

# GRADUATE SCHOOL CATALOGUE

2019-20



# The John E. Weems Graduate School at Meredith College

## *SCHOOL OF ARTS AND HUMANITIES*

Digital Communication Post-Baccalaureate Certificate

## *SCHOOL OF BUSINESS*

Master of Business Administration

Business Foundations Certificate

Entrepreneurship and Family Business Certificate

## *SCHOOL OF EDUCATION, HEALTH AND HUMAN SCIENCES*

### Education

Master of Arts in Teaching

Master of Education

Teacher Licensure

### Nutrition

Master of Science in Nutrition

Dietetic Internship

### Psychology

Master of Arts in Psychology: Industrial/Organizational Concentration

## *SCHOOL OF NATURAL AND MATHEMATICAL SCIENCES*

Pre-Health Post-Baccalaureate Certificate

## *PARALEGAL PROGRAM*

Paralegal Certificate

*Volume 27*

*2019-2020*

The John E. Weems Graduate School intends to adhere to the rules, regulations, policies and related statements included herein, but reserves the right to modify, alter or vary all parts of this document with appropriate notice and efforts to communicate these matters.

Meredith College does not discriminate in the administration of its educational and admissions policies, scholarship and loan programs, athletic and other school-administered programs or in access to its programs and activities on the basis of race, creed, sexual orientation, national or ethnic origin, gender, age or disability.

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# Overview

Chartered in 1891, Meredith has been educating strong students for 128 years. Our enduring commitment to innovation and fresh perspectives has allowed us to confidently expand our programs – and keeps us going strong.

At the graduate level, Meredith offers coeducational programs in business, education, nutrition, and psychology; post-baccalaureate certificates in business, digital communication, entrepreneurship and family business, paralegal, and pre-health; and a dietetic internship. The College's nearly 2,000 students, including approximately 300 graduate students, benefit from rigorous academics in a personalized environment with faculty and staff who are focused on helping students succeed. Every program challenges students to expand their skills, discover and build on their strengths, and advance their careers, whether seeking professional growth in their field or pursuing a career change.

Meredith's graduate and certificate programs offer top accreditations, flexibility for working professionals, small classes and personal attention, competitive pricing, and a strong regional and national reputation. An ideal location in North Carolina's thriving capital city and near the famed Research Triangle Park provides numerous advantages, including career, research, internship, and service opportunities for students, faculty, and staff.

## Mission

Meredith College, grounded in the liberal arts and committed to professional preparation, educates and inspires students to live with integrity and provide leadership for the needs, opportunities, and challenges of society.

## Vision

Meredith College is respected nationally as a vibrant learning environment in which students enhance their strengths, broaden their perspectives, and prepare for lives of impact and distinction.

## Values

The Meredith College community is dedicated to core values drawn from Meredith's mission and heritage, including its founding as a women's college by North Carolina Baptists. The values serve as the foundation for our programs, our interactions with each other, and our outreach beyond the campus:

- Integrity...upholding high standards of truth and personal honor;
- Intellectual freedom...fostering a spirit of openness and inquiry, and respecting a range of perspectives and voices;
- Academic excellence...promoting scholarship, innovation, curiosity, intellectual challenge, hard work, and lifelong learning;
- Responsible global citizenship...contributing positive change through ethical leadership and civic engagement;
- Personal development...seeking intellectual, personal, and spiritual growth through structured and individual learning and experience;
- Religious diversity...avowing the College's Christian heritage while respecting all faiths and spiritual beliefs; and
- Relevance...meeting society's needs by educating students in programs that prepare them for the future.

## History of the College

Meredith College's rich history dates back to 1835, when Thomas Meredith – the College's namesake – conceived the idea for a university for women. Though such an idea was uncommon at the time, Meredith was a vocal advocate for women's education and persisted in his call for the creation of an institution to provide "a first-rate course of female education."

Decades later, the North Carolina legislature issued a charter in 1891 for the Baptist Female University, which became the Baptist University for Women in 1905, and finally Meredith College in 1909, when the institution was renamed in honor of the leader whose dedication helped make it a reality.

The College opened in downtown Raleigh on September 27, 1899. First-year enrollment reached 220 students taught by 19 faculty and staff. The first class graduated three years later when ten women – known as the Immortal Ten – received their degrees in 1902.

Over the course of 128 years, Meredith has experienced tremendous growth and many changes. In 1926, the institution moved from its original, downtown location to the current 225-acre campus in west Raleigh to accommodate its continued expansion.

Meredith restored master's degree programs in 1983, after the original graduate programs were removed when the state approved the College's revised charter in 1911. In 1988, the Graduate Studies Program at Meredith was named the John E. Weems Graduate School in honor of Meredith's sixth

president. Today, the school offers advanced degrees to both women and men.

In 1997, Meredith's Board of Trustees voted to formally redefine the College's relationship with the Baptist State Convention and become independent. As a self-governing institution, Meredith College maintains its independence, identity, and integrity.

Today Meredith graduates nearly 500 students each year who come from 33 states and 39 countries. The College's eighth president, Jo Allen, '80, is the first alumna to hold the office. Through growth and change, Meredith has maintained its vision and remained committed to its values. As a result, Meredith students and its network of 22,000 alumnae are still going strong.

## **The John E. Weems Graduate School Mission Statement and Guiding Principles**

### ***Mission Statement***

The mission of graduate programs at Meredith College is to provide:

- student-centered educational experiences for women and men from diverse backgrounds
- curricula that are relevant to professional preparation and advancement of individual goals
- academically challenging learning in an environment that emphasizes critical thinking, leadership and application of theoretical knowledge in practical settings
- collaborative faculty/student relationships in education and research.

### ***Guiding Principles***

- We provide programs that are consistent with the mission of the College.
- We encourage relationships with the larger community.
- We promote diversity, mutual respect and inclusiveness.
- We encourage involvement, teamwork, shared purpose and commitment.
- We expect ethical behavior among our students, faculty, staff and community partners

## **Graduate Degree Programs**

The John E. Weems Graduate School at Meredith College offers five master's degree programs:

### ***School of Business***

- Master of Business Administration (M.B.A.) with optional concentrations in Entrepreneurship and Family Business,

Human Resource Management, Project Management, and Innovative Management

### ***School of Education, Health and Human Sciences***

- Master of Arts in Psychology: Industrial/Organizational Concentration (M.A.)
- Master of Arts in Teaching (M.A.T.) with concentrations in Elementary Education, English as a Second Language (ESL), Special Education (general curriculum), or Health and Physical Education
- Master of Education (M.Ed.) with concentrations in Academically and Intellectually Gifted (AIG), Elementary Education, English as a Second Language (ESL), Literacy, Special Education (general curriculum), with an optional add-on Curriculum Instructional Specialist (CIS)
- Master of Science in Nutrition (M.S.) with tracks in Dietetics or Food and Nutrition Studies, including an emphasis on either Community Food Security or Nutrition and Health Science Research.

## **Post-Baccalaureate Programs**

Also offered through the John E. Weems Graduate School are the following post-baccalaureate programs:

### ***School of Arts and Humanities***

- Digital Communication Certificate

### ***School of Business***

- Business Foundations Certificate
- Entrepreneurship and Family Business Certificate

### ***School of Education, Health and Human Sciences***

- Teacher Licensure
- Dietetic Internship

### ***School of Natural and Mathematical Sciences***

- Pre-Health Certificate

### ***Paralegal Program***

- Paralegal Certificate

## **Statement of Honor**

In keeping with the traditions of honor at Meredith College and the John E. Weems Graduate School, all graduate students are expected to demonstrate personal integrity in their work and actions. By accepting admission to the



Graduate School, students acknowledge and agree to adhere to the Honor Code.

We, the Meredith community, are committed to developing and affirming in each student a sense of personal honor and responsibility. Uncompromising honesty and forthrightness are essential elements of this commitment.

## Faculty

Faculty who choose a career at Meredith embrace teaching, advising and mentoring as their highest professional priorities. Effectiveness in these roles also demands ongoing study, research and various forms of professional involvement. Balancing these numerous functions, professors model intellectual inquiry for students and bring the best of their disciplines to the curriculum.

Meredith faculty participate in the leadership of the college, serving on committees, writing grants and helping to envision and plan for growth and change. They serve the Triangle area community and its religious institutions through a range of volunteer efforts.

## Nondiscrimination Policy

Meredith College admits students of any age, race, creed, sexual orientation, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the College. It does not discriminate on the basis of race, color, national origin, religion, sex, disability, veteran's status, sexual orientation or age (as defined by the Age Discrimination in Employment Act) in administration of its educational policies, admission policies, scholarship and loan programs, and other school-administered programs. Furthermore, it does not discriminate in admission or access to its programs and activities on the basis of disability as defined by Section 504 of the Rehabilitation Act of 1973. The vice president for business and finance at Meredith coordinates the College's nondiscriminatory policy on the basis of disability.

For questions or to file a complaint under Title IX, please contact Meredith's Title IX Coordinators or U.S. Department of Education's Office of Civil Rights. Meredith's Title IX Coordinator is Pamela Davis Galloway, Director of Human Resources, Office of Human Resources, 122 Park Center, 919-760-8760, [davisbam@meredith.edu](mailto:davisbam@meredith.edu). Meredith's Deputy Title IX Coordinator is Ann Gleason, Dean of Students, Office of the Dean of Students, 212 Park Center, 919-760-8521, [gleasona@meredith.edu](mailto:gleasona@meredith.edu).

## Accreditation

Meredith College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate and master's degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097 or call (404) 679-4500 for questions about the accreditation of Meredith College. The Commission should be contacted only if there is evidence that appears to support an institution's significant non-compliance with a requirement or standard.

## Program Accreditations and Approvals

The College maintains the following program accreditations:

- Association to Advance Collegiate Schools of Business International (AACSB) (2015).
- American Bar Association (ABA). The Paralegal Program is approved by the American Bar Association Standing Committee on Paralegals. Contact the ABA at 750 North Lake Shore Drive, Chicago, IL 60611 or call (312) 988-5618 for questions about the approval of Meredith College's Paralegal program.

The Commission should be contacted only if there is evidence that appears to support an institution's significant non-compliance with a requirement or standard.

- North Carolina Bar Qualified. Meredith's Paralegal Program is a North Carolina State Bar Qualified Program retroactively to 1980
- American Association for Paralegal Education Institutional Membership (AAfPE). Meredith's Paralegal Program has been an institutional member since 1987.
- Accreditation Council for Education in Nutrition and Dietetics (ACEND) (2011, 2016). The-MS Didactic Program in Dietetics and post baccalaureate Dietetic Internship Program are accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics (AND) (120 South Riverside Plaza, Ste. 2000, Chicago, IL 60606-6995, telephone (312) 899-5400 [www.eatrightpro.org/acend](http://www.eatrightpro.org/acend) ).
- Council for the Accreditation of Educator Preparation (CAEP) under the NCATE standards (2016).

The college has approval of programs from the following agency:

- North Carolina Department of Public Instruction (initial and advanced teacher licensure programs.) (2016).

# Graduate and Post-Baccalaureate Program Admissions

## **Office of Graduate Programs Park Center**

Open weekdays 8 a.m. – 5 p.m. Evenings by appointment

(919) 760-8423; FAX (919) 760-2898

Email: [graduate@meredith.edu](mailto:graduate@meredith.edu)  
[meredith.edu/graduate-programs](http://meredith.edu/graduate-programs)

The John E. Weems Graduate School seeks to enroll students who will not only benefit from a particular graduate program, but who will also contribute to the classroom discussion based on their own experience. Applicants must have successfully completed a bachelor's degree program from a regionally accredited four-year institution. Each applicant is evaluated by an admissions committee on the basis of baccalaureate-level preparation, undergraduate grade point average, standardized test scores, work experience, recommendation forms and other criteria established by the specific departments.

Each Meredith graduate student has up to six years from the time of initial enrollment in graduate-level courses to complete the requirements for the degree. If the requirements are not completed within six years, the student's admission will be terminated.

Admission may be granted to a degree-seeking student who has applied for admission to one of the graduate programs, but still needs to fulfill the departmental prerequisite criteria. In this case, the student must successfully complete any prerequisites, as determined by the Program Director.

## **Application Procedures**

Graduate application materials may be obtained online at [meredith.edu/graduate-programs](http://meredith.edu/graduate-programs) or by contacting the Office of Graduate Programs at:

Meredith College  
The John E. Weems Graduate School  
3800 Hillsborough Street  
Raleigh, North Carolina 27607-5298  
Telephone: (919) 760-8423  
Fax: (919) 760-2898  
Email: [graduate@meredith.edu](mailto:graduate@meredith.edu)

Program-specific materials must be submitted to the Office of Graduate Programs or Paralegal Program Office by the following deadline in order for an application to be considered complete.

## **School of Arts and Humanities Digital Communication Post-Baccalaureate Certificate**

• Applications are considered by rolling admissions. It is recommended that the program receives the applicant's completed application by July 1.

## **School of Business Master of Business Administration**

- July 1 (Fall)
- November 1 (Spring)

## **Business Foundations Certificate**

- July 1 (Fall)
- November 1 (Spring)

## **Entrepreneurship and Family Business Certificate**

- July 1 (Fall)
- November 1 (Spring).

## **School of Education, Health and Human Sciences**

### Education

#### **Master of Arts in Teaching**

- April 1 (Early-decision for fall, summer)
- July 1 (fall)
- November 1 (spring)

#### **Master of Education**

- April 1 (summer)
- July 1 (fall)
- November 1 (spring)

#### **Teacher-Licensure**

- Applications to the Teacher Licensure program are considered by rolling admission. Contact the Graduate Program Manager and Admissions Counselor in Education for information on application procedures.

### Nutrition

#### **Master of Science in Nutrition**

- April 1 (summer)
- June 1 (fall)
- November 1 (spring)

#### **Dietetic Internship**

- February 15

## Psychology

### **Master of Arts in Psychology: Industrial/Organizational Concentration**

- March 1 (priority deadline)
- Exceptional applications that are fully submitted before the priority deadline may be considered for Early Admittance decisions.
- Applications may be accepted past the deadline and reviewed until the program is full.

## ***School of Natural and Mathematical Sciences***

### **Pre-Health Post-Baccalaureate Certificate**

- April 1

## ***Paralegal Program***

### **Paralegal Certificate**

- Application materials may be obtained online at [meredith.edu/paralegal](http://meredith.edu/paralegal) or by contacting the Paralegal Program Office at:  
Paralegal Program  
Meredith College  
3800 Hillsborough Street  
Raleigh, NC 27607-5298  
E-mail: [paralegal@meredith.edu](mailto:paralegal@meredith.edu)  
Telephone: (919) 760-2855

Applications for the Paralegal Program are considered by rolling admissions.

## **Requirements for Admission**

### ***School of Arts and Humanities***

#### **Digital Communication Post-Baccalaureate Certificate**

- Application and non-refundable \$40 application fee
- Official transcripts from colleges and universities attended in sealed envelopes or sent electronically directly to Meredith College from the institution(s).
- Two completed recommendations from people with knowledge of the applicant's professional work and ability.
- A personal statement of no more than 1,000 words that addresses the following:
  1. Describe the impact you want to make in your field using the skills you would learn in the digital communication program at Meredith College.
  2. What characteristics, experiences, and/or strengths do you possess that make you a strong candidate for the digital communication program.
- One copy of applicant's current resume or C.V.

## ***School of Business***

### **Master of Business Administration**

- Application and non-refundable \$60 application fee
- Official transcripts from all colleges and universities attended in sealed envelopes or sent electronically to Meredith College from the institution(s).
- Two completed recommendation forms, in sealed envelopes or online, from people with knowledge of the applicant's professional work or ability (optional)
- One copy of applicant's current resume or C.V.
- Official report of scores of the Graduate Management Admissions Test® (GMAT®) or Graduate Record Exam (GRE®) mailed directly from ETS or waiver
  - Applicants who submit an approved GMAT/GRE waiver may be exempt from taking an admission test, determined on a case-by-case basis. Waiver criteria and approval process can be accessed via the Meredith MBA website, [meredith.edu/mba](http://meredith.edu/mba)
- Responses to essay questions

The Meredith MBA program reviews applications holistically, giving careful consideration to all application materials. Admission decisions are based on a number of factors including, but not limited to, grades, scores on admissions tests, quality of work experience, and recommendations.

### **Business Foundations Certificate**

- Application for post-baccalaureate study and non-refundable \$25 application fee
- Official transcripts from all colleges and universities attended in sealed envelopes or sent electronically directly to Meredith College from the institution(s).
- One copy of applicant's current resume or C.V.

### **Entrepreneurship and Family Business Certificate**

- Application for post-baccalaureate study and non-refundable \$25 application fee
- Official transcripts from all colleges and universities attended in sealed envelopes or sent electronically directly to Meredith College from the institution(s).
- One copy of applicant's current resume or C.V.

## ***School of Education, Health and Human Sciences*** Education

### **Master of Arts in Teaching**

- Application and non-refundable \$60 application fee
- Official transcripts from all colleges and universities attended in sealed envelopes or sent electronically to Meredith College from the institution(s). Applicants for the M.A.T. in Health and Physical Education must have a bachelor's degree with a major in a related field (e.g. exercise and sports science, physical education, health



and wellness) or a bachelor's degree and relevant experience.

- Two completed academic and/or professional recommendations, in sealed envelopes or online, from professionals who can speak to your work performance and potential
- Official report of scores of the Graduate Record Examinations® (GRE®), taken within the last 5 years, mailed directly from the Educational Testing Service. Target scores GRE Verbal = 148 or higher, Quantitative = 150 or higher, Analytical = 4.0 or higher. Plan to take the exam early. We accept the highest combination of scores.
- Applicants who submit an approved GRE/MAT waiver may be exempt from taking an admission test, determined on a case by case basis. Waiver criteria and approval process can be accessed via the Meredith Graduate programs in Education website ([meredith.edu/graduate-education](http://meredith.edu/graduate-education) )
- Statement of Work Experience (Resume or C.V.)
- Responses to essay questions

Once a complete application has been received, the applicant may be contacted for an interview. Admission decisions are based on a combination of factors including, but not limited to, academic performance, professional experience, ability, program fit and test scores.

During the semester in which an M.A.T. student completes nine (9) M.A.T. credit hours at Meredith College (including any PBS hours being applied to the program), the M.A.T. student must apply for formal admission to the Teacher Education program to become a Teacher Candidate. Becoming a Teacher Candidate requires, among other things, successful completion of a background check and an earned GPA of 2.75 or higher in the Meredith College M.A.T. program. Students must obtain admission to the Teacher Education Program to continue in the M.A.T. Program at Meredith College.

### **Master of Education and Add-on Licensure Programs**

- Application and non-refundable \$60 application fee
- Official transcripts from all colleges and universities attended in sealed envelopes or sent electronically directly to Meredith College from the institution(s). For CIS applicants, official transcripts must demonstrate earned Master's degree related to education.
- Two completed recommendation forms, in sealed envelopes or online, from people with knowledge of the applicant's professional work or ability
- Official report of scores of the Graduate Record Examinations® (GRE®) taken within the last 5 years,

mailed directly from the Educational Testing Service, or official mailed scores from the Miller Analogies Test (MAT®). Target scores GRE Verbal = 148 or higher, Quantitative = 150 or higher, Analytical = 4.0 or higher. Miller Analogies Test target score = 400 or higher. Plan to take the exam early. We accept the highest combination of scores.

- Applicants who submit an approved GRE/MAT waiver may be exempt from taking an admission test, determined on a case by case basis. Waiver criteria and approval process can be accessed via the Meredith Graduate programs in Education website ([meredith.edu/graduate-education](http://meredith.edu/graduate-education) )
- Statement of work experience (Resume or C.V.)
- Copy of K-12 teaching license issued in the United States\*
- Responses to essay questions

\*International credentials need to be evaluated and found to be equivalent following the same guidelines as those laid out for transcripts (see International and Permanent Resident Applicants).

Once a complete application has been received, the applicant may be contacted for an interview. Admission decisions are based on a combination of factors including, but not limited to, academic performance, professional experience, ability, program fit and test scores.

### **Teacher Licensure**

M.Ed. or M.A.T. alumni should contact the Graduate Programs in Education program manager for application requirements if applying for an additional degree or add-on licensure area.

A college graduate of a regionally-accredited college wishing to solely pursue teacher licensure should apply for admission through the Education Department. Candidates must submit an application and official transcripts from all colleges and universities attended in sealed envelopes or sent electronically to Meredith College from the institution(s). Upon admission, the candidate will receive guidance from the Meredith Department of Education concerning course selection and registration procedures. Candidates must take a minimum of 30 semester hours at Meredith to complete the licensure program.

- Submit all transcripts and \$25 review fee to Department of Education for review
- Meet with graduate program manager
- Complete the teacher education packet

## Nutrition

### **Master of Science in Nutrition**

- Application must indicate the track for which you are applying: Dietetics Track or Food and Nutrition Studies Track.
- Application and non-refundable \$60 application fee
- Official transcripts from all colleges and universities attended in sealed envelopes or sent electronically directly to Meredith College from the institution(s).
- Two completed recommendation forms, in sealed envelopes or online, from individuals with knowledge of the applicant's professional work or ability. One professional recommendation should be provided by a supervisor from an employment or volunteer position.
- Official report of scores of the Graduate Record Examinations® (GRE®), mailed directly from the Educational Testing Service
- Statement of work experience (Resume or C.V.)
- Responses to essay questions

### ***Dietetics Track***

Competitive applications for acceptance into the Master of Science in Nutrition Dietetics Track meet the following conditions, and target-score values, for which applicants should aim:

- Target GRE scores equal to or greater than fortieth percentile Verbal and fortieth percentile for Quantitative; and a Writing score of 3.5 or greater.
- A minimum overall GPA of 3.3/4.0 for all courses listed as required prerequisites for admission to this track;
- Completion of, or current enrollment in General Biology and laboratory, Anatomy & Physiology and laboratory, Microbiology and laboratory, General Chemistry I and laboratory, Organic Chemistry and laboratory, Principles of Food and laboratory, Introductory Nutrition, Introductory Psychology, and Introductory Statistics.
- Professional writing skills demonstrated in essays and GRE Writing score.

Acceptance into the MS Nutrition Program Dietetics Track is not a guarantee of acceptance into a dietetic internship program.

### ***Food and Nutrition Studies Track***

Competitive applications for acceptance into the Master of Science in Nutrition, Food and Nutrition Studies Track, meet the following conditions, and target-score values, for which applicants should aim:

- Target GRE scores of fortieth percentile Verbal and fortieth percentile for Quantitative.
- Target GPA of 3.0 for Bachelors.

