

Salem College

Founded in 1772



2000 - 2002 GRADUATE CATALOG

Academic Calendar

2001-2002

2001 Fall Term

August 26	Sunday	Mandatory Meeting for all continuing graduate students - 2:00 - 3:00 PM; Drama Workshop, FAC
August 27	Monday	Mandatory Orientation meeting for new graduate students - 4:00 - 5:45 PM; FAC 306
August 27	Monday	Orientation for Student Teachers 3:30 - 4:30 Student teachers meet with cooperating teachers - 4:30 Faculty and Cooperating Teachers - 5:00 - 5:45 Club Dining Room (lower level, Refectory)
August 29	Wednesday	Classes begin for fall term
September 4	Tuesday	Supervised practicum begins for graduate students
September 26	Wednesday	Fall Fest - Classes dismissed
September 28	Friday	Deadline - applications for spring supervised practicum, December comprehensive exams, December program completion
October 1	Monday	Registration for January term
October 12-16		Fall Break, no classes
October 17	Wednesday	Classes resume
November 12	Monday	Spring registration begins
November 21-25		Thanksgiving Recess
December 3	Monday	Portfolio Showcase - supervised practicum students; 4:00, FAC 304
December 7	Friday	Cooperating teachers and faculty meet to review portfolios/ Program feedback
December 11	Tuesday	Last day of classes and supervised practicum
December 12	Wednesday	Comprehensive exams
December 18	Monday	Deadline - Applications for May graduation

2001 January Term

January 3	Thursday	January Term classes begin
January 21	Monday	Martin Luther King, Jr. Holiday - no classes
January 30	Wednesday	Orientation for Student Teachers 3:30 - 4:30 Spring term student teachers meet with cooperating Teachers 3:30 - 4:30 PM; Club Dining Room (lower level of Refectory)
		Faculty and cooperating Teachers - 5:00 - 5:45 Club Dining Room (lower level, Refectory)
January 31	Thursday	Classes end for January term

2001 Spring Term

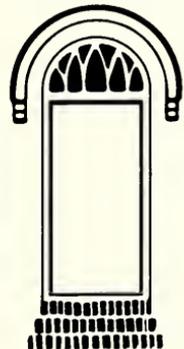
February 4	Monday	Classes begin for spring term
		Mandatory Orientation for new students - spring and January term - 3:30 PM; FAC 306
February 6	Wednesday	Supervised practicum begins
February 25	Monday	Deadline - applications for fall supervised practicum, May Comps
March 9	Saturday	Last day to take Praxis II specialty area tests to receive scores in time for May graduation
March 11	Monday	Summer registration begins
March 26-April 1		Spring break
April 6-10		DPI/NCATE continuing accreditation visit
April 15	Monday	Fall registration begins
April 26	Friday	Founders Day Celebration
May 6	Monday	Portfolio Showcase - 4:00, FAC 304
May 13	Friday	Cooperating teachers and faculty review portfolios/program Feedback
May 16	Thursday	Comprehensive exams
May 25	Saturday	Commencement

Salem College

Graduate Education Program

*Graduate Catalog
2001-2002
Fall 2001, Volume XII*

Founded 1772



Winston-Salem, NC

Preface

Our Mission Statement

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

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

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

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

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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 May of 2000.

As early as the 1850's, Salem Academy was recognized as providing preparation for the teaching profession. When formalized licensure practices were initiated in North Carolina, Salem College adapted its curriculum to meet the requirements of the state. The teacher education program of the College has been accredited by the state of North Carolina since 1964; the most recent accreditation took place in the spring of 1996.

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)
Birth through Kindergarten (B-K)
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 with a firm foundation in the liberal arts and sciences who seeks professional licensure and a master's degree. Graduate teaching licenses may be earned in either elementary education, learning disabilities, or birth-kindergarten. Programs are designed to meet the INTASC Standards.

INTASC Standards

1. Content Pedagogy

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

2. Student Development

The teacher understands how children learn and develop, and can provide learning opportunities that support a child's intellectual, social and personal development.

3. Diverse Learners

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

4. Multiple Instructional Strategies

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

5. Motivation and Management

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

6. Communication and Technology

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

7. Planning

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

8. Assessment

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

9. Reflective Practice: Professional Growth

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

10. School and Community Involvement

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Candidates for licensure at Salem College:

1. understand the nature of learning (constructivism)
2. believe all children can learn (diversity)
3. accept responsibility for creating the conditions of learning for all students
4. model best constructivist practice in teaching, classroom management, assessment, and use of technology
5. reflect upon their teaching, using higher-level cognitive processes

***Goals of the
Program***

Introduction to Salem College

6. develop appropriate professional relationships with all members of the learning community and model ethical behavior.

In addition to these, Masters degree candidates at Salem College will be:

7. informed consumers of educational research
8. skilled action researchers in their classrooms
9. be effective leaders in their school settings

Conceptual Framework

Teacher education programs at Salem College are based on a conceptual framework built around the theme of "Learning for All Children." We seek to help candidates demonstrate two basic dispositions: the belief that all children are learners; and the belief that teachers are responsible for creating the conditions of learning for all students. All licensure candidates at Salem College pursue the following educational goals and outcomes: 1) to understand the nature of learning (constructivism); 2) to believe that all children can learn (diversity); 3) to accept responsibility for creating the conditions of learning for all students; 4) to model the best constructivist practice in teaching, classroom management, assessment, and use of technology; 5) to reflect upon one's teaching, using higher-level cognitive processes; 6) to demonstrate and promote professionalism in one's work.

Accreditation

Salem College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-40971 Tele. #: 404-679-4501) to award the bachelor's degree and the master's degree. Teacher education programs are accredited by the North Carolina State Board of Education. The teacher education program at Salem College is accredited by the National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Avenue NW, Suite 500, Washington, DC 20036; phone (202) 466-7496. This accreditation covers the institution's initial teacher preparation and advanced educator preparation programs.

Equal Opportunity Policy

Salem College welcomes qualified students regardless of race, color, national origin, religion or disability to all the rights, privileges, programs, and activities of this institution.

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 27108-0548
(336) 721-2658

New students may begin in any 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 the M.Ed. program include:

1. submission of an official transcript from a regionally accredited college or university showing possession of a baccalaureate degree;
2. submission of official test scores from the Graduate Record Examination (GRE);
3. submission of a complete application, including two reference letters/forms;
4. submission of a copy of the candidate's teaching license;
5. interview with the Director of Teacher Education and Graduate Studies and acceptance by the Graduate Education Council.

