term or \$20 per academic year. There is no charge for parking on campus after 6:00 p.m. However, before 6:00 p.m., unregistered or illegally parked automobiles will be ticketed or towed.

Bookstore

The Salem Textbook Store is located in the basement of Main Hall. It is open at specified times which are posted on the door. Course books and a limited range of notebooks and supplies are available. At other times, the student may inquire at the Salem Gift and Book Store on Salem Square about purchasing textbooks and supplies.

Library Services

Gramley Library, located just south of Salem Square, contains the Professional Education Collection as well as the ERIC Microform. Library hours for the academic year are:

8:30 a.m. to 11:45 p.m.—Monday through Thursday
8:30 a.m. to 8:00 p.m.—Friday
9:00 a.m. to 6:00 p.m.—Saturday
12:30 p.m. to 11:45 p.m.—Sunday

Computers

Campus computer facilities are located in the Rondthaler Science Building and Main Hall. An Apple II microcomputer lab is located on the third floor of the science building, a MacIntosh Laboratory on the basement level of the science building, and an IBM laboratory on the third floor of Main Hall. All laboratories are available for student use. Microcomputers for student use are also located in Gramley Library.

Career Development and Counseling

Placement files for graduate students will be maintained in the Career Development Center in Lehman Hall. Counseling services are available for a fee.

Honor Code

In keeping with the long-standing honor tradition of Salem College, all students who take graduate courses are bound by the Honor Code which states: (1) every student shall be honor-bound to refrain from cheating; (2) every student shall be honor-bound to refrain from stealing; (3) every student shall be honor-bound to refrain from lying.*

Every student is not only responsible for his/her own actions, but is also responsible for encouraging other students to uphold the honor tradition. Every student must encourage anyone who violates the Honor Code to report his/her infractions to the director of graduate studies. If the accused does not, the student has the right to report the violation to the director of graduate studies.

The Graduate Honor Code Committee is made up of the director of graduate studies, a graduate faculty member, one graduate student currently enrolled, and the chair of the Undergraduate Honor Council. When a student is accused of an honor violation, he/she has the right to be notified in writing of the accusation; face his/her accuser at a hearing of the Graduate Honor Code Committee and present any witnesses to speak on his/her behalf; and to have an adviser who is either a graduate student or a graduate faculty member support his/her defense at a hearing of the Graduate Honor Code Committee.

Infractions are reported to the director of graduate studies. If upon hearing the evidence, the director of graduate studies believes that action is warranted, she will call a meeting of the Graduate Honor Code Committee.

The Graduate Honor Code Committee will hear the testimony of the accuser and the accused, allow for cross examination by accuser and accused, and hear testimony of witnesses for the accuser and accused. Members of the committee may ask questions at any point during the hearing. The Graduate Honor Code Committee will issue a decision within 24 hours of the hearing.

A student may appeal the decision of the Graduate Honor Code Committee to the president of Salem College within 24 hours of notification of the decision. The administration of the College reserves the right to make a final decision in the event of a violation of the Honor Code.

*Plagiarism is an Honor Code offense.

Telephone Numbers

Office of Graduate Studies (FAC 302)	721-2658
Director of Graduate Studies (FAC 301)	
Dr. Dorothy Russell	721-2656
Dr. Chris Baker (FAC 310)	721-2829
Dr. Errol Clauss (MH 227)	721-2756
Dr. Jeff Ersoff (Science 306)	721-2811
Dr. Dudley Shearburn (FAC 319)	721-2774
Dr. Janet Zehr (MH 112)	721-2721
Salem College's General Information	721-2600
Gramley Library	721-2649
Registrar (Main Hall)	721-2618
Continuing Education Office (Main Hall)	721-2631
Business Office (Behind Main Hall)	721-2613
Hours: MTuThF 10:30-12:30, 1:30-4:00	
W 10:30-12:30	
Financial Aid (Lehman Hall)	721-2808
Career Center/Placement Office (Lehman Hall)	721-2807
Public Safety	721-2718

Graduate Faculty

Director of Graduate Studies

Dorothy S. Russell (1978*)
Director of Graduate Studies, Professor of Education
B.A., Fairleigh Dickinson College; M.A.T., Paterson State College;
Ed.D., University of North Carolina at Greensboro.