- Completion of, or current enrollment in Anatomy & Physiology and laboratory, General Chemistry I and laboratory, Introductory Nutrition, and Introductory Statistics.
- Professional writing skills demonstrated in essays and GRE Writing score.

Acceptance into the MS Nutrition program is not a guarantee of acceptance into the dietetic internship program at Meredith College. Please note that the application for the MS Nutrition program should reflect your research and/or practical interests in the field of nutrition and how a Master's degree in nutrition from Meredith College will contribute to your academic and professional goals independent of any specific interests in becoming a Registered Dietitian.

### **Dietetic Internship**

Application materials for the Traditional Dietetic Internship at Meredith should be complete and submitted to DICAS (Dietetic Internship Centralized Application Services) by the February 15 deadline. The following information is required when applying to the Meredith College Dietetic Internship:

- DICAS application completed by February 15 using the following link: <https://portal.dicas.org> .
- Personal statement in letter format, 1000 word maximum, addressing the following questions:
  - Why are you interested in Meredith College?
  - Why are you interested in this internship pathway?
  - Why do you want to enter the dietetics profession?
  - Discuss experiences that have helped to prepare you for your career.
  - What are your short-term and long-term goals?
  - What are your strengths and weaknesses or areas needing improvement?
- Official transcripts from all colleges and universities attended in sealed envelopes or sent electronically to Meredith College from the institution(s) verifying an overall GPA and a professional DPD GPA of 3.0 or above out of 4.0, and have a Verification Statement or an Intent to Complete Form from a DPD ACEND® - Accredited School. Prospective interns must have a grade of C or higher in all DPD science and DPD professional courses.
- Declaration of Intent to Complete Degree or Verification Statement.
- Three recommendation letters, one from the DPD Director, one from a professor and one from a professor or Supervisor (RDN) preferred.
- A non-refundable application fee of \$60, payable to Meredith College, must be sent to Meredith College,

Dietetic Internship Director. This fee is in addition to the DICAS and D&D Digital fees.

- TOEFL scores, for international Interns only (Can be waived if student earned degree in U.S.).
- Online matching registration for computer matching completed by February 15 at D&D Digital Computer Matching: <https://www.dnddigital.com.com/>

### **Application Criteria**

Applicants for admission must submit all materials listed under Application Procedures. In addition, applicants must have a minimum undergraduate GPA of 3.0/4.0 overall, verified by transcripts from all institutions, and approval by the Dietetic Internship program selection committee.

### **Notification of Admission**

The applicant will receive notification of the results of the computer matching from D&D Digital Systems by email. Applicants must call or email the Dietetic Internship Director to confirm their acceptance of the match to the Dietetic Internship at Meredith College by the designated appointment date (check current D&D Digital Systems literature or website for exact date each year). A letter confirming acceptance to the appointment must be postmarked or emailed within 24 hours after the phone call.

## Psychology

### **Master of Arts in Psychology: Industrial/Organizational Concentration**

- Application and non-refundable \$60 application fee
- Official transcripts from all colleges and universities attended in sealed envelopes or sent electronically to Meredith College from the institution(s).
- Two completed recommendation forms from people with knowledge of the candidate's academic, professional and/or work performance and potential
- Official report of scores of the Graduate Record Examinations (GRE), taken within the last five years, sent directly from the Educational Testing Service. We accept the highest combination of scores.
- Statement of work experience (Resume or C.V.)
- Responses to essay questions

Qualified applicants will be contacted for an interview which is required for admission to the program.

## **School of Natural and Mathematical Sciences**

### **Pre-Health Post-Baccalaureate Certificate**

- Application, non-refundable \$40 application fee and a 500-word personal statement
- Official transcripts from colleges and universities attended in sealed envelopes or sent electronically directly to

Meredith College from the institution(s). Bachelor's degree must be from a regionally accredited institution. For international transcripts, a certified translation into English with a course-by-course evaluation is required, and can be mailed directly from a pre-approved organization

- Official report of scores of the SAT, GRE, or MCAT, mailed directly from the testing organization
- Two completed recommendation forms, in signed, sealed envelopes or online, from people with knowledge of your professional work or academic ability within your area of work or study.

## **Paralegal Program**

### **Paralegal Certificate**

- Application and non-refundable \$30 application fee
- Official transcripts from colleges and universities attended in sealed envelopes or sent electronically directly to Meredith College from the institution(s).
- Two completed recommendation forms, in sealed envelopes or online, from people with knowledge of the applicant's professional work or academic ability
- A personal statement of interest in the paralegal field, which will serve as a writing sample. The statement should be typed and no more than 500 words.
- Two copies of applicant's current resume or C.V.

Admissions decisions are based on a number of factors including, but not limited to, grades, essay, letters of recommendation and quality of work experience.

*Once a complete application has been received the applicant may be contacted to schedule an interview.*

## **International and Permanent Resident Applicants**

*Meredith College values intercultural experiences in the classroom and in our community. International and permanent resident applicants must also submit:*

- If the original transcripts are not in English, a certified translation into English is required. In addition, a course-by-course evaluation of the applicant's academic documents compiled by an independent academic credential evaluation provider will be requested for any post-secondary work or Commonwealth advanced level examinations taken outside of the United States. Meredith recommends a member organization of The Association of International Credential Evaluators, Inc. (AIEC), National Association of Credential Evaluation Services (NACES), or World Education Services, Inc. (WES) for translation and evaluation services.
- Non-native English speakers and/or applicants whose principal language of instruction has not been English

must submit official scores from the Test of English as a Foreign Language (TOEFL) reported directly from ETS.org; or official scores from International English Language Testing System (IELTS) reported directly from IELTS.org. The College does not accept any other English Language tests.

Scores must not be more than one year old, unless the student has been enrolled full-time in an accredited American college or university in the interim.

The required minimum total score on the exams are:

- The paper-based TOEFL exam = 550 (with a minimum section score of 50 in all sections)
- The internet-based TOEFL exam = 80 (with a minimum section score of 20 in all sections)
- The computer-based TOEFL exam = 213
- The IELTS exam = 6.5

The TOEFL Bulletin of Information is available at American embassies and consulates, or can be obtained by writing: TOEFL, CN 6155, Princeton, New Jersey 08541-6155, or online at ets.org.

The IELTS application information can be obtained by writing: IELTS International, 825 Colorado Boulevard, Los Angeles, California 90041, or online at ielts.org

International students must also present copies of the following forms to the Graduate Programs Office:

- Passport
- Visa
- I-94 card, Arrival/Departure Record
- I-20
- Alien Registration Number (permanent resident only)
- Financial statement showing resources for a one year period
- Proof of health insurance

Applicants holding F-1 visas must list the school or college they have permission to attend and submit a copy of their current I-20 form. The College will assist them in the preparation of a new I-20 form, if applicable. Admission of a foreign student who requires an F-1 visa is conditional until the proper visa is obtained. A student must be admitted to the graduate program to receive an I-20.

### Non-Degree, Post-Baccalaureate Study

An individual with a bachelor's degree from a regionally-accredited four-year college or university may enroll in graduate courses without being admitted to a degree program. The following must be submitted to enroll as a Post-Baccalaureate Study (PBS) student:

- Application and non-refundable \$25 application fee
- Official transcript from degree-granting college or university, in sealed envelopes or sent electronically to Meredith College from the institution(s).
- For MBA program, a current resume is also required.
- For MED program, a copy of teacher's license is also required.

In most programs, a maximum of six graduate-level credit hours taken in this manner may be applied toward graduate degree requirements at Meredith. PBS students may register for classes only after degree-seeking students are registered or upon a space-available basis with approval of the program director or department head. If a PBS student decides to apply to be a degree candidate, all requirements for admission must be met, including the non-refundable application fee for the graduate program. Enrollment as a PBS student does not guarantee program admission.

Students may take prerequisite courses in Meredith's undergraduate classes as PBS students.

### Visiting Students

A student who has authorization for credit at Meredith from another college may register for one or two courses with credit. Visiting students may register only after degree-seeking students are registered. The following must be submitted to enroll as a visiting student:

- Application and non-refundable \$25 application fee
  - Letter from a representative of the school to which applicant plans to transfer credit, stating that the student has permission to take specified courses at Meredith College
- The visiting student must request that the registrar at Meredith send a copy of the transcript to the originating school when the course(s) is/are completed. Acceptance of visiting students must be approved by the Program Director. For the MBA program, official transcripts and resume are also required.

### Admission Tests

In order for a degree application to be considered complete, the appropriate official report of scores must be received by the Graduate Programs Office. Whether an applicant chooses to prepare via self-study or take a preparatory course, sufficient time should be allowed to prepare for an admission test. **Applicants should indicate Code No. 5410 for Meredith College on the test registration form so that an official report will be sent to Meredith College.** Allow a minimum of three weeks for the official report to be mailed from the testing center.

The Graduate Management Admission Test® (GMAT®) and Graduate Record Examinations® (GRE®) tests are administered as computer adaptive tests (CATs) throughout

North America and at many international sites. These tests measure general verbal, mathematical and analytical writing skills. The Miller Analogies Test (MAT) is an analytic ability test requiring the solution of problems stated as verbal analogies, with a few quantitative analogies. The MAT is intended to assess the student's ability to recognize relationships between ideas, fluency in the English language and general knowledge of literature, philosophy, history, science, mathematics and fine arts. These tests are viewed as predictors of academic success in the first year of graduate school.

Applicants to Meredith's graduate program in Business, Education and Nutrition may be eligible for an admissions test waiver based on criteria determined by each program. See each program's website for more information. Approval of an admissions test waiver does not guarantee admission to the program.

**Graduate Management Admission Test® (GMAT®)**

GMAC

Attn: GMAT® Program

1600 Tyson's Blvd.

Suite 1400

McLean, VA 22102

[www.mba.com](http://www.mba.com)

Phone: 1-800-717-GMAT

**Graduate Record Examinations® (GRE®)**

GRE-ETS

P.O. Box 6000

Princeton, New Jersey 08541-6000

[www.gre.org](http://www.gre.org)

Phone: 1-866-473-4373

**Miller Analogies Test (MAT)**

Harcourt Assessment, Inc.

Miller Analogies Test

PSE Customer Relations, Attn: Customer Service

P.O. Box 599700

San Antonio, Texas 78259

[www.milleranalogies.com](http://www.milleranalogies.com)

Phone: 1-800-211-8378

**Notification of Admission**

Applicants are notified of admission status in writing by the Office of Graduate Programs or Paralegal Program Office upon completion of the review process by the Admissions Committee. To accept the offer of admission and to be able to register, a new student must return a Confirmation Form and a non-refundable deposit of \$100 to the Graduate Programs or Paralegal Program Office by the date specified in the admissions letter. This deposit will be applied toward the student's first tuition bill.



# Tuition and Fees

**Accounting Office, Johnson Hall**  
(919) 760-8363

## Tuition and Fees 2019-20

Payments for tuition and fees are due in full on August 1 for the fall semester and on December 1 for the spring semester.

<b>MBA Foundations:</b>	\$985 per credit hour
<b>MBA:</b>	\$985 per credit hour
MBA Program Fee:	\$45 per credit hour
MBA International Fee:	\$279 additional fee per credit hour
<b>MAT/MED Education:</b>	\$575 per credit hour
Education Program Fee:	\$100/semester (fall, spring)
MAT Student Teaching Fee:	\$540
MAT Student PPAT Fee	\$300
<b>MS Nutrition – Dietetics Track</b>	\$650 per credit hour
Dietetics Track Program Fee	\$125/semester (fall, spring)
<b>MS Nutrition – Nutrition Track</b>	\$610 per credit hour
Nutrition Track Program Fee	\$100/semester (fall, spring)
<b>MA Psychology: Industrial/Organizational Concentration</b>	\$725 per credit hour
I/O Psych Program Fee:	\$100/semester (fall, spring)

### Certificate Programs

Dietetic Internship:	\$13,600
Dietetic Internship (ISPP):	\$17,100
Dietetic Internship (Site Preceptor)	\$15,200
Digital Communication Post-baccalaureate	\$610/credit hour
Pre-Health Post-baccalaureate	\$10,147.50/ semester
(fall, spring) – based on 12 credits per semester plus \$956 for each additional credit	
<b>Paralegal Program Tuition and Fees</b>	
Legal Survey	\$915.00
Legal Research	\$915.00
Law Office Management	\$915.00
Legal Specialty	\$3,255.00
Internship (optional)	\$160.00
Westlaw Password	\$40.00

If a graduate or post-baccalaureate student plans to take undergraduate courses:

Semester Credit Hours	Semester Charge
1 - 5	\$956/credit hour
6	\$6,366
7	\$7,952
8	\$9,538

9	\$11,900
10	\$14,262
11	\$16,624
12-18	\$19,260

**Student Health Insurance** is required for students in the following programs: Dietetic Internship, Pre-Health Post-baccalaureate Certificate and Masters of Arts Psychology: I/O. The cost is \$3,156 per year, billed at \$1,315 for fall and \$1,841 for spring/summer. For more information please visit [meredith.edu/health](http://meredith.edu/health).

### Parking

To park on campus, students are required to have a parking decal, which can be purchased for the academic year (August through July) from the Campus Security Office. Daily passes are also available. For more information please visit [meredith.edu/campus-police/parking-on-campus](http://meredith.edu/campus-police/parking-on-campus).

### Payment Methods

You may pay by check, money order, or debit/credit. Cash is accepted during business hours.

Make checks and money orders payable to Meredith College and mail to: Meredith College, Accounting Office, 3800 Hillsborough Street, Raleigh, NC 27607-5298. You may also pay in person via cash, check, or money order during business hours. E-check and credit card payments (Visa, Mastercard, American Express, and Discover) are made online.

### Payment Plan Option

As an alternate to paying tuition and fees in full on the due date of each semester, a student may elect to divide the cost into equal monthly payments, beginning in July of each year. There is an enrollment fee for this service. Enrollment may be completed online at <https://payplan.officialpayments.com>. *Please note:* Payment plans are not available for summer school.

### VA Benefits Policy

Meredith College will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.

# Financial Assistance and Scholarships

**Office of Financial Assistance, Johnson Hall  
(919) 760-8565**

Students enrolled in degree (undergraduate and graduate or certification) programs are eligible to apply for financial assistance. Although the student is expected to pay for educational expenses as completely as possible, Meredith's student assistance program is designed to help meet the financial need of each student.

## Graduate FAFSA Application Procedures

Graduate students who wish to apply for any kind of financial assistance should complete the Free Application for Federal Student Aid (FAFSA) between October 1 and May 1. Applications received after May 1 will be considered as funds are available. The FAFSA application may be completed online at <https://fafsa.ed.gov>.

## Renewal of Assistance

Meredith College will continue to provide financial assistance to a student in future years if (1) the need for financial assistance continues, (2) the FAFSA is completed by the stated deadline, and (3) the student maintains satisfactory academic progress as shown in the next section. The award may vary from year to year in both type and amount, depending upon funds available and the applicant's need.

## Financial Assistance Satisfactory Academic Progress

Satisfactory academic progress is defined as the process of adequately proceeding toward the completion of a degree. The Office of Financial Assistance is required by federal regulations to monitor and determine if students are meeting the satisfactory academic progress requirements. If you should have any questions about our policy, we encourage you to contact the office at 919-760-8565.

In order for a Meredith College student to retain eligibility for federal, state and institutional financial assistance, the student must meet the following criteria listed below.

*Qualitative and Quantitative Requirement*—Each student must meet the academic standards for enrollment in the school or program in order to continue to receive financial assistance.

*Program Length Requirement*—Graduate students may not receive financial assistance for more than 150% of the expected program length.

## Loan Eligibility

Graduate and post-baccalaureate program students may be eligible to borrow funds from the Federal Direct Loan Program to assist with their educational expenses. To apply for financial assistance, fill out the Free Application for Federal Student Aid (FAFSA) by visiting <https://fasfa.ed.gov>. \* Upon receiving your FAFSA an award package will be completed and mailed to you.

\*Select Meredith College or use the Meredith College FAFSA code 002945 .

## Forgivable Education Loans for Service (FELS)

In 2011, the North Carolina General Assembly established this loan program to provide financial assistance for qualified students enrolled in an approved education program and committed to working in critical employment shortage professions in North Carolina. FELS loan recipients must sign a promissory note that will require them to seek loan forgiveness through employment in an approved position or repay the loan in cash. Loan forgiveness is described in the FELS Rules. Generally, a loan for one academic year will be forgiven for one year of full-time employment. For more information, visit [cfnc.org/fels](http://cfnc.org/fels).

## Teacher Appreciation Grant

Degree-seeking students enrolled in the Master of Education program are eligible to receive tuition assistance of \$200 for each three-credit course. Students must be under contract in a North Carolina public or private school at the K–12 level. The student must have the principal of the school verify employment each contract term. To apply, complete the form found on [meredith.edu/financial-assistance](http://meredith.edu/financial-assistance) and click on Forms and Applications. Return the form to the Financial Assistance Office.

## Teacher Education Assistance for College and Higher Education (TEACH) Grant Program

Beginning July 1, 2008, the Teacher Education Assistance for College and Higher Education (TEACH) Grant Program began providing up to \$4,000 a year in grant aid to undergraduate and graduate students and students enrolled in a post-baccalaureate teacher credential program, or current or prospective teachers. The program supports

students who plan to teach in a high need field, as defined by the US Department of Education, in a low income school. For more information about the TEACH Grant, please visit the federal student aid web site at <https://studentaid.ed.gov> Students can complete the TEACH Grant Counseling and the Agreement to Serve at <https://studentloans.gov> .

### **MBA Scholarships**

Two scholarship funds provide financial assistance for degree-seeking students in the Master of Business Administration program. Information about these scholarships is provided to eligible applicants and students upon request.

The Shearon Harris Scholarship Fund was established in memory of Shearon Harris, a Meredith trustee, chairman of the Board of Associates, and an exemplary community leader. His family established the fund to express a commitment to church-related higher education and to perpetuate his interest in supporting Meredith College students.

The Wyford Scholarships are made possible by a bequest from Meredith graduate, Louise Ledford Wyatt, '30. The Wyford Scholarship Fund was established by her husband, Guy E. Wyatt; her mother, Bess J. Hord; and her father, John Ferris Ledford.

### **Witt-Beauchamp Scholarship for Dietetic Internship**

One scholarship is awarded per year to a student accepted into the Meredith College Dietetic Internship. Information about this scholarship is provided to eligible applicants. The Witt-Beauchamp Dietetic Internship Scholarship is supported by the Witt-Beauchamp Endowment gifted by Celia Witt Beauchamp '78 and Chad Lewis Beauchamp. This gift is to support students, aspiring to practice dietetics/nutrition, in their efforts to become registered dietitians.

### **Graduate Research Initiative Proposal (GRIP) Grant**

To support unusual costs related to graduate research (e.g., travel, data collection instruments), students can apply for grants up to \$500. Applications are submitted to a GRIP Grant Committee comprised of program directors or their designees who review grant applications and make the awards. Applications available in the Graduate Programs office, (919) 760-8058.

# Graduate Academic Policies

*Note: For all Graduate Academic Policies, the Director of the Paralegal Program replaces the Dean for students enrolled in the Paralegal Program.*

## Honor and Integrity

Meredith students are responsible for ensuring that the Honor System is upheld at all times. Any dishonorable action will be regarded as a violation of the Honor Code. In particular, students must refrain from cheating, stealing, lying or plagiarizing (see a complete list of Honor Code violations below).

If a student is aware of a violation by another student, s/he should call that student's attention to the violation and ask that the student turn him- or herself in. If the student refuses, the observer must decide on the basis of his or her conscience whether or not to report the student whom s/he believes has violated the honor code.

1. Students should report themselves or be reported to a faculty member, program coordinator or director of their graduate program. A faculty member who observes students in violation of the honor code should confront them. If the student does not self-report, the faculty member should do so.
2. Upon receiving such a report or making such an observation, the faculty member should notify the Dean of the School.
3. The Dean will convene a Graduate Council for Professional and Academic Integrity composed of a student representative, a faculty member and a member of the Graduate Programs Committee. The Dean will not sit on the Council. The Council will hear the facts of the case from the accused, the accuser (if any) and the faculty member. The Council recommends penalties, if any, and reports them to the Dean.
4. The Dean will notify the accused student of the findings of the Graduate Council for Professional and Academic Integrity and ensure that any penalties are enforced.
5. If s/he wishes, the student may file a written appeal of the ruling to the Dean of the School within 14 days of receiving notice of the findings.
6. A final appeal may be made in writing within seven (7) days to the Senior Vice President and Provost of the College, whose ruling is final.

*Note: Penalties resulting from cases involving academic dishonesty do not preclude the right of the faculty member to levy an academic penalty that s/he deems appropriate.*

## Description of Honor Code Violations

Violations of the Honor Code include, among others

- Academic dishonesty, including, but not limited to:
  1. Unauthorized copying, collaboration, or acceptance of assistance in the preparation of academic work (i.e. written, laboratory, artwork, computer programs, etc.)
  2. Plagiarism—which is defined as the intentional representation of another person's words, thoughts, or ideas as one's own;
  3. The use of notes, books, electronic devices or other unauthorized aids on examinations;
  4. Stating that assignments are completed when they are not (i.e., parallel readings);
  5. Aiding and abetting a dishonest action of another student.
  6. Falsifying information or data.
- Theft or misuse of, or damage to any personal property on institutional premises, any academically related personal property wherever located, or any College property.
- Violation of any college policies as set forth in this Graduate Student Catalogue and Handbook.
- Alteration, forgery, falsification, abuse, or fraudulent use of college documents, records, or identification cards.
- Violation of rules governing any college owned, operated or regulated property.
- Possession of firearms or other weapons on College property or at College-sponsored functions.
- Conduct resulting in physical harm. Harassment and/or discrimination of another. Harassment includes but is not limited to, acts of intolerance and/or malice directed at individuals or groups and delivered in oral, written or electronic form.
- Intentional disruption or obstruction of teaching, research, administration, disciplinary procedures, or other college activities, operation or functions, including the failure to appear before college officials or disciplinary bodies when directed to do so.
- Disorderly conduct on College-owned, operated, or controlled property or at college-sponsored functions. Disorderly conduct shall include acts which violate the rights of others, which tend to breach the peace, or which are deemed lewd, indecent, or obscene.
- Unauthorized entry into or occupation of, or trespass upon college facilities or property.