Admission Requirements - General

The following scale combining G.P.A and GRE scores will be employed to determine the admissions status of the applicants:

<u>G.P.A.</u>		<u>GRE (Verbal)</u>	
3.2	3 Points	560	3 Points
2.85	2 Points	460	2 Points
2.5	1 Point	360	1 Point

If an applicant receives three points, he/she will be unconditionally admitted; two points, provisionally admitted; less than two points, not admitted to the graduate degree program. Students must have a GRE verbal score of at least 360 for admission.

If a student does not meet the unconditional admission standards, provisional admission may be granted until the student has taken 3 courses at Salem College. If the student receives a grade point average of 3.3 or above on these first three courses, he/she will be unconditionally admitted.

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

Admissions Information

1. submission of an official transcript from a regionally accredited college or university showing possession of a baccalaureate degree;
2. submission of a complete application, including two reference letters/forms;
3. passing scores of the PRAXIS I Pre-Professional Skills Test;
4. a 2.5 undergraduate GPA;
5. interview with the Director of Teacher Education and Graduate Studies and acceptance by the Graduate Education Council.

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.

Upon successful completion of the licensure phase, students may be admitted to graduate candidacy, or Phase II. For admission to Phase II, the graduate (Salem) GPA and scores on the Graduate Record Exam will be employed.

<u>G.P.A.</u>		<u>GRE (Verbal)</u>	
3.2	3 Points	560	3 Points
2.85	2 Points	460	2 Points
2.5	1 Point	360	1 Point

If an applicant receives four points, he/she will be unconditionally admitted. A minimum score of 360 on the verbal section of the GRE is required for admission. Students with less than four points are ineligible for admission to the Graduate program (Phase II).

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

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

All students who plan to complete licensure and/or graduate programs must be admitted prior to the end of their fourth course.

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 course work and practicum experience for entrance to the M.Ed. program. Students may be required to make up undergraduate deficiencies.

Admissions Information

The M.A.T. degree is offered in Elementary Education, Learning Disabilities and Birth through Kindergarten. The student completing this degree also qualifies for graduate licensure. The M.A.T. program is also appropriate for teachers who are currently licensed, but not in one of these areas. A preschool add-on is available for teachers who hold valid licenses in elementary education, special education, or home economics.

Specific Requirements - Masters of Arts in Teaching (M.A.T.)

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

Specific Requirements - Masters of Education (M.Ed.)

A licensed teacher who wishes to add a new teaching license may enter the M.A.T. program.

Additional Admissions Information

A teacher licensed, but not currently teaching, may enter the M.Ed. program, but she/he will be required to complete a practicum prior to graduation to demonstrate teaching effectiveness.

The college retains the right to inspect undergraduate transcripts for the appropriate breadth of liberal arts courses for entrance to the M.A.T. 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.

Students who intend to apply to a program should do so prior to the completion of their fourth course at Salem. 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.

Notification of Admission

An applicant who meets all admission requirements, including an acceptable combination of GRE scores and GPA from the baccalaureate degree-granting institutions, will be admitted unconditionally. Any questions regarding acceptable scores should be directed to the director of graduate studies.

Admission Status: Unconditional Admission

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

Admissions Information

Special Student Status

A student with a baccalaureate degree from an accredited institution may enroll for graduate courses for credit as a "special student." This designation does not guarantee the student subsequent admission to the graduate program. If a "special student" later applies to the graduate program and is accepted, credit earned on courses already taken may be applied to the degree provided the grade is B or better. A student desiring special student status should submit to the director of graduate studies an official transcript showing completion of a baccalaureate degree and a completed application. Students may retain special student status for no more than four courses.

New Student Orientation

An orientation will be held for new students prior to the beginning of the fall and spring terms.



Financial Information

Tuition and Fees

The tuition charge for the M.A.T. and M.Ed. degree program is \$645 per three-hour course (\$215.00 per credit hour.)

Other fees include:

Application Fee	\$30.00	
Transcript Fee	2.00	each after the first transcript
Audit Fee	375.00	
Returned Check Fee	30.00	
Graduation Fee	70.00	
Parking	30.00	
Transfer Recording Fee	35.00	

Students enrolled in graduate courses may receive a full refund, minus a \$35 administrative fee, if they drop courses prior to the last day of the drop/add period. No refunds will be given for courses dropped at a later date. No refunds will be given for audit fees.

Refunds

Students must be formally admitted into either a degree or licensure program to obtain 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. Financial aid applicants should be aware that the aid process will require a minimum of two months for processing. For a graduate financial aid packet, call the financial aid office (336-721-2808), or stop by Lehman Hall.

Financial Aid

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

Scholarships

The Anna Maria Samuels Scholarship is a half-tuition scholarship awarded to a minority student who enters the Master of Arts in Teaching Program in either Elementary Education, Learning Disabilities, or Birth-Kindergarten. 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 extra-curricular activities, and demonstrated potential for teaching. The scholarship will be renewed until completion of the degree or eligibility for financial aid ends, whichever is reached first. The recipient must maintain a 3.0 cumulative grade point average. This scholarship is not necessarily awarded every year.

Financial Information

Federal Loans

Federal Stafford Student Loans are made available to students by lending institutions and/or state agencies in each state. Eligibility for a Stafford is determined in accordance with federal regulations. A loan is made in the student's name and becomes repayable on a monthly basis six months after the student leaves school or drops to less than one-half-time study. (For graduate students, three credit hours is required for half-time status.) Interest is variable annually for new borrowers with a cap of 8.25% or at the original interest for those who borrowed prior to October 1, 1992. Interest begins to accrue at the time repayment begins. Students must pay an origination fee and an insurance fee required by federal regulations. Graduate students may borrow a maximum of \$8,500 per 12-month period. Teacher licensure and second bachelor's degree students may receive up to \$5,500 per 12-month period. Applications are available from a variety of lenders. Information on lenders and applications are available from the Salem Financial Aid Office.

For those students who do not qualify on a "need" basis, the same loan is available. However, the interest begins upon disbursement of the loan and the student must either pay the interest or capitalize it during periods of enrollment. Graduate students may borrow up to an additional \$10,000 annually under the unsubsidized Stafford program on a credit-worthy and as needed basis. Teacher licensure students may borrow up to \$5,000 under the unsubsidized Stafford. However, maximum eligibility for borrowing is limited by Salem's budget.