Graduate Faculty

Christopher J. Baker (1989)
Associate Professor of Education
B.A., B.Ed., The University of New England, Australia; M.Ed., The
University of Alberta, Canada; Ph.D., The University of Texas at Austin.

Errol M. Clauss (1963)
Professor of History
B.A., Gettysburg College; M.A., Ph.D., Emory University.

*Date following name indicates year of appointment to Salem College.

Jeffrey A Ersoff (1979)

Associate Professor of Psychology and Computer Science,
Director of Academic Computing
B.A., Cornell University; M.A., Florida Atlantic University; Ph.D.
University of Texas.

Roger R. Pearman Adjunct

B.A. and M.A., Wake Forest University;
Ph.D., University of North Carolina at Greensboro.

Dudley D. Shearburn (1977)

Associate Professor of Education
A.B., Birmingham Southern College; M.Ed., Ph.D., St. Louis University.

Dan H. Wishnietsky (Adjunct)

B.A. and M.S., University of California, Los Angeles;
Ed.D., University of North Carolina at Greensboro.

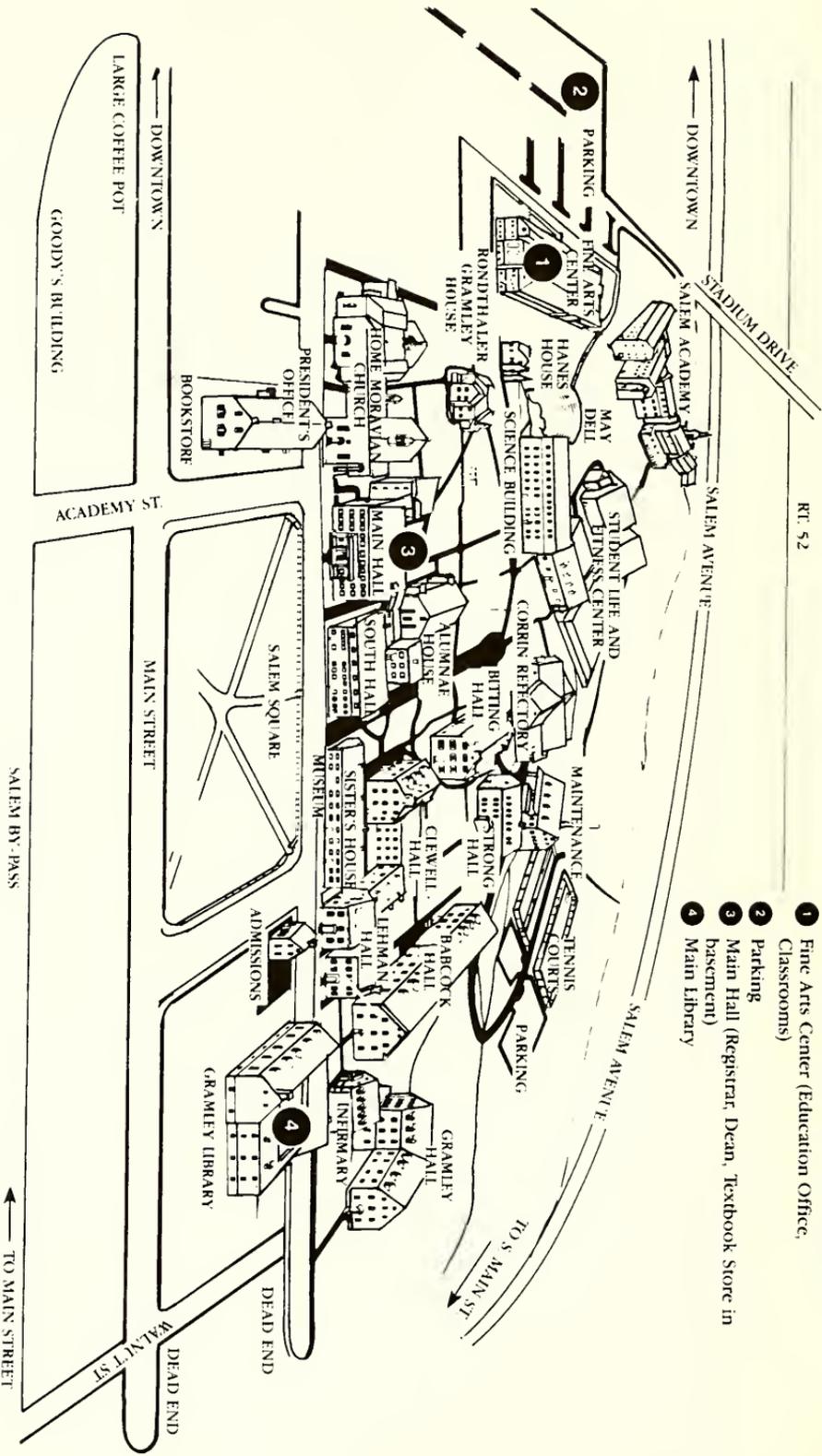
Janet S. Zehr (1985)