- Unauthorized use of the name of the College or the names of member organizations in the College community.
- Intentional abuse of a position of trust or responsibility within the College community.
- Furnishing of false information, with intent to deceive, to members of the College community who are acting in the exercise of their official duties.
- Failure to follow directions given by College officials or staff members in the exercise of their official duties.
- Failure to abide by sanctions or penalties properly imposed by the College or disciplinary bodies.
- Aiding or abetting any violation of the Honor Code.
- Any other conduct deemed by the College to be undesirable or unacceptable, or interferes with or threatens the College's ability to fulfill its educational purposes.

*NOTE: A student may be accused of more than one violation as a result of a single incident. Ignorance of a rule or regulation shall not be accepted as a defense by the Graduate Council for Professional and Academic Integrity.*

## **A Note about Plagiarism**

Plagiarism is the dishonest use as one's own of another's words, thoughts, ideas or organization. Honest work in no way precludes using another's work; it simply requires that in all instances of such use be properly acknowledged.

Plagiarism results when a student copies from another student's paper or from books and other print or online sources and fails to acknowledge such borrowing. Whether source materials are quoted directly or are paraphrased, all such borrowing must be acknowledged clearly in the final paper or oral report through the use of footnotes or source tags. If a student discovers that s/he has made a mistake in acknowledging sources in a paper already submitted, s/he should make this error know to the instructor. A plea of ignorance will not be accepted as an excuse by the Graduate Council for Professional and Academic Integrity.

As the educational purpose of papers differs from classroom to classroom, it is the joint responsibility of the instructor and the student to clarify what constitutes plagiarism in keeping with the purposes outlined for a particular paper or project. Each instructor should state specifically the extent and limits of available sources students may employ in writing his/her paper. A student who is uncertain about an assignment and sources to be used should consult with the instructor for clarification before completion of the paper.

The College reserves the right to make violations of federal, state or local law by its students a matter for consideration and action of the Graduate Council for Professional and Academic Integrity. In addition, misconduct by Meredith students while on other college or university campuses may be cause for Graduate Council for Professional and Academic

Integrity action. The College may suspend students awaiting court hearings of felony violations.

## **Registration and Course Credit**

### Choice of Catalogue

Students are subject to the degree requirements and policies described in the Graduate Catalogue that is in effect when they first enroll, or any subsequent catalogue published during their time of study. A student who is approved for readmission to the College after an absence of more than one year will comply with the requirements of the subsequent catalogue. Exceptions may be necessary in order to conform to standards of outside accrediting agencies.

### Registration

New and continuing students work directly with their Program Director/Advisor for individual academic advising. Once the student has been advised he or she may use WebAdvisor to register online during the preregistration period. A degree-seeking student who is enrolled in six graduate credit hours per semester is defined as a full-time graduate student.

### Dropping/Adding a Course

A student may add or drop a course or change sections only during the first five calendar days of the semester. The student may use WebAdvisor online or complete a drop/add form with the program advisor. The student may add a course if space is available, or with the approval of the program advisor.

For courses that begin later in the semester the student may add or drop that course up until the beginning of the second class period.

### Leave of Absence (LOA) and Withdrawal Policy

A student wishing to withdraw from all of their courses prior to the end of the semester consults with their Program Director/Advisor and submits a completed withdrawal form to the Graduate Programs office to withdraw from the College, or to the Office of the Registrar to request a Leave of Absence from the College (if he or she plans to return within 180 days). These forms can be found on the Office of the Registrar website ([meredith.edu/registrar](http://meredith.edu/registrar)). Tuition, fees and financial assistance adjustments are determined based on the date the withdrawal form is received in the Graduate Programs office or the leave of absence form is received in the Office of the Registrar.

Students who withdraw or request a leave of absence from the College in the first 5 days of the semester, during the add/drop period, will be dropped from all of their classes. Classes that are dropped within the first 5 days of the semester (during the add/drop period) do not appear on an academic transcript. Classes dropped after the first 5 days of the semester and before the last day to drop a class with a



W are dropped with a grade of W. The grade of W on the academic transcript will indicate withdrawal from a course. A grade of W does not affect a student's GPA or earned hours. A grade of W is included in the calculation of attempted hours for academic standing and financial assistance eligibility. The deadline to withdraw or request a leave of absence from the College and receive grades of W is the last day to drop a class with a grade of W as published in the academic calendar.

Students who cease attendance in registered classes and fail to turn in either the withdrawal form or the leave of absence request will receive the calculated final grades earned at the end of the semester.

Exceptions to the deadline will be considered upon appeal for medical or other documented emergencies and must be appealed to the Senior Vice President and Provost, to whom the student will provide documentation demonstrating his/her inability to withdraw by the designated deadline. Acceptable documents include, but are not limited to, medical records, a letter from a treating physician or counselor, or documentation of a family medical emergency.

A student who has withdrawn from the College must reapply to the program. A student who receives an approved leave of absence will remain an active student and does not need to reapply for readmission to return to the College if returning within 180 days.

#### Leave of Absence Eligibility

A currently-enrolled student may request from the Registrar a leave of absence for up to 180 days without having to reapply to the program as long as the student is in good academic, social and financial standing at Meredith.

Students receiving financial assistance should confer with the Financial Assistance office before applying for a leave. A student on leave of absence who does not re-enroll within the allotted leave time will be officially withdrawn from the College. After any withdrawal or non-compliance with the leave policy, a student must follow the re-admission process.

A student is in good academic standing if he or she will not be on academic warning or probation at the end of the term in which he or she applied for the leave of absence. The student is in good social standing if she or she is not on social probation and if there is no honor council case pending that would involve probation, suspension, or expulsion. To be in good financial standing, a student must have paid all tuition, fees and other charges in the accounting office.

When granted an approved leave of absence, students may return to the program with the same status they held at the time of their departure and under the same catalogue. This policy does not change the six-year time limit (starting when

the first graduate-level course was taken, including transfer courses) required for the completion of the graduate degree.

If a student withdraws, is dismissed, or is granted a leave of absence from Meredith before the end of a semester, s/he is responsible for the following percentage of the full semester tuition:

Student must pay:

Up to and including the 5th calendar day of the semester	0%
6th through 10th calendar day of the semester	20%
11th through 20th calendar day of the semester	40%
After 20th calendar day of the semester	100%

Any refund due will be mailed from the Accounting Office to the student after the withdrawal or leave of absence paperwork has been processed.

## **Transfer Credit and Credit from Other Programs**

### Transfer Credit

Requests for transfer of graduate credit from another regionally-accredited institution must be evaluated and approved in writing by the appropriate program director. Depending on the degree requirements and the course content, the school reserves the right to deny its transfer. Requests for transfer of credit should be accompanied by an official transcript(s), course descriptions and syllabi. Up to six hours of transfer credit may be applied to a graduate degree program or Paralegal Program at Meredith subject to approval by the Program Director. Up to three hours of transfer credit may be applied to the Graduate Add-on Licensure Program for Curriculum Instructional Specialist at Meredith subject to approval by the Program Director. The prerequisite does not count toward this maximum. **All transfer courses must carry a grade of B or better.** Transfer course(s) must fall within the six-year limit for program completion (starting when the first graduate-level course was taken, including transfer courses) or three years for the Paralegal Program.

## **Academic Status and Grades**

### Grade Changes and Corrections

A professor may make grade changes in consultation with the Department Head or Dean. Grades may not be changed later than the last class day in the semester following the term during which the course was taken. After a grade has been given, the grade cannot be changed on the basis of additional assignments completed after the semester is over (does not apply to an I grade).

### Academic Warning and Probation

A student who earns one grade of C will receive a notice of academic warning from the Program Director. The student will be required to meet or confer with the Program Director to review the circumstances and to receive counsel and guidance that may apply to those circumstances.

A student who earns two C grades will be placed on probation, notified in writing by the Program Director and required to meet or confer with her or him.

A student who earns three C grades will be automatically dropped from the graduate program. The student will be notified in writing.

### Academic Appeals Process

Students who are experiencing academic problems either with a grade or other conditions of the course should first discuss the matter with the professor. It is the professor's responsibility to explain fully all grades and requirements of the course. If the problem is not resolved, the student or professor should consult the Program Director. Should further action be required, the matter should be brought to the Dean of the school. Any grievance concerning a grade that has not been satisfactorily resolved by the teacher, the Program Director or the Dean may be appealed in a written statement to the Senior Vice President and Provost. This appeal must take place within (8) weeks of receiving the grade or initially experiencing the problem. Grades may be appealed on the basis of a question concerning (1) clerical or numerical error or (2) personal bias or arbitrary grading.

### Academic Records

The Office of the Registrar serves as the repository of academic records for the college. All services in the Office of the Registrar are contingent upon satisfactory college accounts and other college obligations.

### Grading

Each professor is responsible for evaluating a student's performance in class. Using the official grading system, the professor decides the weight allotted to each aspect of students' work in the course. It is the obligation of the professor to explain, at the beginning of each semester, the various components of grading in the course and the criteria by which the final grade is determined. Students should have the opportunity to examine assignments they submit to understand the grades assigned to them.

*The following grading system applies to all graduate courses:*

- A**    **Excellent**
- B**    **Satisfactory**
- C**    **Low Passing**
- F**    **Failure**
- I**    **Incomplete**

- N**    **Missing grade**
- P**    **Passing**
- W**    **Withdrawal**
- Z**    **Interim grade**
- AU**    **Audit**
- NA**    **No Audit**
- AT**    **Transfer course with original grade of A+, A or A- reported by the credit granting institution**
- BT**    **Transfer course with original grade of B+, B or B- reported by the credit granting institution**
- PT**    **Transfer course with original grade of P or S reported by the credit granting institution**

The I grade is given when a student and a professor have agreed that, for good reasons, the student cannot complete the course on time. The professor sets forth the requirement for completing the course during the next semester. These requirements should be clearly understood by both the professor and the student. An agreement between the two parties as to the work to be completed and the time it must be submitted must be filed in the Office of the Registrar. All work must be completed no later than the final class day of the following semester, or the grade automatically becomes an F.

A Z grade will be assigned for a course that extends beyond a normal grading period. When the course is complete, the professor submits the grade to the Registrar's Office.

An N grade will be assigned at the discretion of the Registrar's Office when a professor has not turned in a grade by the published deadline.

A student who receives an F grade will have her or his status automatically reviewed by the program. S/he will be notified within ten working days whether s/he will be allowed to continue the program and of the specific conditions of continuation, if applicable.

Grades for transfer course credit are not calculated into the Meredith or cumulative grade point average.

## **Degree Requirements**

### Academic Advising

Each graduate student will be assisted by the Program Director/Advisor in planning his or her program of study from beginning to completion.

### Graduate Degree Requirements

These requirements apply to all students who wish to receive a master's degree from the John E. Weems Graduate School:

- A student may not apply more than six hours of C grades toward her/his degree.

- A student must complete requirements for her/his degree within six calendar years, starting when the first graduate-level course was taken, including transfer courses. A request for an extension must be made to the Program Director.
- A student must complete a culminating activity, designed to integrate the knowledge, skills, competencies and values addressed in each program. Activities that meet this requirement are specified and administered by each program.
- A student who has completed all coursework toward the degree but still needs to complete other degree requirements must be registered for one hour per semester. This is accomplished by registering for course 800, which carries no graduate degree credit.
- Limits on the maximum number of graduate courses or hours that may be applied to the degree requirements are established by each program.
- A student may not apply more than six hours of transfer credit to a degree program.
- A student may not apply more than six hours of graduate credit taken at Meredith as a Post-Baccalaureate Study student toward degree requirements.\*
- All prerequisites and foundation courses must be completed with a grade of C or better.

\*Lateral entry and Early MAT students may apply up to twelve (12) PBS hours to their degree.

### Special Studies

Special study options are designed to add flexibility to the curriculum and to provide professors and students the opportunity to experiment within the limitations of a tight curriculum.

This category includes individual study, special topics, off-campus study (international and otherwise) and community internships. Members of the faculty or students who wish to use this category must obtain the approval of their advisor and Department Head or Dean.

### **Graduation**

All graduating students must file an Application for Diploma form with the Registrar's office and pay a graduation fee. To participate in the hooding and/or commencement ceremonies, graduating students must purchase, from Meredith's Supply Store, a traditional black gown and a hood in the color representing their field of study.

### Policy on Participation in Commencement Exercises

Students completing the M.B.A., M.Ed., M.A.T., M.A. or M.S. programs are eligible to attend the hooding and/or College Commencement ceremonies held each May. It is the policy at Meredith College for students to have fulfilled all degree

requirements and be cleared for graduation by the Registrar's Office in order to participate in commencement. Students who anticipate fulfilling the graduation requirements in August and meet the criteria below may petition to participate in the May graduation ceremonies. To petition for permission, the student must:

- Complete the online Petition to Participate by March 15;
- Demonstrate that all requirements for the degree will be met by the August graduation date;
- Be in good financial, social and academic standing with the College.

\*Emergency appeals must be submitted within 24 hours of the posting of final spring semester grades. The basis of the appeal must be related to the Spring semester preceding commencement. The Registrar will consider the petition and render a binding decision that cannot be appealed.

Post-baccalaureate programs will hold separate departmental graduations/recognitions upon program completion. Contact the department for additional information.

### **Access to Education Records**

FERPA, the Family Educational Rights and Privacy Act of 1974, is a federal law requiring Meredith College to protect the confidentiality of student educational records. Meredith College has adopted the policies outlined below to comply with the law, to inform students of their privacy rights, and to maintain the protection of student educational records.

Although student educational records are protected, Meredith College is not required to protect information that is classified as "directory" information. Meredith College has the right to release the following directory information without a student's prior consent

- Name, address, telephone number, e-mail address
- Dates of attendance, academic major, degrees and awards received
- Institutions attended
- Weights and heights of athletic team members
- Participation in sports and activities
- Student photographs

Any student who would like his/her directory information protected under the same guidelines as educational records should submit a written request to the Office of the Registrar. This written request must be submitted to the appropriate office by the 20th classroom day of the Fall or Spring semester. It is not retroactive.

Meredith College is permitted by law to release and share your student educational records and personally

identifiable information without your prior consent to the following parties:

- Meredith College employees with a legitimate educational purpose
- Officials of other schools in which the student seeks admission
- Federal or state officials as defined in paragraph 99.37 of the Family Educational Rights and Privacy Act of 1974
- State and local officials authorized by state statute
- A third party designated by federal or state authorities to evaluate a federal- or state- supported education program or to researchers performing certain types of studies
- Organizations conducting studies for, or on the behalf of, Meredith College for the purpose of assisting in accomplishing the College's stated goals
- Accrediting organizations, to carry out their functions
- Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1954 (Written consent may be allowed from either of these separated or divorced parents subject to any agreement between the parents or court order.) In the case of a student whose legal guardian is an institution, a party independent of the institution, appointed under state and local law to give parental consent, may be allowed to do so.
- In compliance with judicial order or subpoena
- Appropriate persons in connection with an emergency if such knowledge is necessary to protect the health or safety of a student or other person.

NOTE: With the exception of Meredith College employees who have been determined by the College to have a legitimate educational purpose, all individuals and agencies who have requested or obtained access to a student's records (other than directory information) will be noted in a record which is kept with each student's educational records. A request must be in writing stating the purpose of the request. This record will also indicate specifically the legitimate interest that the person or agency had in obtaining the information. If the legitimate educational purpose of the request is in question, the matter will be referred to the president of the College for adjudication.

Meredith College will comply with FERPA to protect student educational records from unauthorized access.

Students have the right under FERPA to inspect and review their education records and to appeal to the appropriate office to have any incorrect information corrected. Students also have the right to file complaints with the Family Educational Rights and Privacy Act Office concerning alleged failures by Meredith to comply with the Act.

### ***Procedures for Accessing Education Records***

Meredith College, in compliance with FERPA, permits students to have access to their educational records. Students wanting access to their educational records should file a written request to the Office of the Registrar. If there seem to be corrections needed to the educational record requested by the student, the student may submit an appeal in writing for a formal hearing. The president of the College will appoint an Appeals Committee which must meet within 45 days of the receipt of the written appeal. The committee will allow the student to present evidence to substantiate the appeal and shall render a written decision to the student within 45 days of the hearing.

### ***Definitions***

Education Records are those records, files, documents and other materials which (1) contain information directly related to a student; and (2) are maintained by Meredith College or by a person acting for the College.

Records are information records in any medium, including, but not limited to, the following; handwriting, print, electronic media, tapes, film, microfilm, and microfiche. Educational records do not include: (1) personal notes, (2) records available only to law enforcement personnel, (3) employment records, unless the student's status is a condition of employment or (4) medical and psychiatric records (These are accessible by the student's physician), (5) directory information previously defined.

School officials or employees are persons employed by the College, elected to the Board of Trustees or employed by or under contract to the College to perform a special task, such as an attorney or auditor or a graduate student serving as a Teaching Assistant or serving on an official committee, such as a disciplinary or grievance committee. Legitimate educational purpose is the performance of a job-related task related to a student's education, performance of the task related to the discipline of a student, or providing a service or benefit related to the student, or student's family, such as health care, counseling, job placement, or financial aid.

Students are persons who are or have been enrolled at Meredith College. Applicants who do not enroll or who are declared ineligible to enroll have no inherent right to inspect their files. Whenever "student" is used in reference to personal rights, an eligible parent or a dependent student has similar rights.

Eligible parents are those who have satisfied Section 152 of the Internal Revenue Code of 1954 and who present such proof to the Registrar. Normally the proof will be a

certified copy of the parent's most recent Federal Income Tax Form.

***Exclusions***

FERPA does not give students access to the following records or information:

- Financial records of parents or any information therein;
- Confidential letters and statements of recommendation which were placed in the education record prior to January 1, 1974;
- Records to which access has been waived by the student. (This exclusion applies only if a student, upon

request, is notified of the names of all persons making confidential recommendations and if such recommendations are used solely for the purpose for which they were intended.)

***Destruction of Education Records***

Meredith College will retain student educational records as long as information is valid and useful. Student educational records will be destroyed when the records are no longer of use to the institution. Any such records will be destroyed by means of confidential disposal.



# Digital Communication Post-Baccalaureate Certificate

## School of Arts & Humanities

Sarah Roth, Ph.D., *Dean, School of Arts & Humanities*  
 Beth Mulvaney, Ph.D., *Head, Department of Art*  
 Teresa Holder, Ph.D., *Head, Department of Communication*  
 Laura Fine, Ph.D., *Head, Department of English*  
 Alan Buck, M.A., *Director of Digital Communication Post-Baccalaureate Certificate*

## Mission Statement

The Post-Baccalaureate Certificate in Digital Communication at Meredith College provides students with a foundation in the fundamental skills and techniques of digital communication. The certificate is designed to introduce students to a combination of creative techniques and technical skills that will enable them to take advantage of the increasingly digital nature of the workplace.

## Goals

Students completing the Post-Baccalaureate Certificate in Digital Communication will be able to

- Identify and analyze the ways we communicate across various media in the digital age;
- Demonstrate an understanding of issues in digital media production and communication, such as access, agency and ethics, using both theory and practice to engage these concepts;
- Achieve basic proficiency in industry-standard software for graphic design and video production;
- Create and edit digital content for the web and social media;
- Think creatively and critically to find less obvious and more effective solutions to problems of visual communication;
- Produce a culminating portfolio that showcases the types of technical competency and creativity that are in demand in today's digital media environment

## Program of Study

The Post-Baccalaureate Certificate in Digital Communication at Meredith College is an interdisciplinary program consisting of 16 semester hours of coursework: four 3-credit courses, a one-credit portfolio and three hours of elective credit.

If admitted students have previously earned undergraduate credit for any of the core courses required for the certificate, they must take an elective approved by the director in place of each course they completed as an undergraduate.

## Required Coursework

### Core Curriculum: (13 credits)

IDS 203 – INTRODUCTION TO DIGITAL COMMUNICATION  
 ART 180 – COMPUTER LITERACY FOR DESIGN  
 COM 365 – DIGITAL MEDIA CONVERGENCE  
 ENG 358 – PROFESSIONAL WRITING  
 IDS 403 – DIGITAL COMMUNICATION PORTFOLIO

### Electives: (3 credits)

ART 131 – DIGITAL PHOTOGRAPHY  
 BUS 250 – APPLIED DATA ANALYSIS FOR BUSINESS DECISIONS  
 BUS 303 – MANAGEMENT AND ORGANIZATIONAL BEHAVIOR  
 BUS 305 – MANAGEMENT INFORMATION SYSTEMS  
 BUS 360 – PRINCIPLES OF MARKETING  
 COM 316 – PR TECHNIQUES  
 COM 350 – BUSINESS & PROFESSIONAL COMMUNICATION  
 COM 380 – SOCIAL AND INTERACTIVE MEDIA  
 COM 480 – COMMUNICATION INTERNSHIP  
 CS 110/120/140 – ETHICS & IT/ SPREADSHEETS/ DATABASES  
 CS 156 – WEBSITE DESIGN AND MANAGEMENT  
 ENG 245 – INTRODUCTION TO JOURNALISM  
 ENG 247 – PUBLISHING AND EDITING  
 ENG 250 – TEXT AND IMAGE  
 GEO 203 – GEOGRAPHIC INFORMATION SYSTEMS

For Course Descriptions, see the Meredith College Undergraduate Catalogue [meredith.edu/registrar/course-catalogue](http://meredith.edu/registrar/course-catalogue)

# Master of Business Administration

## School of Business

Kristie Ogilvie, D.B.A., *Dean, School of Business*  
 Nathan Woolard, Ph.D. *Head, School of Business*  
 Darren Masier, Ph.D., *Director, MBA Program*  
 Carolina Diaz, *Associate Director, MBA Program*  
 Amanda Dean, *Assistant Director, MBA Program*

## School of Business Mission Statement

The School of Business at Meredith College in Raleigh, N.C. provides an engaging learning experience for women at the undergraduate level and both women and men at the graduate level. Our programs develop confident leaders skilled in communication, teamwork, and ethical decision-making.

Students are challenged to utilize their strengths and to identify development opportunities that prepare them for successful careers.

Excellent teaching is complemented by strong faculty-student relationships, active faculty scholarship, and service to the College and North Carolina.

Upon completion of the program, graduates will possess the ability to integrate advanced business *skills and professional experiences to:*

- Possess the ability to integrate and apply broad-based knowledge to the business field;
- Demonstrate critical-thinking ability to make decisions under conditions of uncertainty;
- Communicate effectively in writing and deliver complex solutions;
- Make effective business presentations.