Federal Perkins (NDSL) loans are federally funded, low-interest loans, that were formerly National Direct Student Loans, 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. Graduate students may borrow a maximum of \$5,000 per 12-month period of time. Teacher certification and second bachelor's degree students may borrow up to \$3,000 annually. Limited Perkins funding in available and highest priority will be to students with outstanding Perkins indebtedness.

Educational loans are awarded to students with the understanding that they will be repaid at predetermined interest rates over a specific period of time. Students must be enrolled at least one-half time. Loan checks are made co-payable to the student and the College, and endorsed by the student after the end of each registration period (add/drop) or when the check arrives, whichever is later. Refunds of credit balances are made within three business days after the credit balance is established.

Financial Information

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

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



Academic Policies

Transfer Credits

Up to six (6) graduate credit hours (2 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 the graduate studies. Transfer credit will not be given for courses with a grade lower than a B, correspondence courses, or undergraduate education courses. A recording fee of \$35.00 is charged.

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, discussions, 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, death in the immediate family, or for extenuating circumstances as determined by the director of graduate studies. Incompletes must be cleared before additional courses can be taken, and students may not have more than two incompletes at one time. Students must clear incompletes within a calendar year of the time they are issued. Extensions beyond these deadlines will be awarded only for extreme extenuating circumstances and must be approved in advance by the Graduate Education Council.

Quality points for letter grades are issued as follows:

A	4.00	C+	2.33
A-	3.67	C	2.00
B+	3.33	C-	1.67
B	3.00	F	0.00
B-	2.67		

Academic Policies

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

Checkpoints have been established at various points during the program. At these checkpoints, candidates' progress will be evaluated with input from school-based cooperating teachers and administrators.

Checkpoints

If a student receives one (1) F or more than 2 C's in graduate courses, regardless of his/her status (degree, licensure only, or special student), he/she will not be allowed to continue to enroll in graduate courses. Graduate students must have a 3.0 cumulative grade point average on all graduate courses at Salem College to be admitted to a program, to be allowed to enter student teaching and to be recommended for licensure. Undergraduate students who intend to pursue graduate degree programs at Salem College must earn a B or better on cross-listed courses.

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 adviser from among the graduate faculty.

Academic Advising

Thirty-four (34) hours will be required for the M.Ed. program; forty-six to fifty-two (46-52) hours for the M.A.T. in elementary education; forty-seven to fifty-three (47-53) hours for the M.A.T. in learning disabilities; and forty-six to fifty-two (46-52) hours for the M.A.T. in early childhood education and leadership. A full-time graduate course load will be nine (9) hours (three 3-hour courses) per term. Half-time status requires 3 credit hours.

Academic Load

The M.A.T. programs are offered in two phases. Phase I is completed for initial licensure. Phase II (graduate candidacy) leads to the graduate license and the Masters Degree. Phase II is designed to be completed during the candidate's induction or initial licensure period.

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.

Academic Policies

Auditing

Auditing a course is permitted with the permission of the instructor and payment of a fee.

Appeals

The Graduate Education Council serves as the "appeals board" in all matters concerning admission, retention, and graduation. An appeal should be made in writing and addressed to the director of graduate studies.

Student Teaching

Students in the M.A.T program will complete a full term of student teaching experience in the Winston-Salem/Forsyth County Schools. 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 all required licensure courses. Students are advised not to work or take courses during student teaching. Students may apply to student teach in the summer program when available.

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

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.

Comprehensive Examinations

Both M.A.T. and M.Ed. students are required to successfully complete the comprehensive examination at the culmination of graduate study. All courses must be completed before taking the comprehensive exams. Application to take the examinations must be made by the published deadline (see Graduate Calendar). Examinations will be scheduled once in each of the Spring, Summer, and Fall terms. Any three professors from the Education Department may serve as the Comprehensive Examination Board, and students are not told in advance which faculty members will serve.

The oral examination will take place prior to written examinations. Each professor in attendance will score the candidate's responses according to the rubric established for this purpose. Students who earn a score of 9 or better will have passed the comprehensive exams and will not be required to sit for written exams. Students who pass the oral exams with a total score of 6, 7, or 8 (with no less than two points per topic area) must sit for the written exams within the following three days. Students who sit for written exams respond to three questions, and they must earn a score of 9 on their written responses in order to pass the comprehensive exams. Written exams will be scheduled for 3 1/2 hours, with one break. Students who receive topic area score(s) of less than two or do not pass the written exams will be required to retake

the oral examinations no earlier than the next comprehensive exam period.

Students who do not pass the comprehensive exam(s) may take the exams once more at the regularly scheduled time. It is the student's responsibility to reapply for admission to comprehensive exams. All oral exams are audio taped.

All graduate students are required to make an appointment with their respective adviser six months before they expect to complete all licensure and degree requirements for a degree audit. At that time, the adviser will explain all the necessary steps that must be taken to meet both degree and licensure requirements and review the student's progress to date.

Degree Audit

To be eligible for graduation, the student must:

Graduation Requirements

1. Complete a degree audit
2. Complete all course requirements, including:
 - a. Successful completion of the practicum for M.A.T. candidates and recommendation for licensure, which requires successful completion of the appropriate Praxis II Specialty Area exam(s). Test scores must be received by Salem College before the degree will be granted.
 - b. Successful completion of the practicum with a grade of B or higher for M.Ed. candidates and successful completion of the Praxis II Specialty Area Test in Reading (10300).
3. Satisfactorily complete the comprehensive examinations.
4. Obtain an overall grade point average of 3.0 or above.
5. File an application for graduation.

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

Degrees will be conferred in May, December, and August. Actual graduation ceremonies will be held only in May.

Academic Policies

Transcripts and Records

Records of progress are kept by this institution on veteran and non-veteran students alike. Progress records are furnished to the students, veterans and non-veterans, at the end of each scheduled school term.

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.

Access to Student Educational Handbooks

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

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

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

Absence Policy

Students are expected to attend classes regularly and promptly. The individual faculty member has the right to establish attendance regulations for his or her classes and the responsibility to inform students of these regulations at the beginning of each term.

Criminal Records

Prospective students who have ever been convicted of a felony or crime other than a minor traffic violation should contact the Licensure Division of the North Carolina State Department of Public Instruction in Raleigh regarding eligibility for a teaching license in this state. Students may be asked to provide a criminal background check.

Academic Programs

The Masters of Arts in Teaching (M.A.T.) degree is offered in elementary education, learning disabilities, and early education and leadership (birth-kindergarten). The student completing this degree qualifies for licensure in either elementary education (K-6), specific learning disabilities (K-12), or birth-kindergarten (0-5) in Phase I of the program. The program is planned for students who have never been licensed, as well as those teachers wishing to add new teaching areas to their areas of expertise. Students may earn advanced licensure upon completion of Phase II.