Assistant Professor of English
B.A., State University of New York, College of Geneseo;
M.S., Columbia University;
Ph.D., University of Illinois at Urbana-Champaign.

Salem College Campus

RT. 52

- 1 Fine Arts Center (Education Office, Classrooms)
- 2 Parking
- 3 Main Hall (Registrar, Dean, Textbook Store in basement)
- 4 Main Library



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Notes

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Advising Checklist

Core Courses Required for All Degree Programs

<input type="checkbox"/> Humanities 400	Liberal Arts Core I
<input type="checkbox"/> Humanities 402	Liberal Arts Core I I
<input type="checkbox"/> Education 400	Foundation of Reading
<input type="checkbox"/> Education 404	Research and Evaluation in Education
<input type="checkbox"/> Education 408	Assessment in Reading

15 hours

Additional Requirements M.A.T. in Elementary Education

<input type="checkbox"/> Education 402	Exceptional Child
<input type="checkbox"/> Education 410	Issues in Education
<input type="checkbox"/> Education 412	Human Development
<input type="checkbox"/> Education 414	Tests and Measurements
<input type="checkbox"/> Education 416	Methods Writing and Mathematics
<input type="checkbox"/> Education 418	Methods Social Studies, Science, and Fine Arts
<input type="checkbox"/> Education 428	Practicum
<input type="checkbox"/> Education 430	Seminar
<input type="checkbox"/> Education 406	Teacher as Decision Maker

or

<input type="checkbox"/> Education 444	Educational Technology
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29 hours

Additional Requirements M.A.T. in Learning Disabilities

<input type="checkbox"/> Education 402	Exceptional Child
<input type="checkbox"/> Education 410	Issues in Education
<input type="checkbox"/> Education 412	Human Development
<input type="checkbox"/> Education 414	Tests and Measurements
<input type="checkbox"/> Education 416	Methods Writing and Mathematics
<input type="checkbox"/> Education 420	Characteristics and Assessment Learning Disabled
<input type="checkbox"/> Education 422	Teaching Strategies for the Learning Disabled
<input type="checkbox"/> Education 428	Practicum
<input type="checkbox"/> Education 430	Seminar
<input type="checkbox"/> Education 406	Teacher as Decision Maker

or

<input type="checkbox"/> Education 444	Educational Technology
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32 hours

Additional Requirements M.Ed. in Language and Literacy

<input type="checkbox"/> Education 424	Instructional Supervision and Leadership
<input type="checkbox"/> Education 434	Reading in the Content Areas
<input type="checkbox"/> Education 436	Literature for Children and Adolescents
<input type="checkbox"/> Education 438	Process Writing in the Classroom
<input type="checkbox"/> Education 440	Language Acquisition and Cognitive Development
<input type="checkbox"/> Education 442	Reading Practicum

18 hours

Salem

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Winston-Salem, NC 27108

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