## Program of Study

The MBA program consists of 33 semester hours of coursework: eight core courses and three electives. For some students, additional foundation courses (3 to 12 credit hours) may be required, depending on transcript review.

Admitted students must complete necessary Foundations or equivalents as determined by the Director. Enrollment in up to six hours of select 600-level courses is permitted concurrent with or prior to the student's enrollment in a 500-level course with approval of the Director. All foundations or equivalents must be completed with a grade of C or better.

Up to six hours of 600-level transfer credit may be applied to a graduate degree program at Meredith subject to approval

by the Program Director (up to nine hours of transfer credit may be applied if the student has completed the Entrepreneurship and Family Business Certificate at Meredith College). All transfer courses must carry a grade of B or better and be taken at an AACSB-accredited institution. All requests for transfer courses are subject to approval from the Program Director. Transfer course(s) must fall within the six-year limit for program completion.

Courses for the Certificate Program(s) must be completed within a 12-month time period.

For MBA students, the following policies shall apply to required foundations courses:

1. The grade point average for foundations courses will be calculated and reported separately from 600-level courses.
2. The C grade policy regarding academic warning, probation, and expulsion is not applicable to foundations courses.
3. Foundations course hours are not subject to the rule regarding the six-hour limit of C grades applied toward the degree.

The School of Business offers a 5-year accelerated MBA. Any undergraduate student wishing to complete the 4 + 1 accelerated program needs to be admitted to Meredith College. General guidelines and eligibility for this program would be a 3.5 or greater GPA at Meredith. Please see the MBA Director for full details and eligibility requirements.

## Required Coursework

### MBA Core Curriculum: (24 credits)

MBA 610 – LEADERSHIP AND GLOBAL COMMUNICATION  
 MBA 630 – MANAGERIAL ACCOUNTING  
 MBA 635 – MANAGEMENT INFORMATION SYSTEMS  
 MBA 640 – ORGANIZATIONAL BEHAVIOR AND ETHICS  
 MBA 650 – MANAGERIAL FINANCE  
 MBA 670 – MARKETING STRATEGY  
 MBA 680 – OPERATIONS AND SUPPLY CHAIN MANAGEMENT  
 MBA 699 – INTEGRATED STRATEGIC MANAGEMENT

### General MBA Electives: (9 credits)

MBA 615 – DEVELOPING HUMAN CAPITAL  
 MBA 616 – ETHICAL AND LEGAL EMPLOYMENT ISSUES  
 MBA 617 – MANAGING REWARDS SYSTEMS  
 MBA 625 – ENTREPRENEURIAL BOOTCAMP  
 MBA 626 – BUSINESS PLANNING AND DESIGN  
 MBA 627 – ENTREPRENEURIAL FINANCING AND STRATEGY  
 MBA 628 – MANAGING A GROWING VENTURE  
 MBA 643 – LEADING IN GLOBAL BUSINESS SETTINGS  
 MBA 645 – STRATEGIES FOR EFFECTIVE NEGOTIATION  
 MBA 644 – BUSINESS CONSULTING  
 MBA 646 – LAW AND ETHICS FOR MANAGERS  
 MBA 648 – PROJECT MANAGEMENT ESSENTIALS  
 MBA 649 – ADVANCED PROJECT MANAGEMENT  
 MBA 685 – BUSINESS INTERNSHIP  
 MBA 695 – SPECIAL TOPICS IN BUSINESS

### Entrepreneurship and Family Business Concentration

#### MBA Core Curriculum: (24 credits)

#### Additional Required Courses: (9 credits)

MBA 626 – BUSINESS PLANNING AND DESIGN  
 MBA 627 – ENTREPRENEURIAL FINANCING AND STRATEGY  
 MBA 628 – MANAGING A GROWING VENTURE

### Human Resource Management Concentration

#### MBA Core Curriculum: (24 credits)

#### Additional Required Courses: (9 credits)

MBA 615 – DEVELOPING HUMAN CAPITAL  
 MBA 616 – ETHICAL AND LEGAL EMPLOYMENT ISSUES  
 MBA 617 – MANAGING REWARDS SYSTEMS

### Innovative Management Concentration

#### MBA Core Curriculum: (24 credits)

#### Additional Required Courses: (9 credits)

MBA 626 – BUSINESS PLANNING AND DESIGN  
 MBA 645 – STRATEGIES FOR EFFECTIVE NEGOTIATION  
 MBA 648 – PROJECT MANAGEMENT ESSENTIALS

### Project Management Concentration

#### MBA Core Curriculum: (24 credits)

#### Additional Required Courses: (9 credits)

MBA 645 – STRATEGIES FOR EFFECTIVE NEGOTIATION  
 MBA 648 – PROJECT MANAGEMENT ESSENTIALS  
 MBA 649 – ADVANCED PROJECT MANAGEMENT

## Portfolio and Exit Exam

While the student portfolio in MBA and exit examinations do not generate hours of credit, the successful completion of both the Student Portfolio and passing the Exit Examination are required in order to complete the MBA.

## Business Foundations Certificate

Applicants to the Business Foundations Certificate program will complete the admissions process for Post-Baccalaureate Study. Students who successfully complete all Foundations courses at Meredith will receive a certificate of completion signed by the Dean of the School of Business.

MBA 510 – FOUNDATIONS IN QUANTITATIVE METHODS (3)  
 MBA 520 – FOUNDATIONS IN ECONOMICS (3)  
 MBA 530 – FOUNDATIONS IN ACCOUNTING (3)  
 MBA 550 – FOUNDATIONS IN FINANCE (3)

## Entrepreneurship and Family Business Certificate

Applicants to the Entrepreneurship and Family Business Certificate program will complete the admissions process for Post-Baccalaureate Study. Students who successfully complete all of the following Entrepreneurship and Family Business Certificate courses at Meredith within a 12-month period will receive a certificate of completion signed by the Dean of the School of Business.

MBA 625 – ENTREPRENEURIAL BOOTCAMP (1)  
 MBA 626 – BUSINESS PLANNING AND DESIGN (3)  
 MBA 627 – ENTREPRENEURIAL FINANCING AND STRATEGY(3)  
 MBA 628 – MANAGING A GROWING VENTURE (3)

## MBA Course Descriptions

### MBA 510 – FOUNDATIONS IN QUANTITATIVE METHODS

An introduction to the theory, principles, and application of statistical and other quantitative analytic techniques which provides an effective means of managerial practices such as business performance appraisal, market trend evaluation, and managerial decision making. *Fall and Spring, 3 hours.*

### MBA 520 – FOUNDATIONS IN ECONOMICS

An introduction to the theories, principles, and applications of microeconomics. Topics include pricing decisions, elasticity, profit maximization, resource allocation, antitrust and market structure analysis that managers need to make decisions from an economics perspective. *Fall and Spring, 3 hours.*

### MBA 530 – FOUNDATIONS IN ACCOUNTING

An introduction to financial accounting from a user's perspective including how financial statements are prepared, the interpretation of information provided in financial statements, and the analysis of financial data. *Fall and Spring, 3 hours.*

### MBA 550 – FOUNDATIONS IN FINANCE

A survey of issues related to the acquisition and management of funds by the firm. Topics in the course include time value of money, analysis of financial statements, asset valuation, forecasting of cash flows, capital budgeting, and cost of capital. Prerequisite: MBA 530 or with approval of the Director. *Fall and Spring, 3 hours.*

### MBA 610 – LEADERSHIP AND GLOBAL COMMUNICATION

This course explores communication between global corporate leaders and their various constituents. Topics include leadership principles, international cultural considerations, groups and team dynamics, organizational theory, attitudes and work motivation. Both written and oral communication concepts will be explored. *Varies, Contact Program Director, 3 hours.*

### MBA 615 – DEVELOPING HUMAN CAPITAL

An in-depth study of recruitment, selection, and retention of the human capital for an organization. Key topics include job analysis and design, testing, performance appraisals, training and development, succession planning, and employee exit programs. Special attention is also given to international operations, expat-repatriation and the effects of layoffs and downsizing on organization morale. *Summer, 3 hours.*

### MBA 616 – ETHICAL AND LEGAL EMPLOYMENT ISSUES

An examination-of employee relations, employment law, and labor relations. Topics will include equal employment opportunity, discrimination, affirmative action, workforce diversity, health and safety issues, and employee communication. Ethical decision making will be highlighted throughout the course. *Summer, 3 hours.*

### MBA 617 – MANAGING REWARD SYSTEMS

The study of attracting, motivating and retaining employees through the appropriate mix of compensation and benefits. Topics include group and individual incentive plans, determining wage levels,

structure, and developing pension plans and legal considerations in the administration of compensation and benefits on both the national and international levels. *Summer, 3 hours.*

### MBA 625 – ENTREPRENEURSHIP BOOTCAMP

An entrepreneurial bootcamp for students pursuing the postgraduate Certificate in Entrepreneurship and Family Business. The bootcamp provides students a practical guide to entrepreneurship in advance of the entrepreneurship and family business three course sequence. During the bootcamp, students will receive information/resources regarding: basic economic concepts, how to discover tax credits, loan/financing programs, quick pitch tactics, Small Business Administration resources, incubator/affordable space, capital formation resources, and preparing for investor presentations. Prerequisite: Admission to certificate program. *Summer, 1 hour.*

### MBA 626 – BUSINESS PLANNING AND DESIGN

A course for the planning and design of a business with specific attention to human ingenuity, innovation, and social responsibility. The course takes a systems design approach for business, allowing for students to pursue an individualized project in relation to a startup, acquisition, takeover, or franchise. Through the lens of their individualized business interest, students will examine the interaction between societal and market needs and the use of business as economic change agents. The course is interactive and exploratory, in which students will develop and design a customer-centric business idea. Prerequisite: Admission to certificate program or MBA program. *Summer, 3 hours.*

### MBA 627 – ENTREPRENEURIAL FINANCING AND STRATEGY

An examination of the financial aspects of entrepreneurial and family businesses and the use of capital budgeting for long-term strategic planning. Students will use an individualized project to explore forecasting definitions and coverage, lean start-ups, capital budgeting and working capital management, risk management, investment strategies, and time value of money. Through their individualized venture, students will analyze and forecast financial statements for long-term strategic decision-making and firm management. Prerequisite: MBA 626. *Summer, 3 hours.*

### MBA 628 – MANAGING A GROWING VENTURE

A study of appropriate growth strategy for an entrepreneurial venture or emerging business. The course examines the complexity of the business growth process focusing specifically on entrepreneurial action, company leadership, experimental learning, opportunity costs and risk mitigation. Through an individualized project, students develop a growth strategy that maximizes the long-term interests of their business. The course also examines family business transition strategies and managing entrepreneurial activity. This course is experimental and experiential; students are expected to engage and apply material in a meaningful way. Prerequisite: MBA 627. *Summer 3 hours.*

### MBA 630 – MANAGERIAL ACCOUNTING

An approach to analysis of data and information relevant to management decision making. Topics covered include budgeting, differential costs in alternative decisions, allocation of cost, cost

relationships, pricing, standard costing, and performance evaluation. *Fall and Spring, 3 hours.*

#### **MBA 635 – MANAGEMENT INFORMATION SYSTEMS**

An overview of contemporary issues related to managing information systems within organizations. The course introduces major information technology concepts that managers face when using, developing and managing information systems for competitive advantage. Topics include information system organization, strategy, knowledge management, IT-based decision making and information systems security and control. *Fall and Spring 3 hours.*

#### **MBA 640 – ORGANIZATIONAL BEHAVIOR AND ETHICS**

This course explores the application of management and organizational behavior theories for enhancement of individual, team and organizational effectiveness. The course further examines the ethical implications of business decision-making. *Fall and Spring, 3 hours.*

#### **MBA 643 – LEADING IN GLOBAL BUSINESS SETTINGS**

This course focuses on strategic and managerial issues related to international business management, including transferring company practices to foreign environments, implementing effective strategies for diverse workforces, and developing the leadership skills required for success in multinational contexts. Emphasis will be placed on managing operations in Europe, Latin America, and Asia. *Summer, 3 hours.*

#### **MBA 644 – BUSINESS CONSULTING**

Teams complete strategic consulting projects for local companies. The consulting teams are expected to identify and analyze problems confronting the company and recommend resolutions to the management team in the form of written reports and oral presentations. Prerequisite: completion of a minimum of 12 hours of 600-level MBA courses. *Summer, 3 hours.*

#### **MBA 645 – STRATEGIES FOR EFFECTIVE NEGOTIATION**

The strategies and tactics of effective negotiation for business leaders. Through exercises and role play, students will learn the art and science of negotiation and develop the planning techniques, analytical perspectives, and interpersonal skills necessary for creating effective, ethical, and advantageous agreements. *Summer, 3 hours.*

#### **MBA 646 – LAW AND ETHICS FOR MANAGERS**

This course enables students to comprehend the legal principles that arise in business so that they can identify legal issues that pose potential threats. An appreciation of the law will give managers the tools they need to protect their firms from unnecessary liability. Topics include business ethics, contracts, sales, labor and employment, product liability, intellectual property, business forms, secured transactions and bankruptcy. *Summer, 3 hours.*

#### **MBA 648 – PROJECT MANAGEMENT ESSENTIALS**

This course is designed to equip students with the essential skills and knowledge to effectively define and plan projects. Topics include project planning, organizing, directing, and controlling. The focus will

be on the application of tools and techniques that can be applied to defining projects, establishing task structure, planning and budgeting, and managing of resources to achieve the project objects, and post-project evaluation. *Summer, 3 hours.*

#### **MBA 649 – ADVANCED PROJECT MANAGEMENT**

The objective of this course is to provide students with comprehensive risks management knowledge and skills; and focus on strategic perspective on project management. The course will discuss and explore the concept of project risk management both from strategic and tactical levels. Other topics on advanced project management practices include procurement management, quality management, program and portfolio management and agile project management. Prerequisite: MBA 648. *Summer, 3 hours.*

#### **MBA 650 – MANAGERIAL FINANCE**

An examination of the role of financial management of the firm. Emphasis is on the basic techniques utilized in financial decision making, valuing, cash flows, capital structure, managing working capital, and optimal investment policy. *Fall and Spring, 3 hours.*

#### **MBA 670 – MARKETING STRATEGY**

An examination of the marketing management decision process, with particular emphasis on market opportunity analysis, strategy development, product planning, pricing, distribution, and promotional strategy, and the integration of marketing mix variables with segmentation and targeting decisions. *Fall and Spring, 3 hours.*

#### **MBA 680 – OPERATIONS AND SUPPLY CHAIN MANAGEMENT**

This course provides a multi-industry study of operations, with an emphasis on integrated design of the supply chain across cultural and economic boundaries. Topics covered include design, planning, and controlling of operations, the design of quality management systems, technology management, and the role and influence of technology in operations and supply chain management. *Fall and Spring, 3 hours.*

#### **MBA 685 – BUSINESS INTERNSHIP**

Supervised experience in a business, government, or non-profit organization where work is related to the student's area of interest. Graduate internships involve management-related work experience that is substantial, provides significant contributions to organization goals, and involves considerable responsibility. The internship may count as a concentration elective provided that the work is primarily related to the concentration. Students may not use a pre-existing position as their internship. Can be taken only once. Pass/Fail grading. *Fall, Spring, Summer, 3 hours.*

#### **MBA 690 – INDEPENDENT STUDY**

A student-developed independent study project designed to be carried out with a faculty advisor. These projects may involve field work in addition to academic research, reading, and conferences with the faculty member. *3 hours.*

#### **MBA 695 – SPECIAL TOPICS IN BUSINESS**

This course is offered as needed. It is normally an examination of significant issues, theories, and practical problems in the areas of

management, finance, marketing, accounting, or economics. The specific topic for a given semester and the course content are selected to meet student interests and needs. *Summer, 3 hours.*

**MBA 699 – INTEGRATED STRATEGIC MANAGEMENT**

A capstone course that examines executive-level policy and decision-making processes in setting goals, determining objectives, and developing and implementing action plans. The course emphasizes tactical and strategic planning through the use of relevant problems and case studies that include social, ethical, political, financial, and economic factors. Students will apply newly acquired concepts in the creation of a business plan. Prerequisites: completion of 18 hours of 600-level courses. To be taken in student's final fall or spring semester. *Fall and Spring, 3 hours.*

**COE 600 – GRADUATE COOPERATIVE EDUCATION**

A cooperative educational experience with companies and agencies approved by the Academic and Career Planning Office and the student's advisor. Participating students are supervised by a faculty advisor assigned by the program. This course may be taken on multiple occasions. Credits will be in addition to the requirements of the program. A student must be enrolled for at least one graduate course in the semester in which s/he is enrolled in a cooperative experience. Prerequisite: three semester hours of graduate credit at Meredith. *3 hours.*

# Master of Arts in Teaching

## Department of Education

Marie Chamblee, Ph.D., Dean, *School of Education, Health and Human Sciences*

Jennifer Olson, Ph.D., *Head, Department of Education*

Monica McKinney, Ph.D., *Director, Graduate Programs in Education*

## Mission Statement

The mission of the Department of Education is to prepare reflective practitioners who have the 21st century knowledge to effectively teach all students. Graduates of the Department of Education, whom we term Meredith teachers, believe that reflection is essential to improving the quality of their teaching. They are able to examine the dilemmas of classroom practice within the cultural contexts in which they teach. They are able to question the assumptions they bring to teaching and strive to understand how their actions impact their students. Meredith teachers are able to engage in reflection not only within their own classrooms but also within a community of professionals who have the common goal of improving student learning.

**Fast Track and Flex Plan scheduling options are available.** Courses (excluding the internship semester) are scheduled in the evenings on campus so that working professionals may obtain licensure and a master's degree simultaneously.

## Purpose of the Meredith College MAT Program

The Meredith College MAT program serves the woman or man who has a bachelor's degree from a regionally accredited institution in a discipline other than education, who is committed to becoming a teacher, and who is seeking initial NC teaching licensure in Elementary Education for K-6, English as a Second Language (ESL), K-12, Special Education (general curriculum) for K-12, or Health and Physical Education for K-12. The goal of the M.A.T program is to prepare highly qualified beginning teachers who know how to teach all students, who have the skills to collaborate with professionals and families, who know the content areas, and who understand their roles in local, national and global contexts.

## Program Goals of the Master of Arts in Teaching

The candidate will be able to:

- Examine critically the purposes of education and articulate a personal philosophy of education;
- Demonstrate leadership in the classroom, school, community, and profession;
- Establish a respectful, supportive, and inclusive environment for a diverse population of students and their families;
- Demonstrate advanced depth and breadth of content and curriculum expertise;
- Facilitate student learning, including the ability to conduct and use research to examine and improve instructional effectiveness and student achievement;
- Engage in reflective practice and the development of meaningful professional goals.

The program consists of professional studies courses and courses in a concentration (Elementary education, English as a Second Language, Special education, or Health and Physical education). The area of concentration enables students to develop expertise in one of the instructional areas of the school curriculum. A concentration in a licensure area will result in a master's level (M-level) license in that area.

## Culminating Experiences

During his/her last semester of study, a student must complete a semester-long practicum/internship in the public schools. Students will also complete a professional reflections portfolio. Before applying for licensure, students must have earned a minimum score(s) on required state licensure test(s)/assessments as determined by the State Board of Education.

## Foreign Language Requirement for ESL

Before completing the program, students in the MAT ESL program must have one year of college or university foreign language instruction or the equivalent.