The M.Ed. program requires 34 hours of graduate work; the M.A.T. in elementary education includes 46-52 required hours; the M.A.T. in learning disabilities requires 47-53 hours; and the M.A.T. in birth through kindergarten includes 46-52 hours. All M.A.T. students must prepare a student teaching/technology portfolio and achieve a passing score according to the rubric established for scoring the portfolios.

The M.A.T. program may be completed on a full or part time basis. Phase I (licensure) may be completed in 18 months - 2 years; Phase II (induction) may be completed during the candidate's first year(s) as a classroom teacher.

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

Phase I

- Educ 451 Educational Psychology for Constructivist Classrooms
- Educ 444 Educational Technology
- Educ 400 Foundations of Reading Instruction
- Educ 408 Assessment and Evaluation of Reading Performance
- Educ 416 Curriculum, Methods, & Assessment in Mathematics
- Educ 418 Curriculum, Methods, & Assessment in Science & Social Studies
- Educ 402 Special Education: Students with Special Needs
- Educ 405 Integrating the Fine and Practical Arts
- Educ 446 Process Writing and Children's Literature
- Educ 403 Managing an Effective Learning Environment
- Educ 423 Early Field Experience
- Educ 449 Supervised Practicum in Teaching

Passing scores on PRAXIS II specialty area exams
Passing Score on student teaching/technology portfolio

Phase II

Admission to phase II

Option I

- Educ 450 Application and Development of Educational Research
- Educ 410 Historical, Theoretical, and Philosophical Foundations of Educ.

Curriculum Requirements

Program Schedules

Courses

Academic Programs

- Educ 480 Professional Development Seminar (product required)
- Educ 482 Seminar in Teaching (product required)

Oral and written comprehensive exams

Option II

- Educ 450 Application and Development of Educational Research
- Educ 410 Historical, Theoretical, and Philosophical Foundations of Educ.
- Educ 449 Supervised Practicum in Teaching II (full academic year)
- Educ 480 Professional Development Seminar (product required)
- Educ 482 Seminar in Teaching (product required)

Oral and written comprehensive exams

Courses for the M.A.T. in learning disabilities (K-12):

Phase I

- Educ 451 Educational Psychology for Constructivist Classrooms
- Educ 444 Educational Technology
- Educ 400 Foundations of Reading Instruction
- Educ 408 Assessment and Evaluation of Reading Performance
- Educ 416 Curriculum, Methods, & Assessment in Mathematics
- Educ 402 Special Education: Students with Special Needs
- Educ 420 Students with Learning Disabilities
- Educ 422 Methods for Teaching Students with Learning Disabilities
- Educ 446 Process Writing Instruction and Children's Literature
- Educ 403 Managing an Effective Learning Environment
- Educ 423 Early Field Experience in LD
- Educ 449 Supervised Practicum in Teaching in LD

Passing scores on PRAXIS II specialty area exams

Passing score on student teaching/technology portfolio

Phase II

Admission to Phase II

Option I

- Educ 450 Application and Development of Educational Research
- Educ 410 Historical, Theoretical, & Philosophical Foundations of Educ.
- Educ 480 Professional Development Seminar in LD (product required)

Educ 482 Seminar in Teaching in LD
(product required)

Oral and written comprehensive exams

Option II

Educ 450 Application and Development of Educational Research
Educ 410 Historical, Theoretical, & Philosophical Foundations of Ed
Educ 449 Supervised Practicum II in Teaching LD (full academic year)
Educ 480 Professional Development Seminar in LD (product required)
Educ 482 Seminar in Teaching LD (product required)

Oral and written comprehensive exams

Courses for the M.A.T. in Early Education and Leadership (Birth-Kindergarten):

Phase I

Educ 461 Foundations of Early Education
Educ 400 Foundations of Reading Instruction
Educ 440 Language and Literacy Development
Educ 402 Special Education: Students with Special Needs
Educ 467 Assessment of Young Children
Educ 469 Methods: Infants and Toddlers
Educ 471 Methods: Preschool and Kindergarten
Educ 423 Early Field Experience in BK
Educ 449 Supervised Practicum in Teaching Kindergarten
and/or
Educ 449 Supervised Practicum in Teaching Pre-K/Infants & Toddlers

Phase II

Admission to phase II

Option I

Educ 450 Application and Development of Educational Research
Educ 424 Instructional Leadership and Supervision
Educ 472 Skills in Communication and Collaboration
Educ 474 Administration for Early Education and Intervention
Educ 480 Professional Development Seminar (product required)

Option II

Educ 450 Application and Development of Educational Research
Educ 424 Instructional Leadership and Supervision
Educ 472 Skills in Communication and Collaboration

Academic Programs

- Educ 474 Administration for Early Education and Intervention
- Educ 480 Professional Development Seminar (product required)
- Educ 449 Supervised Practicum II in Teaching BK (full academic year)

Oral and written comprehensive exams

Courses for the M.Ed. Language and Literacy program (K-12 Reading Specialist):

- Educ 400 Foundations of Reading Instruction
- Educ 408 Assessment and Evaluation of Reading Performance
- Educ 438 Teaching Process Writing
- Educ 436 Literature for Children and Adolescents
- Educ 440 Language and Literacy Development
- Educ 424 Instructional Leadership and Supervision
- Educ 450 Application and Development of Educational Research
- Educ 472 Skills in Communication and Collaboration
- Educ 434 Literacy and Learning Across the Curriculum for Middle and High School Students
- Educ 442 Supervised Practicum in Literacy
- Educ 480 Professional Development Seminar (product required)
- Educ 482 Seminar in Teaching (product required)

Oral and written comprehensive exams
Passing scores on Praxis II specialty area exam



Graduate Program Scheduling and Licensure

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 compromised 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 is from the beginning of February to mid-May; the first summer school session is scheduled from late May through June; and the second summer school session is held early July through early August.

Candidates for licensure who have been convicted of a felony or serious crime will be asked to submit additional information to the State Department of Public Instruction.

EDUC 400 - Foundations of Reading Instruction (3 hrs.) An examination of the social, cognitive, and linguistic foundations of literacy development. Critical reading of professional literature to articulate and support a philosophy of literacy development which emphasizes the interrelatedness of the language arts for English proficient and potentially English proficient students. Demonstrations of varied instructional and management strategies to develop print-rich classroom environments and to teach and support children's efficient use of the syntactic, semantic, grapho-phonemic, and pragmatic cue systems and understanding of story. North Carolina Standard Course of Study, national standards in reading instruction. EDUC 400 is a prerequisite for EDUC 408. Case studies, research, field experience required.

Graduate Course Description

EDUC 402 - Special Education: Students with Special Needs (3 hrs.) Major legislation regarding exceptional learners, philosophy of inclusion. Various categories of students with special needs. How students differ in their approaches to learning; modifying instruction for diverse learners. Creating learning communities that respect individual differences. Case studies, research, field experience required.

EDUC 403 - Managing an Effective Learning Environment (2 hrs.) Study of the theories, models, major contributors, and critical issues in classroom management. Students will reflect upon, analyze, and evaluate their own experiences, strengths, beliefs, and needs in designing effective learning environments. Case studies, research, field experience required.

Graduate Program

Scheduling and Licensure

EDUC 405 - Integrating the Fine and Practical Arts in the Elementary Curriculum (2 hrs.) Overview of the fundamentals of art, dance, music, and physical education, with emphasis on developmentally appropriate instruction. Theory, practice, and strategies to support the integration of the arts in the North Carolina Standard Course of Study. Lesson/unit planning, reflective journals, field experience required.

EDUC 408 - Assessment and Evaluation of Reading Performance (3 hrs.) Procedures to assess a reader's definition of reading, attitudes, interests, use of cue systems, reading strategies, and understanding of text. Evaluation of data to select, apply, and modify instructional strategies. Use of assessment strategies for ongoing, systematic evaluation, diagnosis, and instruction. Recording summaries of assessment data on graphic profiles and in written reports to communicate with parents, students, and other educators. Strategies for NC End of Grade tests. EDUC 400 is a prerequisite for EDUC 408. Research, student analysis, field experience required.

EDUC 410 - Historical, Theoretical, and Philosophical Foundations of Education (3 hrs.) Overview of historical and primary philosophical bases for educational practice. Influence of psychological theories including behaviorism and constructivism. Students will reflect upon, analyze, and evaluate their teaching in light of philosophical and theoretical stances and research describing best practice. Social justice and nurturing positive learning environments for all students. Exploring the role one's cultural background, biases, values, and personal experiences play in teaching. Reflective journals, case studies, research required.

EDUC 416 - Curriculum, Methods, and Assessment in Mathematics (3 hrs.) Constructivist instructional strategies, use of developmentally appropriate materials for facilitating children's understanding of mathematical concepts. Strands in North Carolina Standard Course of Study, national standards. Integration across the curriculum, strategies to address diverse learners, use of calculators and computers. On-going assessment methods. Strategies for NC End of Grade tests. Case studies, field experience required.

EDUC 418 - Curriculum, Methods, and Assessment in Science and Social Studies (3 hrs.) Overview of theories of learning, applications, and strategies in science and social studies. Cooperative learning, integration across the curriculum, brain-compatible instruction, technology as a learning tool. National standards, North Carolina Standard Course of Study, inquiry, learning cycle lesson plans, six-step lesson plans. Diversity among learners, including ethnic and gender-appropriate instruction. Strategies for standardized tests in content areas. Case studies, lesson/unit planning, field experience required.

Graduate Program Scheduling and Licensure

EDUC 420 - Students with Learning Disabilities (3 hrs.) History, etiology, and issues in field of learning disabilities. Characteristics of LD students. Working with LD students in public school classrooms to monitor and analyze performance, write case studies, and construct an Individualized Education Plan (IEP). Formal and informal assessment strategies for continuous intellectual, social, and physical development of learners. Field experience required.

EDUC 422 - Methods for Teaching Students with Learning Disabilities (3 hrs.) Variety of instructional strategies to encourage critical thinking, problem solving, cooperative learning, performance skills among LD students. Motivation and positive learning environments. Development and teaching of interdisciplinary unit in LD classroom. Analysis of videotaped teaching segment relative to INTASC standards. Research, reflective journal, lesson/unit planning, field experience required.

EDUC 423 - Early Field Experience (2 hrs.) Collaborative work in professional development school setting toward the development of the dispositions, knowledge, and performance expectations of the INTASC standards. Reflection on observations and practice in classrooms with diverse learners. Successful completion required prior to student teaching. Reflective journal, lesson planning, field experience required.

EDUC 424 - Instructional Supervision and Leadership (3 hrs.) Study of adult development theory and the professional role of the supervisor/mentor in guiding novice teachers to become effective, reflective practitioners. Introduction to leadership literature. Cycles of supervision and teacher appraisal instruments. Performance-based assessment of teaching. Issues in site-based management. Reflective journal, case studies, field experience required. Phase II course.

EDUC 426 - Independent Study (3 hrs.)

EDUC 434 - Literacy and Learning Across the Curriculum for Middle and High School Students (3 hrs.) Use of current educational research in literacy and adolescent development to make instructional and programmatic decisions for literacy development in all content areas. Understanding and application of the language and literacy learning process, how and when to apply instructional learning strategies to teach process and content. Creating instructional tasks that respond to commonalities and differences among learners. Strategies for NC End of Course tests, reflective writing, case studies, lesson/unit planning, field experience required.

EDUC 436 - Literature for Children and Adolescents Characteristics of genres of children's literature. Criteria for evaluating quality writing in each genre. Multicultural and international children's literature. Variation in media and

Graduate Program Scheduling and Licensure

style in picture-story books. Appropriate responses (aesthetic and efferent) to literature. Critical examination of videotapes of authors and illustrators discussing their craft and children's literature web sites. Lesson/unit planning.

EDUC 438 - Teaching Process Writing (3 hrs.) Examination of process writing models, stages for encouraging writers to select, draft, revise, share, edit, and publish topics within a variety of genre. Strategies, use of children's literature for establishing criteria of good writing demonstrated and evaluated. Writers' workshop, effective use of authentic reasons for writing, time, mini lessons, teacher conferences, collaborative student revisions and editing groups. Strategies for teaching phonics, spelling, and grammar in content. Strategies for preparing for NC writing tests. Web sites for supporting young writers and publishing their texts. Lesson/unit planning, research required.

EDUC 440 - Language and Literacy Development (3 hrs.) Theoretical constructs of language communication, and literacy development will be studied. Methods to support or provide interventions for language acquisition, communication, and emergent literacy. Importance of language in other developmental and academic areas. Research, case studies, field experience required.

EDUC 442 - Supervised Practicum in Literacy Development (3 hrs.) Application of theory and research in candidate's classroom. Research, reflective writing, field experience required.