## Master of Arts in Teaching Course Descriptions

### EDUG 641 – METHODS OF TEACHING ESL

An introduction to the field of TESL, focusing on the methods and materials of teaching various language skills and knowledge areas. Attention will be given to the integrated teaching of all skills within a communicative setting. Field experiences required. *Fall, 3 hours.*

### EDUG 644 – SECOND LANGUAGE ACQUISITION AND LITERACY

A broad view of second language acquisition and literacy from both psycholinguistic and sociolinguistic perspectives. Includes current theories of second language acquisition, the relationship between first and second language acquisition and literacy development, the influence of culture on language and literacy development, teaching and assessment implications for the classroom and home. Field experiences required. *Fall, 3 hours.*

### EDUG 645 – CULTURE AND THE LANGUAGE TEACHER

A study of the basic concepts of intercultural communication, including a comparison of American cultural orientations with those of other countries. A look at how these cultural differences relate to language teaching and learning. Field experiences required. *Summer, 3 hours.*

### EDUG 647 – TEACHING ESL IN THE PUBLIC SCHOOLS

A course focusing on the particular needs of the K-12 teacher: historical and legal background of bilingual and ESL education, assessment and placement of ESL learners, literacy development, content-based instruction and the adaptation of curricular materials. Field experiences required. *Spring, 3 hours.*

### EDUG 648 – GRAMMAR AND LINGUISTICS FOR ESL TEACHERS

A look at language as a system with particular focus on teaching English as a Second Language to students in public schools grades K-12. Considers teaching implications of English grammar, phonetics, phonology, morphology, semantics, and syntax. Field experiences required. *Spring, 3 hours.*

### EDUG 700 – LEARNING IN CULTURAL CONTEXTS

This course explores major theories and models for understanding how children and adolescents learn; seeks to understand the complex interaction among biological, sociocultural, and psychological factors that influence learning; applies this knowledge about learning to learning and teaching in schools; and investigates the interplay between school culture and students' cultures and the implications for student achievement. The course begins with a sharp focus on the student as an individual learner, then centers on the individual working with a teacher, and finally, centers on the learner in cultural context. Explanations of structural barriers to student achievement are examined including stereotype threat, curriculum-home communication mismatch, the privileging of certain approaches to learning, and solutions for teachers are investigated. The importance of close observation of children/adolescents and careful consideration of actual student achievement data in

sociocultural context are stressed. Field experiences required. *Fall, 3 hours.*

### EDUG 702 – TEACHING DIVERSE LEARNERS IN THE CLASSROOM

One challenge that teachers face is how to work with a broad range of cultural, linguistic, and intellectual differences among their students. This course will examine differences and similarities among students and explore sociocultural and structural influences on student achievement. It will address the questions, "Who are the students in the classroom?" and "What must teachers consider when planning and implementing instruction for all of their students?" The course will focus on basic concepts related to addressing student needs through differentiation, inclusion, and teaching English as a Second Language. Field experiences required. *Summer, 3 hours.*

### EDUG 703 – BEHAVIOR AND CLASSROOM MANAGEMENT

This course is designed to give teachers the knowledge and skills to create and maintain effective learning environments. One important aspect of classroom management, behavior management, will be given particular focus. Teachers will understand how to implement positive behavior support (PBS) to help their students learn and engage in appropriate behavior. Field experiences required. *Fall, 3 hours.*

### EDUG 704 – LEADERSHIP IN SCHOOLS AND SOCIETY

This course helps teachers analyze the complex historical, cultural, sociological, philosophical, and theoretical perspectives which impact schools. It examines the educational process in the context of modern society and how that process is influenced by the forces of the larger community. Participants will reflect on and examine the human dynamics associated with motivation, various theories of leadership, the mentor/mentee relationship and career/professional development. Recognizing the teacher as a leader within a professional community is an important component of the course. This course helps answer the questions, "how do schools work," "how did we get here," and "where are we going and how do we get there?" Field experiences required. *Summer 3 hours.*

### EDUG 705 – INSTRUCTIONAL TECHNOLOGY AND ASSESSMENT

This course will critically examine the role of technology in the K-12 classroom and incorporate the basic technology tools of teachers, their application and the ethics associated with the profession. Field experiences required. *Spring, 3 hours*

### EDUG 710 – OVERVIEW OF EXCEPTIONALITIES FOR SPECIAL EDUCATORS

This course provides an overview of various exceptionalities and the services offered in special education. The course is intended to give the student a foundation of knowledge about the nature and needs of children with special needs, and introduces the student to causes and characteristics of specific disabilities, service delivery models, historical and current issues, legislation, research, trends, and controversies in special education. Field experiences required. *Fall, 3 hours.*

**EDUG 711 – READING METHODS FOR SPECIAL EDUCATORS**

The purpose of the course is to develop the instructional competencies of school personnel to teach effectively students with persistent reading problems as well as to select and implement comprehensive reading programs within their schools. Although the focus of this course is on students who have shown persistent problems learning to read (especially those students identified as having special education needs who are participating in regular classrooms), the information is also appropriate for individuals interested in developing early intervention programs. Field experiences required. *Fall, 3 hours.*

**EDUG 712 – MATH METHODS FOR SPECIAL EDUCATORS**

This course is designed to introduce candidates to the knowledge, skills and procedures needed to provide effective instruction for students with persistent mathematical difficulties. The principles, techniques, methods, and strategies presented in this class are based on research-validated instructional strategies. The class will provide candidates an understanding of what it takes to build an individualized mathematics instructional program that will have a direct impact on the academic performance of their students. Field experiences required. *Spring, 3 hours.*

**EDUG 713 – COLLABORATION WITH PROFESSIONALS AND FAMILIES FOR SPECIAL AND GENERAL EDUCATORS AND SPECIALISTS**

The expectations for professionals who work in schools and other education settings are changing dramatically. Although most educators enter the field because of their commitment to work with students, few can be successful unless they refine their skills for interacting with other professionals and families. Educators routinely participate in team meetings and collaborative problem solving activities in a variety of settings in which their ability to communicate effectively is critical. This course is designed to assist candidates in building their collaborative skills, developing skills for effectively participating in difficult interactions, and is intended to help candidates attain the knowledge and skills to be leaders in collaborative efforts in schools. Field experiences required. *Summer, 3 hours.*

**EDUG 714 – LEARNING STRATEGIES ACROSS THE CURRICULUM FOR SPECIAL EDUCATORS**

This course examines models for teaching learning strategies, metacognitive strategies guiding the learning of content, for students with mild/moderate disabilities in grades K -12. Candidates will examine educational research on the application of literacy and learning strategies in the content areas and will learn ways to assess students' understandings and to use the assessment to plan for instruction. Field experiences required. *Summer, 3 hours.*

**EDUG 715 – PROCEDURES, POLICIES, AND ASSESSMENT FOR SPECIAL EDUCATORS**

This course provides candidates with a broad knowledge and understanding of a wide range of legal issues related to special education services for students with disabilities. Candidates will have a foundation in effective and efficient assessment and evaluative practices, including standardized and curriculum-based assessment.

Field experiences required. Prerequisite: EDUG 710. *Summer, 3 hours.*

**EDUG 722 – DEVELOPING MATHEMATICAL UNDERSTANDING IN THE PRIMARY GRADES**

This course will examine the theory, research and instructional practices essential to developing mathematical understanding at the primary level in the elementary school. Experiences in this course will focus on helping children develop a sound, foundational understanding of early number concepts, language and skills. Candidates will learn to assess children's mathematical understanding and plan engaging, meaningful learning experiences that lead to success for all learners. Prospective teachers will use culturally-relevant contexts such as children's literature, science, social studies, and the arts to engage children in mathematics. A practicum offers opportunities to apply concepts and skills learned in this course. *Fall, 3 hours.*

**EDUG 723 – DEVELOPING MATHEMATICAL UNDERSTANDING IN THE INTERMEDIATE & UPPER ELEMENTARY GRADES**

This course will examine the theory, research and instructional practices essential to developing mathematical understanding of concepts and skills found in the intermediate elementary grades mathematics curriculum. Experiences in this course will focus on helping children develop a sound, foundational understanding of the concepts, language and skills in the areas of numeration, algebraic thinking, geometry, measurement, data analysis and probability. Candidates will learn to assess children's mathematical understanding and plan engaging, meaningful learning experiences that lead to success for all learners. Prospective teachers will use culturally-relevant contexts such as children's literature, science, social studies, and the arts to engage students in mathematics. A practicum offers opportunities to apply concepts and skills learned in this course. *Spring, 3 hours.*

**EDUG 724 – TEACHING AND INTEGRATING SCIENCE AND HEALTH**

This course explores the nature, processes, and products of science and health with an emphasis on content, methods, and curriculum appropriate for teaching in elementary school. This course is designed to assist prospective K-6 teachers in developing competencies for teaching elementary school science and health. Emphasis is placed on content, methods, and curriculum appropriate for teaching in grades K-6. Understanding and application of concepts, methodology, and educational theory will be fostered through classroom field experiences. Field experiences required. *Summer, 3 hours.*

**EDUG 725 – TEACHING AND INTEGRATING SOCIAL STUDIES AND THE ARTS**

Prospective elementary teachers will become familiar with the pedagogical principles of the four arts disciplines as they develop and implement learning experiences that meet curriculum objectives in both social studies and the fine arts. Field experiences required. *Summer, 3 hours.*

**EDUG 730 – LITERACY METHODS K-6**

This course will examine the theory, research and instructional practices essential to literacy development K-6. Candidates will learn to integrate children's literature, writing and reading instruction into a total program of balanced early literacy instruction which is culturally sustaining and developmentally appropriate for K-6 students. Candidates will learn to use multiple models and approaches for assessing literacy learning and plan lessons that meet the needs of diverse learners. Field experiences required. *Fall, 3 hours.*

**EDUG 731 - WRITING METHODS FOR TEACHING ALL LEARNERS**

The goal of this course is to assist teachers in developing the writing skills and processes of K-12 students in diverse classrooms, including but not limited to English Language Learners and students with disabilities. At the conclusion of the course, students will show familiarity with current theories; plan and implement tiered interventions for writing; apply a variety of assessment tools for the purpose of data collection and analysis; teach and interpret student work and assessments in an equity framework; and integrate technology in the writing process. Students from across specialty areas will apply this knowledge within the MTSS decision-making model. Field experiences required. *Spring, 3 hours.*

**EDUG 790 – MAT INTERNSHIP**

Designed to provide a full-time experience at the appropriate grade level within the area of specialization. Internships are offered in the areas of Elementary Education (K-6), English as a Second Language (K-12), or Special Education (K-12). The candidate engages in a variety of supervised instructional activities, with gradual induction into full-time teaching responsibilities. The candidate will be supervised by both a cooperating teacher in a public school classroom and a college supervisor from the Meredith faculty. All program requirements must be met prior to enrollment. Co-requisites: EDUG 795. Fee assessed. *Fall, 3 hours.*

**EDUG 795 – GRADUATE COLLOQUIUM IN EDUCATION**

A capstone seminar taken concurrently with the graduate internship. This course is designed to strengthen the professional skills of reflection as related to instructional practice, assessment and evaluation of student learning, and analysis of personal and effective classroom practices. Emphasis is placed on the five areas of the North Carolina Professional Teaching Standards. Pass/Fail. Co-requisites: EDUG 790. *Fall, 3 hours.*

**ESSG-710 – PEDAGOGICAL APPLICATIONS IN HEALTH AND PHYSICAL EDUCATION**

A study of effective instruction in health and physical education for K-12 students focusing on specific teaching skills critical to

enhancing student engagement and learning. Course content includes creating a respectful learning environment, classroom management, assessment and evaluation, diversity, professionalism and ethics. Students will have the opportunity for examination and critical analysis of effective teaching research. *Fall, 3 hours.*

**ESSG-711 – PROGRAM DESIGN AND IMPLEMENTATION IN HEALTH AND PHYSICAL EDUCATION**

A study of curriculum development in health and physical education focusing on current theories and models including factors affecting the curriculum: standards, scope, sequence, scheduling, implementation plan, curriculum theories, program assessment and evaluation techniques. *Summer, 3 hours.*

**ESSG-712 – TEACHING PHYSICAL EDUCATION IN ELEMENTARY SCHOOL: MAT**

Course offers prospective physical education teachers experience in instructional methodology appropriate at the elementary level. Emphasis is placed on the synthesis of theory and practice in physical education at the elementary level and understanding the role of physical education in the development of children. Content includes curriculum design, planning and implementing units and lessons, teaching approaches, assessment and evaluation appropriate at the elementary school level. Also incorporated are adapted physical education teaching approaches, assessment and evaluation appropriate for individuals with special needs. Research which supports the most effective teaching practices will be included (15 clinical hours in public schools are required for this course). *Summer, 3 hours.*

**ESSG-713 – TEACHING PHYSICAL EDUCATION IN SECONDARY SCHOOLS: MAT**

Study of teaching methods, resources, materials and strategies as related to general secondary school teaching and specific physical education content area teaching. Students will examine how to create and implement lesson plans and units of study within the scope of secondary school curricula, which will promote meaningful learning environments and promotion of 21st century skills for K-12 students. Study of designing and implementing appropriate movement experiences for students with disabilities also emphasized. Research that supports the most effective teaching practices will be examined. (15 clinical hours in public schools are required in this course). *Spring, 3 hours.*

**HEDG-710 – FOUNDATION AND METHODS IN HEALTH EDUCATION K-12**

Course provides application of current K-12 school health instruction with emphasis upon curriculum design, instructional strategies, lesson planning, health literacy, use of appropriate assessments and reflective practices. Additional focus on health content in a multidisciplinary approach within a school setting, exploring community involvement and an increased awareness on global diversity. (15 clinical hours in public schools are required for this course). *Spring, 3 hours.*

# M.A.T. Program Overview

<b>M.A.T. in Elementary Education</b>	<b>M.A.T. in English as a Second Language</b>	<b>M.A.T. in Health and Physical Education</b>	<b>M.A.T. in Special Education</b>
<p><b>Professional Studies Courses</b></p> <ul style="list-style-type: none"> <li>• EDUG 700: Learning in Cultural Contexts</li> <li>• EDUG 702: Teaching Diverse Learners in the Classroom</li> <li>• EDUG 703: Behavior and Classroom Management</li> <li>• EDUG 704: Leadership in Schools and Society</li> <li>• EDUG 705: Instructional Technology and Assessment</li> </ul>	<p><b>Professional Studies Courses</b></p> <ul style="list-style-type: none"> <li>• EDUG 700: Learning in Cultural Contexts</li> <li>• EDUG 703: Behavior and Classroom Management</li> <li>• EDUG 704: Leadership in Schools and Society</li> <li>• EDUG 705: Instructional Technology and Assessment</li> <li>• EDUG 713: Collaboration with Professionals and Families for Special and General Educators and Specialists</li> </ul>	<p><b>Professional Studies Courses</b></p> <ul style="list-style-type: none"> <li>• EDUG 700: Learning in Cultural Contexts</li> <li>• EDUG 702: Teaching Diverse Learners in the Classroom</li> <li>• EDUG 703: Behavior and Classroom Management</li> <li>• EDUG 704: Leadership in Schools and Society</li> <li>• EDUG 705: Instructional Technology and Assessment</li> </ul>	<p><b>Professional Studies Courses</b></p> <ul style="list-style-type: none"> <li>• EDUG 700: Learning in Cultural Contexts</li> <li>• EDUG 703: Behavior and Classroom Management</li> <li>• EDUG 704: Leadership in Schools and Society</li> <li>• EDUG 705: Instructional Technology and Assessment</li> <li>• EDUG 713: Collaboration with Professionals and Families for Special and General Educators and Specialists</li> </ul>
<p><b>Specialty Courses</b></p> <ul style="list-style-type: none"> <li>• EDUG 722: Developing Mathematical Understanding in the Primary Grades</li> <li>• EDUG 723: Developing Mathematical Understanding in the Intermediate and Upper Elementary Grades</li> <li>• EDUG 724: Teaching and Integrating Science and Health</li> <li>• EDUG 725: Integrating Social Studies and the Arts</li> <li>• EDUG 730: Literacy Methods K-6</li> <li>• EDUG 731: Writing Methods for Teaching All Learners</li> </ul>	<p><b>Specialty Courses</b></p> <ul style="list-style-type: none"> <li>• EDUG 641: Methods of Teaching ESL</li> <li>• EDUG 644: Second Language Acquisition and Literacy</li> <li>• EDUG 645: Culture and the Language Teacher</li> <li>• EDUG 647: Teaching ESL in the Public Schools</li> <li>• EDUG 648: Grammar and Linguistics for ESL Teachers</li> <li>• EDUG 671: Adolescent Literacy across the Content Areas</li> </ul> <p>Candidates must show evidence of having studied a college-level foreign language for one year or equivalent</p>	<p><b>Specialty Courses</b></p> <ul style="list-style-type: none"> <li>• ESSG 710: Pedagogical Applications in Health and Physical Education</li> <li>• ESSG 711: Program Design and Implementation in Health and Physical Education</li> <li>• ESSG 712: Teaching Physical Education in Elementary School: MAT</li> <li>• ESSG 713: Teaching Physical Education in Secondary School: MAT</li> <li>• HEDG 710: Foundation and Methods in Health Education K-12</li> </ul>	<p><b>Specialty Courses</b></p> <ul style="list-style-type: none"> <li>• EDUG 710: Overview of Exceptionalities for Special Educators</li> <li>• EDUG 711: Reading Methods for Special Educators</li> <li>• EDUG 712: Math Methods for Special Educators</li> <li>• EDUG 714: Learning Strategies across the Curriculum for Special Educators</li> <li>• EDUG 715: Procedures, Policies, and Assessment for Special Educators</li> <li>• EDUG 731: Writing Methods for Teaching All learners</li> </ul>
<p><b>Internship</b></p> <ul style="list-style-type: none"> <li>• EDUG 790: MAT Internship</li> <li>• EDUG 795: Graduate Colloquium in Education</li> </ul>	<p><b>Internship</b></p> <ul style="list-style-type: none"> <li>• EDUG 790: MAT Internship</li> <li>• EDUG 795: Graduate Colloquium in Education</li> </ul>	<p><b>Internship</b></p> <ul style="list-style-type: none"> <li>• EDUG 790: MAT Internship</li> <li>• EDUG 795: Graduate Colloquium in Education</li> </ul>	<p><b>Internship</b></p> <ul style="list-style-type: none"> <li>• EDUG 790: MAT Internship</li> <li>• EDUG 795: Graduate Colloquium in Education</li> </ul>
<p><b>Total Hours: 39</b></p>	<p><b>Total Hours: 39</b></p>	<p><b>Total Hours: 36</b></p>	<p><b>Total Hours: 39</b></p>

# Master of Education

## Department of Education

Marie Chamblee, Ph.D., *Dean, School of Education, Health and Human Sciences*

Jennifer Olson, Ph.D., *Head, Department of Education*

Monica McKinney, Ph.D., *Director, Graduate Programs in Education*

## Mission Statement

The mission of the Department of Education is to prepare reflective practitioners who have the 21st century knowledge, skills and values to effectively teach all students. Graduates of the Department of Education, whom we term Meredith teachers, believe that reflection is essential to improving the quality of their teaching. They are able to examine the dilemmas of classroom practice within the cultural contexts in which they teach. They are able to question the assumptions they bring to teaching and strive to understand how their actions impact their students. Meredith teachers are able to engage in reflection not only within their own classrooms but also within a community of professionals who have the common goal of improving student learning.

The Master of Education degree program is for the K–12 teacher who has a baccalaureate degree and a teaching license. Students take a common core of courses and select a concentration— Academically and Intellectually Gifted (AIG), Elementary Education, English as a Second Language (ESL), Reading, or Special Education (general curriculum). Add-on licensure options include AIG (K–12), ESL (K–12), Literacy, (K–12), Special Education (general curriculum K–12) and CIS (Curriculum Instructional Specialist).

Courses are scheduled for fall, spring and summer so that working teachers can continue both professional service and career development simultaneously.

## Program Goals of the Master of Education

The candidate will be able to:

- Examine critically the purposes of education and articulate a personal philosophy of education;
- Demonstrate leadership in the classroom, school, community, and profession;
- Establish a respectful, supportive, and inclusive environment for a diverse population of students and their families;
- Demonstrate advanced depth and breadth of content and curriculum expertise;

- Facilitate student learning, including the ability to conduct and use research to examine and improve instructional effectiveness and student achievement;
- Engage in reflective practice and the development of meaningful professional goals.

## License Renewal Credits

Students holding baccalaureate degrees from regionally accredited colleges or universities may take courses in the Master of Education program. Students may use these credits to apply to the renewal of their teaching license. It is the responsibility of students to secure approval from the State Department of Public Instruction prior to pursuing coursework. Students may also apply up to six credit hours of Post-Baccalaureate Study (PBS) coursework toward the Master of Education or Licensure-only programs.

## Teacher Licensure Only

Meredith College's Teacher Licensure Only option serves the individual who has a bachelor's degree from a regionally accredited institution in a discipline other than education and who wants to obtain initial or subsequent NC teaching licensure without a graduate degree. Upon admission, the individual will receive guidance from faculty in Education concerning course selection and registration. Licensure-only candidates must take a minimum of 30 semester hours of undergraduate course work at Meredith College, which may include additional courses in general education and will include courses in the specific licensure areas and in professional education. Lateral entry teachers seeking to fulfill the requirements of their planned program should consult the Director of Teacher Education. Consult the Meredith College Undergraduate Catalog for more information.

## Culminating Experiences

Upon completion of all class work, a student must complete a Professional Portfolio. The purpose of the portfolio is for each student to reflect on the impact of graduate work on his or her professional development and to demonstrate competency in meeting program goals.

To complete the requirements for North Carolina licensure in your area up to four external exams may be required. North Carolina state licensure test assessment requirements are subject to change. Consult with your advisor.

## Foreign Language Requirement for ESL

Before completing the program, students in the M.Ed. or Add-on Licensure program for English as a Second Language (ESL) must have one year of college or university foreign language instruction or the equivalent.

## Master of Education Course Descriptions

### EDUG 610 – ADVANCED TEACHING AND LEARNING

An in-depth exploration of fundamental questions about teaching, learning and human development designed to facilitate more meaningful classroom teaching. The course is highly interactive with learning taking place through individual and group research projects, seminar discussions, student directed workshops and presentations; thus, facilitating the development of teachers as researchers and educational leaders. *Fall, 3 hours*

### EDUG 611 – CURRICULUM, EDUCATION AND SOCIETY

This course provides the opportunity to use critical thinking to understand curriculum, its place in schools, and its relationship to society. Students will explore the development of curriculum over time and its relationship to the larger aims of education. They will engage in analysis of the connections among curriculum, instruction, and social/cultural expectations. Students are expected to become reflective about their philosophical and cultural assumptions, to develop their own visions of possibilities for classroom practice, and to be able to apply these ideas in their classroom. As a result, they will be better equipped to lead effectively and to establish a positive and productive environment for a diverse population of students. *Summer, 3 hours*

### EDUG 615 – MATHEMATICAL THINKING IN CHILDREN

Teachers examine what it means to know and learn K-5 mathematics based upon theory and research in cognitive psychology and mathematics education. A variety of materials that help illustrate students' thinking in mathematical contexts are used to provoke consideration of how students develop mathematical knowledge. Regular field experiences with elementary school-aged children are required. *Spring, Even-Numbered Years, 3 hours*

### EDUG 625 – INCLUSIVE PRACTICES FOR EDUCATORS

Designed to provide the practicing general classroom teacher with knowledge, skills, and dispositions needed for successful inclusive teaching including an understanding of the nature and characteristics of the learning and behavior challenges that students with special needs face in the regular classroom, and the practical procedures, collaborative practices, and instructional strategies that lead to successful inclusion. *Spring, 3 hours*

### EDUG 630 – EDUCATIONAL RESEARCH I

Organized around classroom-based inquiry and focused on the development of teachers as researchers, this course emphasizes understanding of research design and methods; reading and interpreting empirical information in professional literature; collecting and interpreting data; and linking research findings to educational practice. Also emphasized are the uses of library and Internet

resources; analysis and critique of educational research; collaboration with colleagues in the research process; and an introduction to elementary statistics. *Fall, 3 hours*

### EDUG 631 – EDUCATIONAL RESEARCH II

This second course in Educational Research is designed to provide the practicing teacher with a deeper understanding of the knowledge and methods used by investigators to conduct disciplined inquiry. It continues to be organized around classroom-based inquiry and focused on the development of teachers as researchers. The course includes consideration of concepts, research designs, and procedures from both quantitative and qualitative approaches. In this course, teacher-researchers conclude the process of conducting individual research. Prerequisite: EDUG 630. Pass/Fail. *Spring, 3 hours*

### EDUG 635 – INTRODUCTION TO THE GIFTED INDIVIDUAL

What is "giftedness?" What are the major social, cultural and historical forces that have influenced the definition of this concept over time? What sources are responsible for producing -- in an individual -- those characteristics that result in that person being labeled a gifted individual? Given what we now know, how should we identify gifted individuals? Should the development of persons as gifted individuals be supported? What kinds of things can be done -- in schools and elsewhere -- to support the development of gifted individuals? Who should be responsible for the development of gifted individuals and how well are we doing in providing this support? These questions, and the answers to them, are all very important to persons who care about gifted individuals -- and who may want to help in their development. All of these questions will be addressed in some depth in the context of this course. *Varies, Contact Department Head, 3 hours*

### EDUG 636 – MODELS AND METHODS OF GIFTED EDUCATION

This course is designed to allow practicing classroom teachers to gain a depth of understanding of current curriculum and program models in gifted education, and to apply that knowledge to extend the North Carolina Standard Course of Study for gifted learners. In addition, participants will examine strategies embedded within various models, and evaluate the appropriateness of given models. *Varies, Contact Department Head, 3 hours*

### EDUG 637 – DIFFERENTIATION FOR THE ACADEMICALLY/INTELLECTUALLY GIFTED LEARNER

This course is designed to give practicing teachers the knowledge, skills, and attitudes needed for teaching academically/intellectually gifted learners in diverse settings. Because today's classrooms are increasingly diverse and inclusive, teachers must be able to identify and accommodate a range of learner needs, including those of gifted learners. Participants in this course will develop skill in using a variety of models and strategies to effectively respond to the particular learning needs of the gifted. Building on the knowledge and skills attained in the Models and Methods course and using widely-held standards for the effective teaching of gifted learners (CEC-NAGC Initial Knowledge & Skill Standards for Gifted and Talented Education), participants will analyze and evaluate lessons and units designed for use with the gifted. They will also create and

teach standards-based lessons and units that demonstrate their understanding and effective use of instructional and management strategies recommended as appropriate for gifted learners. Prerequisite EDUG 636. *Varies, Contact Department Head, 3 hours*

#### **EDUG 638 – SPECIAL TOPICS IN GIFTED EDUCATION**

This course focuses on special topics and issues related to education of the gifted. The primary purpose of the course is to develop in participants the knowledge, conceptual understandings, and skills to recognize and nurture effectively giftedness in all gifted students, including those students who are typically underserved. Specific topics included in the course include the psycho-social adjustment and guidance of gifted learners, the plight of underserved populations of gifted learners, collaboration and consultation in gifted education. *Varies, Contact Department Head, 3 hours*

#### **EDUG 639 – CREATIVITY**

Creativity has proven to be one of the most elusive of psychological concepts. This course will examine several conceptually different ways of defining creativity, along with attempts to describe the characteristics of the creative individual. Creative production and how you get there – the creative process – will also be considered along with the three major approaches for enhancing creative production. Students will learn not only the basic concepts and procedures that make up these approaches, but will have an opportunity to put them into practice in three group simulation experiences as well. A discussion of the environmental conditions that contribute to creativity will round out the course. *Varies, Contact Department Head, 3 hours*

#### **EDUG 641 – METHODS OF TEACHING ESL**

An introduction to the field of TESL, focusing on the methods and materials of teaching various language skills and knowledge areas. Attention will be given to the integrated teaching of all skills within a communicative setting. Field experiences required. *Fall, 3 hours*

#### **EDUG 644 – SECOND LANGUAGE ACQUISITION AND LITERACY**

A broad view of second language acquisition and literacy from both psycholinguistic and sociolinguistic perspectives. Includes current theories of second language acquisition, the relationship between first and second language acquisition and literacy development, the influence of culture on language and literacy development, teaching and assessment implications for the classroom and home. Field experiences required. *Fall, 3 hours.*

#### **EDUG 645 – CULTURE AND THE LANGUAGE TEACHER**

A study of the basic concepts of intercultural communication, including a comparison of American cultural orientations with those of other countries. A look at how these cultural differences relate to language teaching and learning. Field experiences required. *Summer, 3 hours*

#### **EDUG 647 – TEACHING ESL IN THE PUBLIC SCHOOLS**

A course focusing on the particular needs of the K-12 teacher: historical and legal background of bilingual and ESL education, assessment and placement of ESL learners, literacy development,

content-based instruction and the adaptation of curricular materials. Field experiences required. *Spring, 3 hours*

#### **EDUG 648 – GRAMMAR AND LINGUISTICS FOR ESL TEACHERS**

A look at language as a system with particular focus on teaching English as a Second Language to students in public schools grades K-12. Considers teaching implications of English grammar, phonetics, phonology, morphology, semantics, and syntax. Field experiences required. *Spring, 3 hours*

#### **EDUG 670 – FOUNDATIONS OF LITERACY**

This course examines literacy theories and research which are essential to the understanding of the developmental process of reading. Specific emphasis is given to the examination of the core literacy curriculum identified by the National Reading Panel (2000): phonemic awareness, phonics, fluency, vocabulary and comprehension. In addition, effective evidence-based instructional practices K-12 are examined for developmental readers and culturally and linguistically diverse students. *Varies, Contact Department Head, 3 hours*

#### **EDUG 671 – ADOLESCENT LITERACY AND LEARNING ACROSS THE CONTENT AREAS**

This course provides an in-depth study of the theories, research and instructional methods associated with reading and learning processes across the different content areas of the curriculum. Special emphasis is given to adolescent learners and the literacy tools essential for life-long learning, including critical thinking, problem-solving and digital literacy skills. *Summer, 3 hours*

#### **EDUG 674 – LITERACY ASSESSMENT AND INTERVENTION, K-12**

This course provides an in-depth study of the theories, research, literacy assessments and instructional methods associated with literacy development K-12 and intervention to support students who struggle with literacy development. In addition, this course provides a practicum in which students have the opportunity to administer various literacy assessments, interpret data and plan appropriate interventions for a case-study student. Progress monitoring of student literacy growth and collaboration with parents and other teaching professionals will be an integral to the practicum experience. Prerequisite or corequisite: EDUG 670. *Varies, 3 hours.*

#### **EDUG 679 – GRADUATE PRACTICUM**

This three week, full-time (or equivalent) field experience occurs in a public school setting (K-12). Students will complete a practicum-based product aligned with state standards and indicators for licensure in their specialty area as determined necessary by their advisor. Pass/Fail. *Fall, Spring, and Summer, 1-3 hours.*

#### **EDUG 680 - ADVANCED CURRICULUM, INSTRUCTION, ASSESSMENT**

Students explore models of curriculum and current research on learning and teaching. Students identify and organize relevant information, analyze data, and consult research to create a data action plan for monitoring and evaluating curriculum and instruction.



Students also develop a plan for improvement of curriculum and instruction based on analysis of assessment data related to student achievement, district and school goals/missions, and other factors. Special emphasis is placed on learning to work effectively in and with teams. Prerequisites: EDUG 611 or equivalent. *Fall, 3 hours.*

#### **EDUG 681 – LEADERSHIP AND SUPERVISION**

Students develop an understanding of leadership and supervision in public schools and systems. The course recognizes that educational leadership occurs within a diverse professional community that is often focused on reform and change. Students will critically reflect on various leadership theories with the purpose of discerning beliefs and practices that can best support them as visionaries and leaders in classrooms, schools, school systems, and in the community. Recognizing and examining the human dynamics associated with leadership, highlighting best practices in communication, professional development, supervision, community engagement, and resource management, and applying these concepts to real-life scenarios and case studies, will position the student as a leader and change agent within the educational community. *Spring, 3 hours.*

#### **EDUG 682 – PRACTICUM IN ADVANCED CURRICULUM, INSTRUCTION, ASSESSMENT**

Students deepen understanding of curriculum, instruction, and assessment by integrating theoretical and research coursework with practice and reflecting on their development as curriculum leaders. During the practicum, the student conducts an action research project and leads efforts that contribute to progress on the School Improvement Plan in the areas of curriculum, instruction, and assessment. Students will identify ethical dilemmas in practice and act ethically in response. The practicum will be completed during the semester under the supervision of a school district supervisor and the assigned Meredith supervisor. Course assignments, in the area of interest, will demonstrate the practical application of the students' knowledge and skills in real-life leadership activities and responsibilities and reflect the student's understanding of the content. *Fall, 3 hours.*

#### **EDUG 683 – PRACTICUM IN LEADERSHIP AND SUPERVISION**

The practicum will allow students to engage in field-based experiential learning experiences that will integrate theory and practice of leadership and supervision. The practicum supports student knowledge, skills, and dispositions through practical experiences that will allow for the development and assessment of leadership and supervisory skills. Students will strengthen their skills as curriculum and instructional leaders and gain practice and competency in leadership and supervision. *Spring, 3 hours.*

#### **EDUG 704 – LEADERSHIP IN SCHOOLS AND SOCIETY**

This course helps teachers analyze the complex historical, cultural, sociological, philosophical, and theoretical perspectives which impact schools. It examines the educational process in the context of modern society and how that process is influenced by the forces of the larger community. Participants will reflect on and examine the human dynamics associated with motivation, various theories of leadership, the mentor/mentee relationship and career/professional

development. Recognizing the teacher as a leader within a professional community is an important component of the course. This course helps answer the questions, "how do schools work," "how did we get here," and "where are we going and how do we get there?" Field experiences required. *Summer 3 hours.*

#### **EDUG 705 – INSTRUCTIONAL TECHNOLOGY AND ASSESSMENT**

This course will critically examine the role of technology in the K-12 classroom and incorporate the basic technology tools of teachers, their application and the ethics associated with the profession. Field experiences required. *Spring, 3 hours*

#### **EDUG 710 – OVERVIEW OF EXCEPTIONALITIES FOR SPECIAL EDUCATORS**

This course provides an overview of various exceptionalities and the services offered in special education. The course is intended to give the student a foundation of knowledge about the nature and needs of children with special needs, and introduces the student to causes and characteristics of specific disabilities, service delivery models, historical and current issues, legislation, research, trends, and controversies in special education. Field experiences required. *Fall, 3 hours*

#### **EDUG 711 – READING METHODS FOR SPECIAL EDUCATORS**

The purpose of the course is to develop the instructional competencies of school personnel to effectively teach students with persistent reading problems as well as to select and implement comprehensive reading programs within their schools. Although the focus of this course is on students who have shown persistent problems learning to read (especially those students identified as having special education needs who are participating in regular classrooms), the information is also appropriate for individuals interested in developing early intervention programs. Field experiences required. *Fall, 3 hours*

#### **EDUG 712 – MATH METHODS FOR SPECIAL EDUCATORS**

This course is designed to introduce candidates to the knowledge, skills and procedures needed to provide effective instruction for students with persistent mathematical difficulties. The principles, techniques, methods, and strategies presented in this class are based on research-validated instructional strategies. The class will provide candidates an understanding of what it takes to build an individualized mathematics instructional program that will have a direct impact on the academic performance of their students. Credit is given to the NCSIP II grant for content and procedure. Field experiences required. *Spring, 3 hours*

#### **EDUG 713 – COLLABORATION WITH PROFESSIONALS AND FAMILIES FOR SPECIAL AND GENERAL EDUCATORS AND SPECIALISTS**

The expectations for professionals who work in schools and other education settings are changing dramatically. Although most educators enter the field because of their commitment to work with students, few can be successful unless they refine their skills for interacting with other professionals and families. Educators routinely participate in team meetings and collaborative problem solving

activities in a variety of settings in which their ability to effectively communicate is critical. This course is designed to assist students in building their collaborative skills, developing skills for effectively participating in difficult interactions, and is intended to help students attain the knowledge and skills to be leaders in collaborative efforts in schools. Field experiences required. *Summer, 3 hours*

#### **EDUG 714 – LEARNING STRATEGIES ACROSS THE CURRICULUM FOR SPECIAL EDUCATORS**

This course examines models for teaching learning strategies, metacognitive strategies guiding the learning of content, for students with mild/moderate disabilities in grades K -12. Students will examine educational research on the application of literacy and learning strategies in the content areas and will learn ways to assess students' understandings and to use the assessment to plan for instruction. Field experiences required. *Summer, 3 hours*

#### **EDUG 715 – PROCEDURES, POLICIES, AND ASSESSMENT FOR SPECIAL EDUCATORS**

This course provides students with a broad knowledge and understanding of a wide range of legal issues concerning providing special education services to students with disabilities. Students will have a foundation in effective and efficient assessment and evaluative practices, including standardized and curriculum-based assessment. Field experiences required. Prerequisite: EDUG 710. *Summer, 3 hours*

#### **EDUG 730 – LITERACY METHODS K-6**

This course will examine the theory, research and instructional practices essential to literacy development K-6. Candidates will learn to integrate children's literature, writing and reading instruction into a total program of balanced early literacy instruction which is culturally sustaining and developmentally appropriate for K-6

students. Candidates will learn to use multiple models and approaches for assessing literacy learning and plan lessons that meet the needs of diverse learners. Field experiences required. *Fall, 3 hours.*

#### **EDUG 731 - WRITING METHODS FOR TEACHING ALL LEARNERS**

The goal of this course is to assist teachers in developing the writing skills and processes of K-12 students in diverse classrooms, including but not limited to English Language Learners and students with disabilities. At the conclusion of the course, students will show familiarity with current theories; plan and implement tiered interventions for writing; apply a variety of assessment tools for the purpose of data collection and analysis; teach and interpret student work and assessments in an equity framework; and integrate technology in the writing process. Students from across specialty areas will apply this knowledge within the MTSS decision-making model. Field experiences required. *Spring, 3 hours.*

#### **EDUG 800 – GRADUATE STUDY**

Provides enrollment for students with pending degree requirements but not registered for other courses. May be repeated as needed. Pass/Fail. *Fall, Spring, and Summer, 1 hour*

#### **EDUG 801 – GRADUATE PORTFOLIO**

This course is designed to facilitate the completion of the M.Ed. graduate portfolio. Students should enroll in this course in the semester or summer session during which they plan to complete their program of study. Students must be enrolled in at least one other course concurrently. Pass/Fail. *Fall, Spring, and Summer, 0 hours.*

# M.Ed. Program Overview

M.Ed. with AIG	M.Ed. with ESL	M.Ed. with SPED	M.Ed. with LIT
<p><b>Professional Studies (Required)</b></p> <ul style="list-style-type: none"> <li>• EDUG 610 Adv Teaching and Learning</li> <li>• EDUG 681: Leadership &amp; Supervision OR EDUG 704: Leadership in Schools &amp; Society</li> <li>• EDUG 705: Instructional Technology and Assessment</li> <li>• EDUG 713 Collaboration with Professionals &amp; Families for Special &amp; General Educators &amp; Specialists</li> </ul>	<p><b>Required by Advisement:</b></p> <ul style="list-style-type: none"> <li>• One graduate course in literacy</li> </ul> <p><b>Choose Three (Required):</b></p> <ul style="list-style-type: none"> <li>• EDUG 610 Adv Teaching and Learning</li> <li>• EDUG 611 Curriculum Education &amp; Society</li> <li>• EDUG 681 Leadership &amp; Supervision OR EDUG 704 Leadership in Schools &amp; Society</li> <li>• EDUG 705 Instructional Technology and Assessment</li> <li>• EDUG 713 Collaboration with Professionals &amp; Families for Special &amp; General Educators &amp; Specialists</li> </ul>	<p><b>Professional Studies (Required)</b></p> <ul style="list-style-type: none"> <li>• EDUG 611 Curriculum, Education and Society</li> <li>• EDUG 625 Inclusive Practices for Educators</li> <li>• EDUG 713 Collaboration with Professionals &amp; Families for Special &amp; General Educators &amp; Specialists</li> <li>• EDUG 731 Writing Methods for Teaching All Learners</li> </ul>	<p><b>Professional Studies (Required)</b></p> <ul style="list-style-type: none"> <li>• EDUG 611 Curriculum, Education &amp; Society</li> <li>• EDUG 681 Leadership &amp; Supervision</li> </ul> <p><b>Choose Two:</b></p> <ul style="list-style-type: none"> <li>• EDUG 610 Adv Teaching and Learning</li> <li>• EDUG 625 Inclusive Practices for Educators</li> <li>• EDUG 705 Instructional Technology and Assessment</li> <li>• EDUG 713 Collaboration with Professionals &amp; Families for Special &amp; General Educators &amp; Specialists</li> </ul>
<p><b>Specialty Courses (Required)</b></p> <ul style="list-style-type: none"> <li>• EDUG 635 Introduction to the Gifted Individual</li> <li>• EDUG 636 Models and Methods of Gifted Education</li> <li>• EDUG 637 Differentiation for the Gifted Learner</li> <li>• EDUG 638 Special Topics in Gifted Education</li> <li>• EDUG 639 Creativity</li> <li>• EDUG 679 Graduate Practicum required for those with no experience teaching in an AIG program and/or no teaching experience across grade levels</li> </ul>	<p><b>Specialty Courses (Required)</b></p> <ul style="list-style-type: none"> <li>• EDUG 641 Methods of Teaching ESL</li> <li>• EDUG 644 Second Language Acquisition and Literacy</li> <li>• EDUG 645 Culture &amp; the Lang Teacher</li> <li>• EDUG 647 Teaching ESL in the Public Schools</li> <li>• EDUG 648 Grammar and Linguistics for ESL Teachers</li> <li>• EDUG 679 Graduate Practicum required for those with no experience teaching in an ESL program and/or no teaching experience across grade levels Must show evidence of having studied a college-level foreign language for one year or equivalent</li> </ul>	<p><b>Specialty Courses (Required)</b></p> <ul style="list-style-type: none"> <li>• EDUG 710 Overview of Exceptionalities for Special Educators</li> <li>• EDUG 711 Reading Methods for Special Educators</li> <li>• EDUG 712 Math Methods for Special Educators</li> <li>• EDUG 714 Learning Strategies across the Curriculum for Special Educators</li> <li>• EDUG 715 Procedures, Policies, and Assessment for Special Educators</li> <li>• EDUG 679 Graduate Practicum required for those with no teaching experience in exceptional children's programs (general curriculum) and/or no teaching experience across grade levels</li> </ul>	<p><b>Specialty Courses</b></p> <ul style="list-style-type: none"> <li>• EDUG 644 Second Language Acquisition and Literacy</li> <li>• EDUG 670 Foundations of Literacy</li> <li>• EDUG 671 Adolescent Literacy and Learning Across the Content Areas</li> <li>• EDUG 674 Literacy Assessment and Intervention, K-12</li> <li>• EDUG 731 Writing Methods for Teaching All Learners</li> <li>• EDUG 683 Practicum in Leadership and Supervision OR EDUG 679 Graduate Practicum required for those with no experience as a literacy coach and/or no language arts teaching experience across grade levels</li> </ul>
<p><b>Research:</b></p> <ul style="list-style-type: none"> <li>• EDUG 630 Educational Research I</li> <li>• EDUG 631 Educational Research II</li> </ul>	<p><b>Research:</b></p> <ul style="list-style-type: none"> <li>• EDUG 630 Educational Research I</li> <li>• EDUG 631 Educational Research II</li> </ul>	<p><b>Research:</b></p> <ul style="list-style-type: none"> <li>• EDUG 630 Educational Research I</li> <li>• EDUG 631 Educational Research II</li> </ul>	<p><b>Research:</b></p> <ul style="list-style-type: none"> <li>• EDUG 630 Educational Research I</li> <li>• EDUG 631 Educational Research II</li> </ul>
<p><b>EDUG 801: Graduate Portfolio</b></p> <p><b>Total Hours: 33-36</b></p>	<p><b>EDUG 801: Graduate Portfolio</b></p> <p><b>Total Hours: 33-36</b></p>	<p><b>EDUG 801: Graduate Portfolio</b></p> <p><b>Total Hours: 33-36</b></p>	<p><b>EDUG 801: Graduate Portfolio</b></p> <p><b>Total Hours: 33-36</b></p>

# Add-On Licensure Options

AIG—Add-On Licensure	ESL—Add-On Licensure	SPED—Add-On Licensure	LIT—Add-On Licensure
<p><b>Required:</b></p> <ul style="list-style-type: none"> <li>• EDUG 635 Introduction to the Gifted Individual</li> <li>• EDUG 636 Models and Methods of Gifted Education</li> <li>• EDUG 637 Differentiation for the Gifted Learner</li> <li>• EDUG 638 Special Topics in Gifted Education</li> <li>• EDUG 801 Graduate Portfolio</li> </ul> <p><b>By Advisement:</b></p> <ul style="list-style-type: none"> <li>• EDUG 679 Graduate Practicum (1 cr) required for those with no AIG teaching experience and/or no teaching experience across grade levels.</li> </ul>	<p><b>Required:</b></p> <ul style="list-style-type: none"> <li>• EDUG 641 Methods of Teaching ESL</li> <li>• EDUG 644 Second Language Acquisition and Literacy</li> <li>• EDUG 645 Culture &amp; the Lang Teacher</li> <li>• EDUG 647 Teaching ESL in the Public Schools</li> <li>• EDUG 648 Grammar and Linguistics for ESL Teachers</li> <li>• One graduate reading course</li> <li>• EDUG 801 Graduate portfolio</li> </ul> <p><b>By Advisement:</b></p> <ul style="list-style-type: none"> <li>• EDUG 679 Graduate Practicum (1 cr) required for those with no ESL teaching experience and/or no teaching experience across grade levels. Must show evidence of having studied a college-level foreign language for one year or equivalent</li> </ul>	<p><b>Required:</b></p> <ul style="list-style-type: none"> <li>• EDUG 679 Graduate Practicum (1 cr)</li> <li>• EDUG 710 Overview of Exceptionalities for Special Educators</li> <li>• EDUG 711 Reading Methods for Special Educators</li> <li>• EDUG 712 Math Methods for Special Educators</li> <li>• EDUG 713 Collaboration with Professionals &amp; Families for Special &amp; General Educators &amp; Specialists</li> <li>• EDUG 714 Learning Strategies across the Curriculum for Special Educators</li> <li>• EDUG 715: Procedures, Policies, and Assessment for Special Educators</li> <li>• EDUG 731 Writing Methods for Teaching All Learners</li> <li>• EDUG 801 Graduate Portfolio</li> </ul>	<p><b>Required:</b></p> <ul style="list-style-type: none"> <li>• EDUG 644 Second Language Acquisition and Literacy</li> <li>• EDUG 670 Foundations of Literacy</li> <li>• EDUG 671 Adolescent Literacy and Learning Across the Content Areas</li> <li>• EDUG 674 Literacy Assessment and Intervention, K-12</li> <li>• EDUG 731 Writing Methods for Teaching All Learners</li> </ul> <p>One graduate elective (by advisement)</p> <ul style="list-style-type: none"> <li>• EDUG 679 Graduate Practicum required for those with no experience as a literacy coach and/or no language arts teaching experience across grade levels</li> <li>• EDUG 801 Graduate Portfolio</li> </ul>
<p><b>Total Hours: 12-13</b></p>	<p><b>Total Hours: 18-19</b></p>	<p><b>Total Hours: 22</b></p>	<p><b>Total Hours: 18-21</b></p>