EDUC 444 - Educational Technology (3 hrs.) Advanced competency skills in use of computers, other technological innovations in instruction. Evaluation and developmentally appropriate use of commercial products, web sites. Integration of technology across the North Carolina Standard Course of Study.

EDUC 446 - Process Writing and Children's Literature (3 hrs.) Process writing and stages for encouraging children to write within a variety of genre. Writer's workshop, strategies for teaching phonics, spelling, and grammar in context. Evaluation of quality writing and illustration. Meaningful responses to literature. Strategies for NC writing tests. Lesson/unit planning required.

EDUC 449 - Supervised Practicum in Elementary Education, LD, or BK (3-6 hrs.) Full term clinical experience in local public school classroom(s). All methods courses must be completed prior to admission to student teaching. Action research project required. Application and permission required. May be repeated with permission.

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EDUC 450 - Application and Development of Educational Research (3 hrs.) Critical reading and application of educational research. Skills for collecting and using quality data for diagnosis, planning, decision-making, and evaluation in teaching. Use of research to improve student learning. Research, case studies, field experience required. Phase II course.

EDUC 451 - Educational Psychology for Constructivist Classrooms (3 hrs.) Cognitive, physical, social, and emotional development. Brain research in learning. Providing learning opportunities to support positive learning environments, quality social interaction, active engagement in learning, and self-motivation. Case studies, research, field experience required.

EDUC 460 - Special Topics in Education (1-3 hrs.) Guided investigation of current topics in education. Instructor permission required.

EDUC 461 - Foundations of Early Education (3 hrs.) Early education examined from multiple perspectives. History and philosophy of early education, including legislation, policy, and appropriate practices. Theories of development. Observing, documenting, and recording development of children birth through kindergarten, including those with atypical development. Role of family. Research, case studies, field experiences required.

EDUC 467 - Assessment of Young Children: Birth through Kindergarten (3 hrs.) Assessment through screening, diagnostic, programmatic, and program evaluation of children who have typical; atypical development. Importance of the family. Prerequisite for EDUC 469, 471. EDUC 467 and 469 or 471 should be taken consecutively within one academic year. Exceptions by permission only. Includes research, case studies, field experiences.

EDUC 469 - Methods: Infants and Toddlers (3 hrs.) Application of major developmental theories to activity and intervention planning for infants and toddlers with diverse abilities. Role of parents in providing stimulating experiences and opportunities. Inclusive child care, current literature on recommended practices. EDUC 4657 is a prerequisite for EDUC 469. EDUC 467 and EDUC 469 or 471 should be taken consecutively within one academic year. Exceptions by permission only. Includes research, case studies, field experiences.

EDUC 471 - Methods: Preschool and Kindergarten (3 hrs.) Application of major developmental theories to curriculum development and implementation for preschool and kindergarten. Adaptations of curricula, embedding of individual goals and objectives, modifications of learning environments to meet the needs of children who have delays or disabilities. Inclusive

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education. EDUC 467 and 469 or 471 must be taken consecutively within one academic year. Exceptions by permission only. Includes research, case studies, field experiences.

EDUC 472 - Skills in Communication and Collaboration (3 hrs.) Practice and development of skills in multi-disciplinary/transdisciplinary teaming and collaboration. Effective verbal, nonverbal, and written communication in diverse settings. Working effectively with diverse students, families, and other educators. Research, case studies, field experiences.

EDUC 474 - Administration in Early Education and Intervention Programs (3 hrs.) Information and skills needed by administrators of early education and intervention programs. Rules/regulations, budgeting/finance, program development. Administrative issues involved in hiring, staff development, working with parents and volunteers, health and safety, and program evaluation. Includes 30 hours field experience in an administrative setting.

EDUC 480 - Professional Development Seminar (2 hrs.) Students will select and plan a collaborative leadership/mentorship project designed to address an educational problem or issue at the classroom, school, school system, or community level. Review of professional literature, writing and implementation of professional development plan. Research, field experience required. Phase II course.

EDUC 482 - Seminar in Teaching (2 hrs.) Professional inquiry in teaching through reading, dialogue, and action research. Students will select an instructional challenge in their classrooms for analysis, systematic inquiry, application, documentation, and evaluation of research-based strategies for instructional improvement. Findings to be disseminated. Construction of case study, research, field experience required. Phase II course.



General Student Information

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 \$20 per term or \$30 per academic year.

Parking

The Salem College Bookstore is located on Salem Square.

Bookstore

The bookstore is open from 9:30 a.m. to 6:00 p.m., Monday through Thursday, 9:30 a.m. to 5:00 p.m., Friday and Saturday, and from 1:00 p.m. to 5:00 p.m. on Sunday.

Gramley Library, located just south of Salem Square, contains the Curriculum Materials Center 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

Library Services

Three computer labs are available to students on a 24 hour basis, except holidays, after signing the Computer Lab Use Agreement and creating a Salem email account. Getting an email account provides students with a login and password required to use lab computers. The agreement and instructions on how to get an email account are available in the Registrar's office.

Computers

The Learning Center lab is located in the Rondthaler Science Building, Room 107. Other labs are located in the History Wing of Main Hall behind the Business Office, and Room 304 of the Rondthaler Science Building. All labs have laser printers. The first 300 pages printed are free, then students are charged .10 per page and billed at the end of the year.

Placement files for graduate students will be maintained in the Career Development Center in Lehman Hall. Counseling services are available for a fee.

Career Development and Counseling

It is the responsibility of each student to know the regulations and policies of the College. Failure to abide by the state regulations and policies may result in disciplinary action by the Interdorm Council. Penalties may range from fines, loss of privileges, restriction, probation, suspension, up to and including expulsion depending on the circumstances. The College regulations are operative while the College is in session and the student is enrolled for the sessions.

Social Behavior Policies

General Student Information

Conduct

Salem students are expected to behave in a way which is not harmful to self or others and is respectful of self and others. 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 judgement 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.

The Salem College community has established quiet hours as 7:00 p.m. - 10:00 p.m. and 10:30 p.m. - 8:00 a.m. Sunday night through Thursdays and 1:00 a.m. - 10 a.m. on Saturday night, with no quiet hours on Friday night. The exam committee posts quiet hours during exam periods.

Misuse of alcohol will not be tolerated. No one may possess or consume alcohol under the age of 21; aid and abet a minor; or illegally possess, use, or sell drugs.

Hazing is against the North Carolina state law which defines hazing as *to annoy any persons by playing abusive or ridiculous tricks upon him/her; to frighten, scold, bet or harass him/her; or to subject him/her to personal indignity.* At Salem, actions by any group or individual, either spontaneous or planned, which are considered hazing are those that interfere with academic work; create emotional, physical or mental stress; demean, harass, or ridicule; or threaten the health and safety of persons or property.

Sexual Behavior Policies

Salem College reaffirms its belief that the quest for knowledge can only flourish in an atmosphere free from sexual harassment and will continually take steps for the prevention of such behavior. Conduct in violation of this policy may result in disciplinary action, up to and including termination of employment.

Sexual Harassment

Definition of Sexual Harassment - Sexual Harassment is defined as unwelcomed sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:

submission is made an express or implied term or condition of employment or status in a class, program, or activity;

submission to or rejection of the behavior is used to make an employment or educational decision (such as hiring, promotion, or grading a course);

the conduct has the purpose or could be reasonably judged to have the effect of interfering with a person's work or educational performance;

Examples of Sexual Harassment -

Example of behavior that may be deemed as sexual harassment include:

Physical assault

direct implied threats that submission to sexual advances will be a condition of employment, work status, promotion, or grades

direct propositions of a sexual nature

a pattern of unnecessary, sexually explicit statements, questions, jokes, or anecdotes not related to classroom material

unwelcome touching, patting, hugging, or brushing against a person's body

remarks of a sexual nature about a person's clothing, body, sexual activity, or previous sexual experience

Consensual Relationships - Salem College deems unethical romantic or sexual relationships between students and faculty members or supervisors and employees when a substantial power differential exists between the individuals.

- A. Romantic or sexual relationships between students and faculty members in such a circumstance are wrong because the faculty member has professional responsibility (such as grading and/or advising) for the student. While such relationships may appear to be consensual, the voluntary consent of the student is in doubt as a result of the power imbalance in such relationships.
- B. Formal supervisor/employee relationships of a romantic or sexual nature are wrong in such a circumstance because the supervisor has professional responsibility (job preferment, promotion, etc.) for the employee. The same may be said of informal supervisor/employee relationships (e.g., a departmental chairperson and a faculty member in that department) of a romantic or sexual nature. While such relationships may appear to be consensual, the voluntary consent of the employee is in doubt as a result of the power imbalance in such relationships.

Salem College deems unwise romantic or sexual relationships among members of the Salem Community even though a power differential may not exist.

General Student Information

- A. Student/faculty romantic or sexual relationships in such a circumstance may lead to difficulties because a situation could arise in which the faculty member comes to have professional responsibility for the student, and a power differential is thereby created. At that point the relationship would be unethical.
- B. Any faculty member in a relationship where no power differential exists should nevertheless realize the end of such relationship could be followed by a charge of sexual harassment. In such a case it could be exceedingly difficult to prove immunity on grounds of mutual consent.
- C. Employee/student romantic or sexual relationships may lead to the same problems as described above.

Operating Procedures - The College has considered the rights and concerns of both the complainant and the accused in the following special procedures for redress of incidents of sexual harassment:

Grievance Board

- A. The President of Salem College will appoint a standing Grievance Board to receive complaints of sexual harassment from students, faculty, and staff members. The Board will emphasize mediation and conciliation, and will rely on discreet inquiry, persuasion, confidentiality, and trust in dealing with complaints brought for its consideration. When the Board cannot resolve a complaint to the satisfaction of those concerned, it will, in an advisory capacity, refer the matter with recommendations to the President of the College. All members of the Salem community are expected to cooperate fully with the Board.
- B. The Board will be composed of seven members: three faculty members, the Dean of the College, the Dean of Students, two staff members, and three faculty alternates (two faculty members and one staff member). Members of the Board will serve three-year terms and no more than two terms consecutively. Initial appointments will be made to the Board for one, two, or three year terms to assure a regular rotation of the Board membership each year. The President's appointments will be guided by consideration of continuity, experience, and sensitivity to the concerns of students, faculty, and staff. Recommendations for Board membership may be made by any member of the Salem community; in addition, of the Board will serve three-year terms and no more than two terms consecutively. Initial appointments will be made to the Board for one, two, or three year terms to assure a regular rotation of the Board membership each year. The President's appointments will be guided by consideration of continuity, experience,

and sensitivity to the concerns of students, faculty, and staff. Recommendations for Board membership may be made by any member of the Salem community; in addition, the President will solicit recommendations from appropriate representative groups. After the initial appointments, the President will seek the advice of the existing Board and appropriate representative groups on new appointments.

- C. The President will appoint a chairperson of the Board. This member will act as convener of the Board and will facilitate administrative operations; and equitably assign Board members responsibilities for Board activity.

General Operating Procedure for Students, Faculty, and Staff Members

- A. Any student, faculty member, or staff member may ask questions about procedures, seek advice, or lodge a complaint to any member of the Board, either orally or in writing. No one will be penalized for inquiring about or reporting incidents of sexual harassment. A complainant should be assured that confidentiality will be maintained to the fullest extent possible; however, no promise of inaction or anonymity can be made once a complaint has been lodged. The chairman of the Grievance Board must be informed in writing of any formal complaints made to the Board members within five days after the complaint has been received. The individual will be encouraged to make a written complaint; if she/he declines, consultation and advice from a Board member is still available.
- B. Malicious gossip or unsubstantiated hearsay about individuals with regard to sexual harassment may irreparably affect the standing of any member of the Salem community. False statements will be considered as a violation of this policy. In the event that the Board observes a pattern of complaints against the same individual over a period of time, it shall notify the President and the individual involved and may conduct an investigation.
- C. The Board will be generally available to consult with the Salem community on the issue of sexual harassment, and will be responsible for helping to educate the College about issues related to sexual harassment.
- D. The Board will refer matters that do not fall under its purview to the President or appropriate officer of the college for action.

General Student Information

Sexual Assault

The Salem College community will not tolerate sexual assault. The College has personnel who can assist survivors of assault through counseling, referral, and advisement of rights. Survivors make all decisions regarding criminal charges. If a sex offense occurs on campus, students are advised to:

1. Contact the Student Health Service or local emergency room. Students are strongly encouraged to seek medical assistance within 72 hours of the incident for their own protection. If a victim decides to press charges, medical information is essential.
2. Contact Public Safety. For the safety of themselves and the community, victims are encouraged to seek medical assistance within 72 hours of the incident for their own protection. If a victim decides to press charges, medical information is essential.
3. Contact the Counseling Office and/or Dean of Students Office. Both offices can provide students with a variety of resources that are available to assist students who have been assaulted. These include the counseling center, Chaplain's office, student health center, Family Services Sexual Assault Response (722-4427) in addition to numerous counselors and therapists in the Winston-Salem community.