*Continued on next page*

# M.Ed. Program Overview (continued)

M.Ed. with ELEM	M.Ed. with ELEM (if initial license is outside of K-6)
<p><b>Professional Studies (Required):</b></p> <ul style="list-style-type: none"> <li>• EDUG 610 Adv Teaching and Learning</li> <li>• EDUG 611 Curriculum, Education &amp; Society</li> <li>• EDUG 681 Leadership &amp; Supervision</li> <li>OR EDUG 704 Leadership in Schools &amp; Society</li> <li>• EDUG 705 Instructional Technology and Assessment</li> </ul>	<p>By advisement based on previous experience with particular content areas and/or students. Must take a total of 4 courses (12 hours) in this category:</p> <p><b>Professional Studies (Required): Choose 2-4</b></p> <ul style="list-style-type: none"> <li>• EDUG 610 Adv Teaching and Learning</li> <li>• EDUG 611 Curriculum, Education &amp; Society</li> <li>• EDUG 681 Leadership &amp; Supervision</li> <li>OR EDUG 704 Leadership in Schools &amp; Society</li> <li>• EDUG 705 Instructional Technology and Assessment</li> </ul> <p><b>If SPED experience lacking (choose 1):</b></p> <ul style="list-style-type: none"> <li>• EDUG 625 Inclusive Practices for Educators</li> <li>• EDUG 710 Overview of the Exceptionalities for Special Educators</li> <li>• EDUG 713 Collaboration with Professionals &amp; Families for Special &amp; General Educators &amp; Specialists</li> </ul> <p><b>If ESL experience lacking (choose 1):</b></p> <ul style="list-style-type: none"> <li>• EDUG 641 Methods of Teaching ESL</li> <li>• EDUG 644 Second Language Acquisition and Literacy</li> <li>• EDUG 647 Teaching ESL in the Public Schools</li> </ul>
<p><b>Specialty Courses</b></p> <p><b>Literacy (choose one):</b></p> <ul style="list-style-type: none"> <li>• EDUG 670 Foundations of Literacy</li> <li>• EDUG 671 Adolescent Literacy and Learning Across the Content Areas</li> <li>• EDUG 731 Writing Methods for Teaching All Learners</li> </ul> <p><b>Mathematics (required):</b></p> <ul style="list-style-type: none"> <li>• EDUG 615 Mathematical Thinking in Children</li> </ul> <p><b>Special Education (choose one):</b></p> <ul style="list-style-type: none"> <li>• EDUG 625 Inclusive Practices for Educators</li> <li>• EDUG 710 Overview of Exceptionalities</li> <li>• EDUG 713 Collaboration with Professionals and Families for Special and General Educators and Specialists</li> </ul> <p><b>ESL (choose one):</b></p> <ul style="list-style-type: none"> <li>• EDUG 641 Methods of Teaching ESL</li> <li>• EDUG 644 Second Language Acquisition and Literacy</li> <li>• EDUG 647 Teaching ESL in the Public Schools</li> </ul> <p><b>Elective (choose one not selected above):</b></p> <ul style="list-style-type: none"> <li>• AIG—EDUG 635 or EDUG 639</li> <li>• ESL—EDUG 641, EDUG 644, EDUG 645, or EDUG 647</li> <li>• LIT—EDUG 671, EDUG 674, or EDUG 731</li> <li>• SPED—EDUG 625, EDUG 710, or EDUG 713</li> </ul>	<p><b>Specialty Courses</b></p> <ul style="list-style-type: none"> <li>• EDUG 722 Developing Mathematical Understanding in the Primary Grades</li> <li>• EDUG 723 Developing Mathematical Understanding in the Intermediate and Upper Elementary Grades</li> <li>• EDUG 724 Teaching and Integrating Science and Health</li> <li>• EDUG 725 Teaching and Integrating Social Studies and the Arts</li> <li>• EDUG 730 Literacy Methods K-6</li> <li>• EDUG 731 Writing Methods for Teaching All Learners</li> </ul> <p><b>By advisement, if already content-licensed and experienced</b> in a K-12, 6-9, or 9-12 specialty content area listed here, the associated specialty course(s) may be replaced by professional studies options listed above.</p> <p><b>Other requirements</b></p> <ul style="list-style-type: none"> <li>• EDUG 679 Graduate Practicum</li> </ul>
<p><b>Research:</b></p> <ul style="list-style-type: none"> <li>• EDUG 630 Educational Research I</li> <li>• EDUG 631 Educational Research II</li> </ul>	<p><b>Research:</b></p> <ul style="list-style-type: none"> <li>• EDUG 630 Educational Research I</li> <li>• EDUG 631 Educational Research II</li> </ul>
<p><b>EDUG 801: Graduate Portfolio</b></p>	<p><b>EDUG 801: Graduate Portfolio</b></p>
<p><b>Total Hours: 33</b></p>	<p><b>Total Hours: 37-39</b></p>

# Add-On Licensure Options (continued)

<p><b>CIS- Add-On Licensure</b></p> <p><b>Required:</b></p> <ul style="list-style-type: none"> <li>• EDUG 680 Advanced Curriculum, Instruction, Assessment</li> <li>• EDUG 681 Leadership and Supervision</li> <li>• EDUG 682 Practicum in Advanced Curriculum, Instruction, Assessment</li> <li>• EDUG 683 Practicum in Leadership and Supervision</li> <li>• EDUG 801 Graduate Portfolio</li> </ul> <p>Must show evidence of having successfully completed EDUG 611 Curriculum, Education and Society or equivalent</p> <p><b>Total Hours: 12</b></p>
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# Master of Science in Nutrition

## Department of Nutrition, Health and Human Performance

Marie Chamblee, Ph.D., *Dean, School of Education, Health and Human Sciences*

Melinda Campbell, Ph.D., *Department Head, Nutrition, Health, and Human Performance*

Bill Landis, Ph.D., R.D. *Program Director, Graduate Programs*

## Mission Statement

The Master of Science in Nutrition program provides advanced scientific study in human nutrition, including modes of inquiry and analysis of published research, the role of food and nutrients in health and disease and in exploring the interrelationships between people, diet, quality of life and culture in the modern food system.

## Program Goals

The candidate will:

- acquire a meaningful knowledge base of the core content areas within nutrition science.
- differentiate between evidence-based and other sources of information in order to select, review and evaluate published research and other resources communicating nutrition science.
- investigate the role of food and nutrition in health promotion.
- explore aspects of the food system such as sustainability, food politics, production and distribution practices.
- demonstrate cultural competency and professional communication skills including interpersonal, collaborative, oral, written and visual communication.
- analyze complex issues within the food system that impact individual, community, public or global health and propose viable solutions appropriate for context, audience and available resources.
- impact nutrition knowledge/education or food security by interacting/partnering with community stakeholders.

## Prerequisite Coursework

Applicants to the MS Degree in Nutrition program must have completed specific coursework before being considered for admission. A different set of prerequisite course are required for each of the two tracks offered.

## Dietetics (Didactic Program in Dietetics) Track

The following courses must be completed before admission into the **Dietetics (DPD)** track of the MS Nutrition degree program. An overall GPA of 3.3/4.0 for all of the courses listed below is required to be considered for admission to this track.

**BIO 110/151 – PRINCIPLES OF BIOLOGY AND LABORATORY**  
**BIO 322/342 – HUMAN ANATOMY & PHYSIOLOGY AND LAB**  
**BIO 334/344 – MICROBIOLOGY AND LABORATORY**  
**CHE 111/141 – CHEMISTRY I AND LABORATORY**  
**CHE 221/241 – ORGANIC CHEMISTRY AND LABORATORY**  
**FN 124/126 – PRINCIPLES OF FOODS AND LABORATORY**  
**FN 227 – INTRODUCTORY NUTRITION**  
**MAT 175 - STATISTICS**  
**PSY 100 – INTRODUCTION TO PSYCHOLOGY**

## Food and Nutrition Track

The following courses must be completed to be considered for admission into the **Food and Nutrition Studies (FNS)** track of the MS Nutrition degree program

**BIO 322/342 – HUMAN ANATOMY & PHYSIOLOGY AND LAB**  
**CHE 111/141 – CHEMISTRY I AND LABORATORY**  
**FN 227 – INTRODUCTORY NUTRITION**  
**MAT 175 – STATISTICS**

**For Course Descriptions, see the Meredith College Undergraduate Catalogue [meredith.edu/registrar/course-catalogue](http://meredith.edu/registrar/course-catalogue)**

## Program of Study

The Master of Science Degree in Nutrition is a 33-37 credit hour program. The curriculum contains coursework that provides a foundation in the science of nutrition while emphasizing both theoretical concepts and practical application. Students will learn how to critically evaluate literature through an understanding of biostatistics and research methods. They will study the role of food and nutrition in human physiology, disease and well-being. Students in this program will also investigate the impact of food policy and how to administer a variety of nutrition education programs for groups and individuals. Students apply for and are admitted into one of two tracks; **Dietetics (DPD)** or **Food and Nutrition Studies (FNS)**.

The **Dietetics** track is an ACEND accredited program designed for individuals with a career goal of becoming a Registered Dietitian Nutritionist (RDN) or Nutrition and Dietetics Technician, Registered (NDTR). A Verification

Statement will be issued to students graduating with the **Dietetics (DPD)** track upon meeting all requirements as stated in the MS/DPD Policies and Procedures Manual. A Verification Statement is required to apply to dietetic internship programs.

**The Food and Nutrition Studies** track has two emphases: Community Food Security and Nutrition and Health Science Research. The Community Food Security track is designed for individuals who are not interested in becoming credentialed in the field of nutrition as an RDN or NDTR. This track prepares students for career paths such as nutrition education with community food and nutrition programs, food security, non-profit work, the food system including local, organic and sustainability, food marketing and communication, and food policy and advocacy. The Nutrition and Health Science Research track is designed to broaden the knowledge base of current RDNs and to prepare individuals to work in nutrition science research or as a foundation for doctoral programs.

## MASTER OF SCIENCE IN NUTRITION

### DIETETICS (DPD) TRACK (37 CREDITS)

#### Core Courses 18 hours

FNG 610 - FOUNDATIONAL RESEARCH METHODS IN NUTRITION SCIENCE	3
FNG 613 - LIFECYCLE NUTRITION	3
FNG 622 - ADVANCED NUTRIENT METABOLISM	3
FNG 628 - NUTRITION & FOOD POLICY	3
FNG 631 - NUTRITION EDUCATION	3
FNG 646 - BIOSTATISTICS IN NUTRITION SCIENCE	3

#### Capstone Courses 19 hours

FNG 614 - MEDICAL NUTRITION THERAPY I	4
FNG 615 - MEDICAL NUTRITION THERAPY II	4
FNG 617/618 - FOOD SERVICE MGT I & LAB	4
FNG 619 - FOOD SERVICE MGT II	4
FNG 690 - CAPSTONE: DIETETICS	3

### FOOD & NUTRITION STUDIES (FNS) TRACK (33 CREDITS)

#### Core Courses 30 hours

FNG 610 - FOUNDATIONAL RESEARCH METHODS IN NUTRITION SCIENCE	3
FNG 628 - NUTRITION & FOOD POLICY	3
FNG 631 - NUTRITION EDUCATION	3
FNG 646 - BIOSTATISTICS IN NUTRITION SCIENCE	3
FNG 637 - NUTRITIONAL EPIDEMIOLOGY	3
FNG 638 - PROGRAM PLANNING AND EVALUATION	3
FNG 685 - CAPSTONE: FOOD STUDIES I	3
FNG 686 - CAPSTONE: FOOD STUDIES II	3

### Elective Courses 6

FNG 623 - HISTORIC FOOD PRESERVATION (3)	
FNG 635 - GASTRONOMY (3)	
FNG 636 - SUSTAINABLE FOOD SYSTEMS (3)	
FNG 650 - MICRONUTRIENTS, DIETARY SUPPLEMENTS AND NUTRACEUTICALS (3)	
FNG 656 - OBESITY & WEIGHT MGT (3)	
FNG 657 - COMMUNICATION IN FOOD AND NUTRITION (3)	
FNG 658 - CULTURAL FOOD PRACTICES (3)	
FNG 675 - TOPICS IN FOOD, NUTR & DIET (3)	

#### EMPHASIS #1: COMMUNITY FOOD SECURITY

CORE COURSES	30
FNG 640 - COMMUNITY FOOD SECURITY	3

#### EMPHASIS #2: NUTRITION AND HEALTH SCIENCE RESEARCH

CORE COURSES	30
FNG 641 - ADVANCED RESEARCH METHODS IN NUTRITION SCIENCE	3

## Master of Science in Nutrition Course Descriptions

### FNG 610 – FOUNDATIONAL RESEARCH METHODS IN NUTRITION SCIENCE

This course will provide students with a foundation of the methodologies used in food, nutrition science and dietetics research. Students will be introduced to the language of research, strategies of inquiry and specific methods used in quantitative, qualitative and mixed methods research. Student will practice reading and critically analyzing published literature as individual articles and as a body of knowledge for a specific topic. Student will consider ethical issues in working with human subjects and how to incorporate ethical reasoning into research designs and IRB proposals. *Fall, 3 hours*

### FNG 613 – LIFECYCLE NUTRITION

This course examines nutrition across the lifespan from both a biological and psychosocial perspective. The impact of nutrition in pregnancy, lactation, infancy, childhood, adolescence as well as adulthood and older adulthood will be studied. Influences on food choice will be discussed and assessments of how dietary patterns associate with positive and negative age-related health outcomes will be made. Special reference to agencies offering nutrition services to each of the life stages will be covered. *Spring 3 hours.*

### FNG 614 – MEDICAL NUTRITION THERAPY, ASSESSMENT AND COUNSELING I

FNG 614/615 are to provide a comprehensive study of the nutritional care process for graduate students seeking to obtain foundation knowledge and skills toward Didactic Program in Dietetics verification. Application and integration of biological, physiological, and chemical parameters influencing specific medical conditions will facilitate evaluation of nutritional etiology and support for disease processes. Assessment, development of appropriate evidence-based nutritional interventions, and interviewing/counseling of the individual/group will be incorporated into the courses. Case studies

and hands-on experiential learning experiences in anthropometric assessment and interviewing/counseling of the individual/group will be incorporated as the focus of the courses. Functioning as a member of a care-team will be stressed. *Fall, 4 hours.*

#### **FNG 615 – MEDICAL NUTRITION THERAPY, ASSESSMENT AND COUNSELING II**

FNG 614/615 are to provide a culminating comprehensive study of the nutritional care process for graduate students seeking to obtain foundation knowledge and skills toward Didactic Program in Dietetics verification. Application and integration of biological, physiological, and chemical parameters influencing specific medical conditions will facilitate evaluation of nutritional etiology and support for disease processes. Assessment, development of appropriate evidence-based nutritional interventions, and interviewing/counseling of the individual/group will be incorporated into the courses. Case studies and hands-on experiential learning experiences in anthropometric assessment and interviewing/counseling of the individual/group will be incorporated as the focus of the courses. Functioning as a member of a care-team will be stressed.

Prerequisites: FNG 614. *Spring, 4 hours*

#### **FNG 617 – FOOD SERVICE MANAGEMENT I**

Introduction to the use of food quality management skills in food service systems, including the application of quantity food production principles, with an emphasis on quality quantity food production, menu planning, food service equipment use, and facility design.

Corequisites: FNG 618 (lab) *Fall, 3 hours.*

#### **FNG 618 – FOOD SERVICE MANAGEMENT I LABORATORY**

Laboratory experiments designed to apply food service production and management skills in quantity food settings. This course is designated for Food and Nutrition majors to supplement work in FNG-617. Three laboratory hours per week. Lab fee assessed.

Corequisite: FNG 617. *Fall, 1 hour.*

#### **FNG 619 – FOOD SERVICE MANAGEMENT II AND LAB**

Applied investigation into the use of management resources in food service systems, fundamental management processes, concepts and principles to improve decision making and problem solving. Consideration of purchasing procedures, storage, methods of cost control, personnel, safety, and nutrition quality in food decisions.

Laboratory experiences are required. Prerequisites: FNG 617 and FNG 618. *Spring, 4 hours.*

#### **FNG 622 – ADVANCED NUTRIENT METABOLISM**

The study of the role of carbohydrates, fiber, lipids and protein in human nutrition and metabolism. Mechanisms of absorption and digestion, functions, requirements, and intermediary metabolism in cells with emphasis on integration with other nutrients and systems, clinical significance and health outcomes. *Spring, Summer, 3 hours.*

#### **FNG 623 – HISTORIC FOOD PRESERVATION**

A lab-based course focused on food preservation methods of local, seasonal produce. Food sanitation and safety will be integrated into the course through ServSafe training. Students will gain an understanding of the principles and science behind food safety

techniques and food preservation methods. Students will learn to safely preserve food by methods of boiling water canning, pressure canning, pickling, freezing and drying. Each student will research a specific food preservation method and lead the class in a food preservation workshop that includes a presentation of the literature, recipe selection and teaching demonstration of the concept. Students will be required to complete the USDA Guide to Home Canning self-study modules and pass a food preservation certification exam. *Summer 3 hours.*

#### **FNG 628 – NUTRITION AND FOOD POLICY**

This course explores the layers of US food policy and the key events, people groups, and agencies that have shaped the current food system. Government agencies, corporations, trade associations, and social advocacy groups alike will be investigated to understand how the complex web of stakeholders come together to inform food policies with economic, social, and environmental impacts. The impacts of these factors will be discussed primarily in how they shift, acutely and over time, food availability, prices, and trends. Student will analyze and assess how the accumulation of food policy decisions, internationally to locally, impact health and nutritional status of individuals and communities. *Fall, 3 hours.*

#### **FNG 631 – NUTRITION EDUCATION**

This course examines communication for nutrition education in formal and informal settings. Theories in nutrition education will be highlighted; how to develop nutrition educational plans, goals, and objectives will be discussed; and assessment strategies will be used to analyze developed work. Specific strategies and techniques for implementing a variety of nutrition education lessons and programs and lessons will be practiced. Assessment and improving program effectiveness with closed loop practices will be included. *Fall, 3 hours.*

#### **FNG 635 – GASTRONOMY**

Study of the various factors that contribute to pleasurable dining will be studied. Sensory evaluation will be conducted. Students will reflect upon their own experiences with food and dining, and using critical and analytical thinking skills they will develop a greater awareness of food. Readings will be discussed in terms of their contribution to the understanding of a food and dining experience. *Fall, Summer 3 hours*

#### **FNG 636 – SUSTAINABLE FOOD SYSTEMS**

In examination of the relationships among diet, the various systems that produce our food, and the environment. Students will study the various agricultural and production methods and strategies for producing food, their impact on the natural environment, and sustainability. Students will connect personal dietary decisions to the broader social and global issues surrounding food, the environment, and health. *Spring, 3 hours*

#### **FNG 637 – NUTRITIONAL EPIDEMIOLOGY**

This course will provide students with graduate level introduction to the principles, concepts and skills needed to analyze and interpret epidemiological studies relating diet/nutritional status to health. This course will provide an understanding of the



measures (anthropometry, biomarkers and dietary assessment techniques) to critically evaluate nutritional epidemiology literature. Discussions will highlight causality, study design, validity, reliability, bias in disease surveillance and outbreak investigations. Policy implications that arise from epidemiologic research will also be briefly considered. *Spring, 3 hours.*

#### **FNG 638 – PROGRAM PLANNING AND EVALUATION**

This course will provide students with an in-depth study of the skills required to identify and assess population-based needs for nutrition programs and how to design, implement and evaluate programs to meet those needs. Students will consider barriers and challenges to program implementation and evaluation as well as identify strategies to overcome them. The course provides students with the opportunity to practice assessing and identifying needs, designing a program, developing an evaluation plan and analyzing strengths and weakness of the assessment plan. Community, national and global examples are utilized to learn effective strategies and techniques. *Spring, 3 hours.*

#### **FNG 640 – COMMUNITY FOOD SECURITY**

This course provides a critical and interdisciplinary exploration of current issues related to food security and the emerging field of food systems. Concepts on community food security, food sovereignty, food justice and agricultural sustainability from local, regional and international perspectives are presented and discussed, as well as frameworks and community-based strategies to address food system and health disparities. Pedagogical approaches include engagement with food and farming scholars/practitioners, local stakeholders and agencies and participatory learning. *Spring Odd Years Only, 3 hours.*

#### **FNG 641 – ADVANCED RESEARCH METHODS IN NUTRITION SCIENCE**

This course provides students with an in-depth study of the methodologies used in food, nutrition science and dietetics research. Building on the Foundational Research Method course, this course will offer students advanced skills to analyze and evaluate strategies of inquiry, specific methods and issues associated with conducting discipline specific research with human participants. Students will consider, explore, design and propose a research project as part of their course final project. *Spring Even Years Only, 3 hours.*

#### **FNG 646 –BIOSTATISTICS IN NUTRITION SCIENCE**

This course serves as a graduate level introduction to statistical inference in the biological sciences. Topics include descriptive statistics, hypothesis testing, confidence intervals, correlation, chi-square distributions, linear and logistic regression, analysis of variance and covariance, basic concepts of experimental design and ethical issues in data analysis and interpretation. Statistical software will be used to analyze data and build models for estimation and prediction. *Spring, 3 hours*

#### **FNG 650 – MICRONUTRIENTS, DIETARY SUPPLEMENTS AND NUTRACEUTICALS**

A study of the essential vitamins and minerals in humans. Mechanisms of absorption, digestion, functions, requirements, metabolism. A review of functional foods, phytochemicals, herbs and biologically active compounds in foods and their relevance to human health and prevention of disease. Critical analysis of the research and professional literature is utilized throughout the course. *Varies, Contact Program Director 3 hours.*

#### **FNG 656 – OBESITY AND WEIGHT MANAGEMENT**

A comprehensive review of literature in the field of overweight/obesity and its health consequences in child and adult cohorts. Program, policy and position papers of organizations dealing with obesity will be evaluated. Strategies for weight management including diet, physical activity and behavior will be studied. Current research in treatment, pharmacological and surgical intervention. *Varies, Contact Program Director, 3 hours*

#### **FNG 657 – FOOD AND NUTRITION COMMUNICATION**

An examination of the various communication media available to the food and nutrition professional. This course will provide experience in writing and presenting food and nutrition information in different formats to lay and professional groups. Reliable sources of and disseminating nutrition information via social media are also discussed. *Varies, Contact Program Director, 3 hours.*

#### **FNG 658 – CULTURAL FOOD PRACTICES**

This course explores traditional culture foods from around the world for the purpose of increasing cultural competency and effective communication with clients and community members. Foodways include but are not limited to how food is selected, prepared, presented, and consumed. Flavor profiles and commonly used ingredients and dishes will be explored to begin to understand how and to what extent traditional foodways impact societies and cultural norms. Additionally, fusion cuisine will be explored to understand how one cultural cuisines can impact another and in turn be impacted by others in areas where people groups meet or as a result of global migration. Students will examine their own food culture, biases, and how these impact personal and professional interactions with others. Food tastings and sensory experiences will expose student to a variety of global cuisines allowing students to compare and contrast flavors. *Varies, Contact Program Director, 3 hours.*

#### **FNG 675 – TOPICS IN FOODS, NUTRITION, AND DIETETICS**

Advanced study of a variety of current, new, and/or controversial topics in the field of foods, nutrition, and dietetics. Prerequisite: permission of graduate advisor. *Varies, Contact Program Director, 1-3 hours*

#### **FNG 685 – CAPSTONE: FOOD STUDIES I**

This course is the first in a two course sequence designed to represent a period of transition from the role of graduate student to that of professional. *Capstone: Food Studies 1* prepares the student for their *Capstone: Food Studies 2* field or research experience. With the guidance of FN faculty, students will explore their personal and career goals, identify a field experience or research project, and

develop a literature review, and goals and objectives for their capstone experience. A major outcome for the course is a completed proposal and plan for their *Capstone: Food Studies 2* experience. Prerequisite or Corequisite FNG 610. *Fall, 3 hours.*

**FNG 686 – CAPSTONE: FOOD STUDIES II**

This course is designed to represent a period of transition from the role of graduate student to that of professional. It provides an opportunity for the graduate student to put into practice the knowledge, skills and dispositions acquired through previous coursework. The student will clarify perceptions of themselves, their roles as professionals, and their strengths and weaknesses in fulfilling professional responsibilities and project development and task completion. Capstone experience can be community-based or research-based. Professional and personal growth is fostered by the assistance of a professional in the field (work site supervisor or research mentor) and a college faculty advisor. Prerequisite: FNG 685. *Spring, 3 hours.*

**FNG 690 – CAPSTONE: DIETETICS**

Clinical nutrition preparation for dietetic interns. This course provides the student with a review of and advanced training in medical nutrition therapy in the clinical arena of dietetics. Upon completion of the course, the entering intern will be prepared for the clinical dietetic internship experience. This course is taken in the final semester of the program. *Spring, 3 hours.*

**FNG 800 – GRADUATE STUDY**

Provides enrollment for students extending beyond FNG-686 Capstone: Food Studies 2 and/or taking written comprehensive examinations but not registered for another course. May be repeated as needed. *1 hour.*

# Dietetic Internship

## Department of Nutrition, Health and Human Performance

Marie Chamblee, Ph.D., *Dean, School of Education, Health and Human Sciences*

Cathie Ostrowski, M.S., R.D., L.D.N., F.A.N.D. *Program Director, Dietetic Internship*

### Dietetic Internship Mission Statement

The Meredith College Dietetic Internship Program builds on the academic preparation of the Didactic Program in Dietetics by providing supervised practice experiences in clinical nutrition, public health nutrition and food service management. The program cultivates entry-level registered dietitian nutritionists who are eligible for the Commission on Dietetic Registration credentialing exam. Using evidence-based learning and application, Dietetic Interns will strive for professional competence, leadership roles and service to the community.