The Department of Public Safety, in collaboration with the Office of the Dean of Students, makes sexual assault programming available to residence halls and groups. Residence life staff training, orientation programs, and focus series are representative of the College's efforts to educate the campus community.

If the alleged assailant in a sexual assault is a Salem student, a complaint may be filed through the college judicial system, whether or not legal charges are pressed. In cases, however, where a concurrent criminal prosecution is occurring, the College's overriding concern is to protect the criminal case. During an on-campus disciplinary case, the victim may choose to be accompanied through the judicial process by another Salem student, faculty, or staff member. If the alleged assailant is found guilty, sanctions may include loss of housing, suspension, or expulsion. Both parties shall be informed of the outcome of any disciplinary proceeding where there is an alleged sexual assault.

Sexual assault allegedly committed by a student from another campus can be referred by the Dean of Students to that student's campus for judicial action upon request of assaulted student.

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 the accused; and hear testimony of witnesses for the accuser and the 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.

General Student Information

Documentation of Papers

The following statements as to documentation of papers were adopted by the faculty in October of 1961.

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

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

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

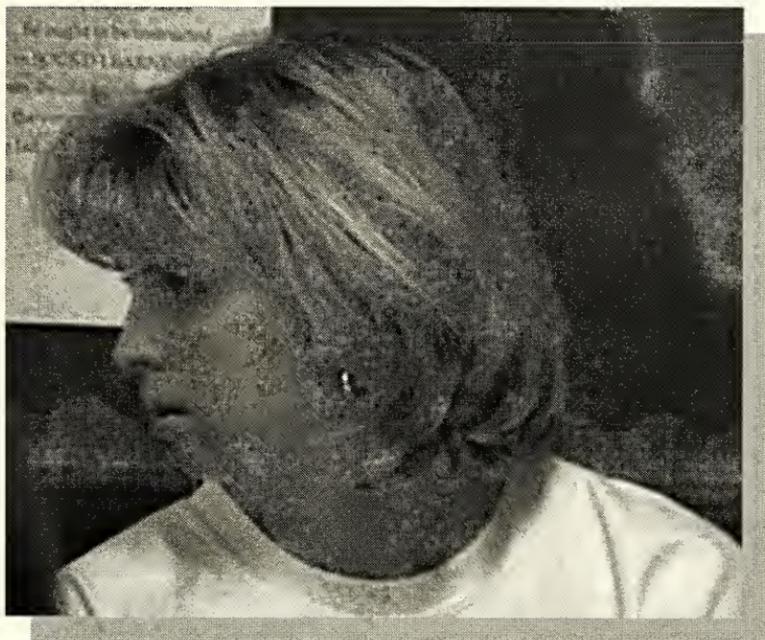
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- * The manual of style adopted by Salem's Graduate Education Program is the Publication Manual of the American Psychological Association, 5th ed.



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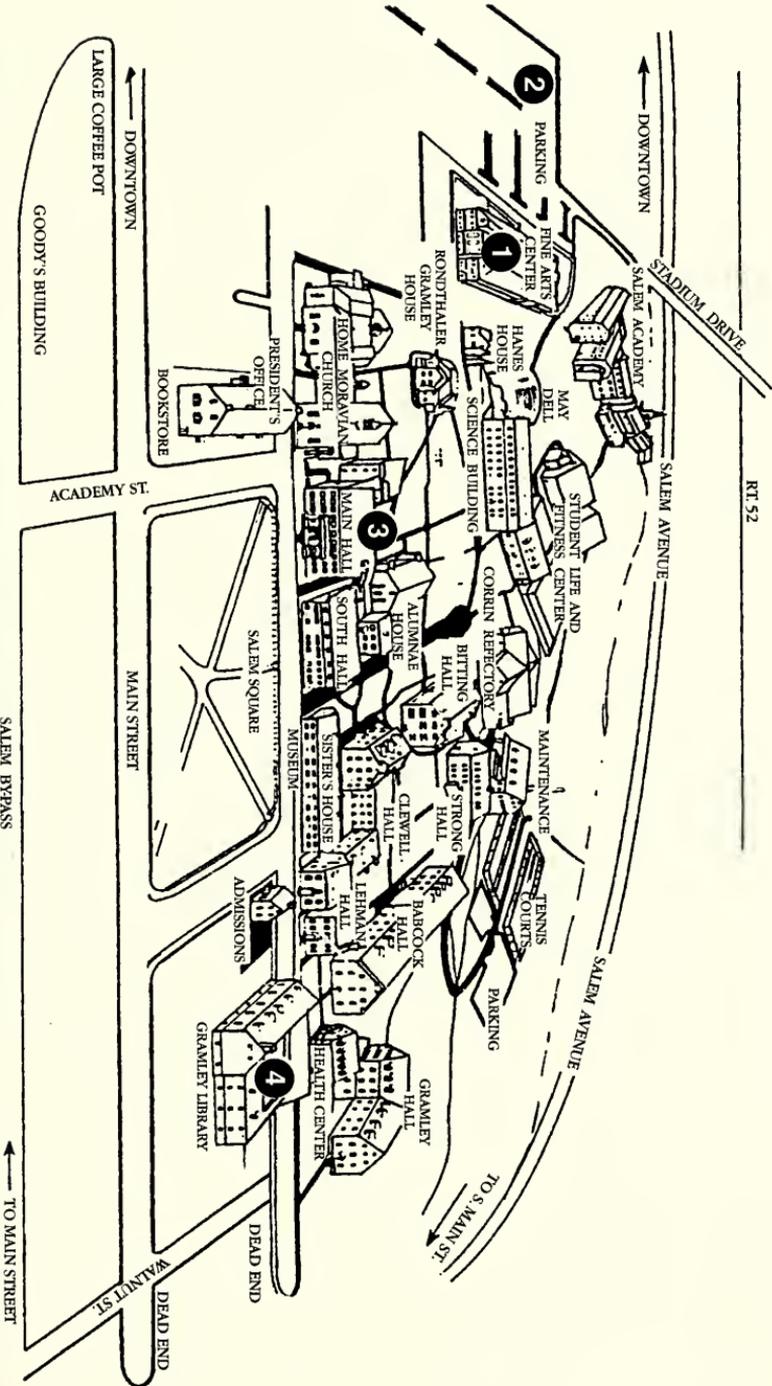
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Adjunct Faculty

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