### Internship Goals

- The program will produce competent graduates that are ready for entry-level positions in the field of nutrition/dietetics, and/or advanced degree programs in nutrition, dietetics, or related fields.
- The program will produce graduates that provide leadership or service, professionally or in the community.

### Accreditation Status

The Meredith College Dietetic Internship program is accredited by the Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics [www.eatrightpro.org/acend](http://www.eatrightpro.org/acend).

### PROGRAMS:

#### Traditional

Meredith College admits a maximum of 13 interns. Visit [meredith.edu/dietetic-internship/traditional-dietetic-internship-program](http://meredith.edu/dietetic-internship/traditional-dietetic-internship-program)

#### Individualized Supervised Practice Pathway (ISPP)

Meredith College admits a maximum of 20 interns. Visit: [meredith.edu/dietetic-internship/dietetic-internship-individualized-supervised-practice-pathways](http://meredith.edu/dietetic-internship/dietetic-internship-individualized-supervised-practice-pathways)

### Site Preceptor Pathway

Meredith College admits a maximum of 12 interns. Visit [meredith.edu/dietetic-internship/dietetic-internship-site-preceptor-pathway](http://meredith.edu/dietetic-internship/dietetic-internship-site-preceptor-pathway) for more details

### Certification of Program Completion

The intern who successfully completes the Dietetic Internship program will receive a Program Verification Statement signed by the Program Director. This allows the intern to be eligible to take the Commission on Dietetic Registration credentialing exam for Dietitian Nutritionists.

### Program of Study

Interns are required to complete six internship rotations as listed below. Additionally, interns take two, three-hour graduate level courses. Interns will participate in local field trips.

#### INTERNSHIP ROTATIONS

**FNG 600 - CLINICAL NUTRITION INTERNSHIP ROTATION**

**FNG 603 - COMMUNITY NUTRITION – WELLNESS SUPERVISED FIELD EXPERIENCE**

**FNG 604 - COMMUNITY NUTRITION – PUBLIC HEALTH SUPERVISED FIELD EXPERIENCE**

**FNG 607 - FOOD SERVICE MANAGEMENT INTERNSHIP ROTATION I**

**FNG 608 - FOOD SERVICE MANAGEMENT INTERNSHIP ROTATION II**

**FNG 616 - ENRICHMENT INTERNSHIP ROTATION**

#### GRADUATE COURSES

**FNG 601 - ADVANCED CLINICAL NUTRITION SEMINAR**

**FNG 605 - PROFESSIONAL COMMUNICATION, LEADERSHIP AND INFORMATICS**

### Dietetic Internship Course Descriptions

**FNG 600 – CLINICAL NUTRITION INTERNSHIP ROTATION**

Supervised practice clinical experiences that permit the attainment of the skills coincident with an entry-level registered dietitian nutritionist. *6 hours.*

**FNG 601 – ADVANCED CLINICAL NUTRITION SEMINAR**

Advanced study of the relationship between nutrition and selected pathophysiological conditions. Discussion of the role of nutrition in the prevention, treatment and rehabilitation of those conditions. Ethical and legislative issues in dietetics will be discussed. *3 hours*

**FNG 603 – COMMUNITY NUTRITION – WELLNESS SUPERVISED FIELD EXPERIENCE**

Supervised practice community experiences in a wellness setting that permit the attainment of the skills coincident with an entry-level dietitian nutritionist. Prerequisite: Enrollment in the first semester of the dietetic internship program. *2 hours.*

**FNG 604 – COMMUNITY NUTRITION – PUBLIC HEALTH SUPERVISED FIELD EXPERIENCE**

Supervised practice community experiences in a public health setting that permit the attainment of the skills coincident with an entry-level dietitian nutritionist. Prerequisite: Enrollment in the first semester of the dietetic internship program. *2 hours.*

**FNG 605 – PROFESSIONAL COMMUNICATION, LEADERSHIP AND INFORMATICS**

Advanced examination of career professionalism, nutrition standards, advanced communication, leadership skills and enhancing knowledge through nutrition informatics. Discussions will include work place professionalism, oral and written communication, formal presentation skills and leadership development. *3 hours.*

**FNG 607 – FOOD SERVICE MANAGEMENT INTERNSHIP ROTATION I**

Supervised practice clinical experiences that permit the attainment of the skills coincident with an entry-level registered dietitian nutritionist. *2 hours*

**FNG 608 – FOOD SERVICE MANAGEMENT INTERNSHIP ROTATION II**

A second rotation in supervised practice food service management

experiences that permit the attainment of the skills coincident with an entry-level registered dietitian nutritionist. *2 hours*

**FNG 616 – ENRICHMENT INTERNSHIP ROTATION**

Supervised practice experiences in an area selected by the student that permit the attainment of the skills coincident with an entry-level registered dietitian nutritionist. *2 hours.*

**Master of Science in Nutrition Program**

Admission to the MS degree in Nutrition and the Dietetic Internship programs at Meredith College require separate applications. Acceptance into the MS program does not imply acceptance into the Dietetic Internship program, or vice versa. Students seeking admission into the Dietetic Internship program should follow the application procedures established by the Meredith College Dietetic Internship program. Students successfully completing the Meredith College Dietetic Internship program can transfer six graduate credit hours to the MS in Nutrition program; and those who complete Dietetic Internships elsewhere may be eligible to transfer up to six graduate credits into the Meredith MS in Nutrition program.

An applicant to Meredith's Master of Science in Nutrition program who has successfully (received all As or Bs) completed his or her academic coursework for Meredith's Dietetic Internship, may request in writing that s/he be allowed to substitute this academic work, along with a recommendation from his or her DI director, for the GRE®.

# Master of Arts in Psychology: Industrial/Organizational Concentration

## Department of Psychology and Social Work

Marie Chamblee, Ph.D., *Dean, School of Education, Health and Human Sciences*

Cynthia Edwards, Ph.D., *Head, Department of Psychology and Social Work*

Joseph Mazzola, Ph.D., *Director, Industrial/Organizational Psychology Program*

Claire Jefferies, M.A., *Graduate Program Manager*

## Mission Statement

The Master of Arts in Psychology: Industrial/Organizational Concentration (I/O) at Meredith College prepares graduates to use the methods of scientific psychology to improve the effectiveness of organizations and to improve the work-life quality of employees.

The I/O Psychology program at Meredith College is built on a scientist-practitioner model, and best serves students who wish to enter directly into the workforce upon degree completion.

Meredith College I/O Psychology graduates will be prepared to:

- Contribute meaningfully to the execution and delivery of complex projects that include a wide range of skills necessary (e.g. analytical skills, knowledge of various methodologies)
- Develop trust and strong collaborative relationships with team members, leadership and clients
- Deliver effective presentations and briefings to senior management and/or customers
- Demonstrate that project work adds value to the organization
- Work through ambiguity and uncertainty
- Maintain composure under pressure

## Program of Study

The I/O Psychology program at Meredith College is a two-year master's degree culminating with an intensive internship in the final year. The sequence of courses and applied experience is designed to develop students as scientist-practitioners who enter the field ready to make a difference in the industries and organizations they serve.

Strong collaborative relationships with the vibrant industries represented in the Research Triangle provide rich

opportunities for internships and future employment opportunities for our graduates. Courses are taught across both Meredith's research-focused Psychology curriculum and our AACSB accredited Business program to provide students with the skills, application and confidence to succeed.

## Required Coursework

PSYG/MBA 615 – DEVELOPING HUMAN CAPITAL

PSYG/MBA 616 – ETHICAL AND LEGAL EMPLOYMENT ISSUES

PSYG 601 – ADVANCED STATISTICAL METHODS AND RESEARCH DESIGN I

PSYG 602 – ADVANCED STATISTICAL METHODS AND RESEARCH DESIGN II

PSYG 603 – DATA ANALYTICS IN ORGANIZATIONS

PSYG 610 – APPLIED SOCIAL PSYCHOLOGY

PSYG 611 – ORGANIZATIONAL PSYCHOLOGY

PSYG 612 – PERSONNEL PSYCHOLOGY

PSYG 622 – PSYCHOLOGICAL TESTING AND EVALUATION

PSYG 640 – INTERNSHIP IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY

**\*General Electives (choose 1);**

MBA 610 – LEADERSHIP AND GLOBAL COMMUNICATION

MBA 617 – MANAGING REWARD SYSTEMS

PSYG 613 – TOPICS IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY

**\*Other relevant graduate courses may be applied as electives per approval of the program director.**

## Master of Psychology: Industrial/Organizational Course Descriptions

PSYG 601 – ADVANCED STATISTICAL METHODS AND RESEARCH DESIGN I

The first course in this three-course sequence is an advanced discussion of statistical and research-methodological topics including the scientific method, induction/deduction, and epistemology; reliability and validity; sampling procedures and theory; descriptive and inferential statistics; parametric and nonparametric statistical families; and the assumptions underlying and appropriate use of specific statistical tests. *Fall, 3 hours.*

**PSYG 602 – ADVANCED STATISTICAL METHODS AND RESEARCH DESIGN II**

The second course in this three-course sequence is an advanced discussion of psychometric theory and practice, research-design techniques, criterion development, and individual differences. Using statistical capabilities from the previous course in the sequence, in this course students focus on particular types of study design, the benefits and drawbacks of those designs, and the inferential limits of specific study types. Additionally, the theoretical and practical basis for each of the notion of individual differences, criterion development and test deployment will be addressed. Course projects focus on the use of appropriate empirical methods to identify and address organizational needs. *Spring, 3 hours.*

**PSYG 603 – DATA ANALYTICS IN ORGANIZATIONS**

This is the third course in the three-course Advanced Stats and Research Methods sequence and is a methodological capstone course emphasizing the interface between psychological theory, applied psychology, and applied psychological research. Focus is on the utilization of statistical and research-methodological skills in response to industrial and organizational phenomena and needs. Culminating projects will demonstrate application of appropriate methodologic and analytic strategies to address identified organizational needs and the communication of results to varied audiences. *Fall, 3 hours.*

**PSYG 610 – APPLIED SOCIAL PSYCHOLOGY**

An advanced examination of the influence of the presence or perceived presence of others on an individual's thoughts, feelings, and behaviors as they intersect the workplace. A focus on attitudes and attitude change, group processes, social cognition/judgment and decision-making, social influence and leadership, and social-psychological research methods. *Spring, 3 hours.*

**PSYG 611 – ORGANIZATIONAL PSYCHOLOGY**

An advanced examination of the processes that underlie human experiences in organizational settings and the application of these psychological principles of practical problems. A focus on concept unique to this domain including employee attitudes, group and team functioning, leadership theory and practice, organizational theory and development, and work motivation. *Spring, 3 hours.*

**PSYG 612 – PERSONNEL PSYCHOLOGY**

An advanced examination of the application of psychological principles to organizational and work settings. A focus on concepts unique to this domain including professional standards, field history, selection-system design and deployment, and work analysis. *Fall, 3 hours.*

**PSYG 613 – TOPICS IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY**

A course focused on a special topic in Industrial/Organizational Psychology. Topics will be chosen in accordance with faculty and student interests. Topics may include current trends in research and practice. A description of the topic will be included in the registration schedule for the upcoming semester. *Fall, 3 hours.*

**PSYG/MBA 615 – DEVELOPING HUMAN CAPITAL**

An in-depth study of recruitment, selection, and retention of the human capital for an organization. Key topics include job analysis and design, testing, performance appraisals, training and development, succession planning, and employee exit programs. Special attention is also given to international operations, expat-repatriation and the effects of layoffs and downsizing organization morale. *Summer, 3 hours.*

**PSYG/MBA 616 – ETHICAL AND LEGAL EMPLOYMENT ISSUES**

An examination-of employee relations, employment law, and labor relations. Topics will include equal employment opportunity, discrimination, affirmative action, workforce diversity, health and safety issues, and employee communication. Ethical decision making will be highlighted throughout the course. *Summer, 3 hours.*

**PSYG 622 – PSYCHOLOGICAL TESTING AND EVALUATION**

An advanced study of psychological-testing theory and practice, focusing on the nature of psychological constructs, testing theory, individual differences, judgment and decision making in testing, and appropriate methods of test construction and deployment including statistical methods and psychometrics. *Fall, 3 hours.*

**PSYG 640 – INTERNSHIP IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY**

A field experience in applied Industrial Organizational Psychology involving application of theoretical and practical knowledge and skills in an organization to provide students with exposure to and experience in the profession of Industrial Organizational Psychology. Attendance at faculty-led seminar group meetings as scheduled and completion of a written project assignment are required. Developmental supervision by point of contact in placement site is required and must be planned in advance. Instructor's consent required. Students must discuss their placement intentions with the instructor during the semester BEFORE the field experience is to take place. *Fall or Spring 6 hours.*

**MBA 610 – LEADERSHIP AND GLOBAL COMMUNICATION**

This course explores communication between global corporate leaders and their various constituents. Topics include leadership principles, international cultural considerations, groups and team dynamics, organizational theory, attitudes and work motivation. Both written and oral communication concepts will be explored. *Varies, Contact Program Director, 3 hours.*

**MBA 617 – MANAGING REWARD SYSTEMS**

This course will develop extensive knowledge on attracting, motivating and retaining employees by the appropriate mix of compensation and benefits. The study of group and individual incentive plans, determining wage levels and structure, and developing pension plans will all be included in this course. Legal considerations in the administration of compensation and benefits on both the national and international levels will also be a key component. *Summer, 3 hours.*

# Pre-Health Post-Baccalaureate Certificate

## Department of Biological Sciences

Elizabeth Wolfinger, Ph.D., *Dean of Natural and Mathematical Sciences*

Francie Cuffney, Ph.D., *Department Chair of Biological Sciences*

Christie Burley, *Director Pre-Health Post-Baccalaureate Certificate*

## Mission Statement

The Meredith College Pre-Health Post-Baccalaureate Certificate program provides students with a rigorous foundation of scientific coursework necessary for acceptance into graduate level study for occupations in healthcare. The program is dedicated to providing students with personalized programs that fulfill pre-requisites as well as prepare students for the application process for graduate study in their chosen field of healthcare.

## Goals

Students completing the Pre-Health Post-Baccalaureate Certificate will:

- Complete all required coursework for their desired field of healthcare
- Be prepared for the application process of graduate study in healthcare
- Develop a portfolio of experiences related to the healthcare field

## Admission

Applicants for admission must submit all materials under the Application Procedure. The admissions process for the Pre-Health Post-Baccalaureate Certificate program is highly selective. Students must demonstrate potential for academic success in a rigorous course of study in the sciences as well as a dedication to the field of healthcare. A minimum overall undergraduate GPA of 3.0/4.0 is expected. Students must also submit a personal statement related to their desire to pursue a career in healthcare.

The program runs on a cohort of students accepted to begin study in May and complete the program the following May.

Students may begin study in the summer or fall semester depending on their academic needs.

## Program of Study

The curriculum for the Pre-Health Post-Baccalaureate Certificate consists of two distinct tracks. The first is a pre-health careers preparation track designed for students who have a baccalaureate degree but do not have the prerequisite coursework for admission to medical school or other healthcare educational programs. The second track is an enhancement track. This is designed for the student who has all of the prerequisite course work and has not been successful in applying to health professional schools. Both tracks may start in summer depending on academic need.

### Preparation Track

This program is designed for students who have a bachelor's degree in a non-science area and need to obtain the prerequisite science coursework for application to a health program. The preparation track is flexible to allow for variations in requirements of health care-related programs.

### **Core of Required Courses**

- General biology with lab
- Cell biology
- General chemistry with lab
- Clinical experience. Student is required to complete a minimum of 100 hours of clinical shadowing and/or volunteer experience.
- Elective course choices. Students choose a minimum of 17 hours to match necessary prerequisites for healthcare program if interest. Program faculty and staff work with students to help select courses they need to gain admittance into the program of their choice.

### Enhancement Track

This program is designed for students who have unsuccessfully applied to a health professional school and are looking for an opportunity to enhance his/her academic credentials.

### **Core of Required Courses**

- Clinical experience. Student is required to complete a minimum of 100 hours of clinical shadowing and/or volunteer experience
- Elective course choices. Students choose a minimum of 24 hours to match necessary prerequisites for healthcare program if interest. Program faculty and staff work with students to help select courses they need to gain admittance into the program of their choice.



# Paralegal Program

Marisa Campbell, J.D., *Director, Paralegal Program*  
 Anna Lockett, N.C.C.P., *Program Assistant, Paralegal Program*

## Mission Statement

To develop in students the knowledge, skills and ethical understandings needed to begin a paralegal career and to perform competently and ethically in their chosen area of specialization; to assist them in obtaining positions in which they have opportunities to utilize their training; to provide them with a foundation of knowledge and skills in their legal research, writing, and analytical thinking that can serve as the basis for further career development, law school or graduate school; to serve program graduates and the local legal community with continuing paralegal education courses; and to promote public awareness of the role of paralegals in the efficient delivery of quality legal services

## Student Learning Outcomes

Outcome 1: Students will develop critical thinking skills to perform paralegal tasks.

Outcome 2: Students will develop organizational skills that allow them to sort through and manage information

Outcome 3: Students will develop written and oral communication skills to communicate well with employers, peers, clients, and other entities in the legal community

Outcome 4: Students will develop a knowledge of legal ethics and develop their own statement of principles to guide their career

Outcome 5: Students will develop the skills to obtain employment and to work effectively and positively beginning on the first day of a new job

## Program Outcomes

Outcome 6: The Paralegal Program curriculum will stay current in its curriculum offerings and develop in its graduates the necessary paralegal skills to meet the needs of the legal community.

Outcome 7: The Paralegal Program will increase awareness in the general public and enhance paralegal utilization in the legal community

## Instructors

Instructors who teach in the Paralegal Program are working attorneys and paralegals committed to the legal profession and advancing the role of paralegals in the legal profession.

## Unauthorized Practice of Law

In North Carolina, a paralegal cannot independently give legal advice to clients, represent clients in court, accept a case or set a fee. The American Bar Association has defined a paralegal as “a person, qualified by education, training or work experience, who is employed or retained by a lawyer, law office, corporation, governmental agency or other entity and who perform specifically delegated substantive legal work for which a lawyer is responsible.”

## Culminating Experiences

Students will complete a professional portfolio. Working paralegals will meet with each student prior to graduation to review each portfolio and conduct exit interviews.

## Outstanding Student Award

The Outstanding Student Award was created for the faculty to recognize one student each year who exemplifies the following qualities:

- Mastery of the class materials
- Sensibility regarding ethical issues
- Attention to detail
- Professional attitude
- Problem-solving ability

This award is given at graduation and has no cash value. A plaque outside of the Paralegal Program Office lists the annual winners of this award from 2005 to the present.

## Pro Bono Student Award

The Pro Bono Student Award is given at graduation to the student who most exemplifies the spirit of public service in the pro bono clinic. The student is nominated by the Pro Bono Clinic Supervising Attorney. The award will be based upon number of clients served, professional attitude and quality of work.

## Paralegal Program Course Descriptions and Learning Outcomes

### LEG 010 – LEGAL SURVEY

*45 classroom hours*

Learning Outcomes: Students will gain an overview of the legal system and the major substantive areas of the law. Students will become familiar with basic legal concepts and will be able to understand and use legal terminology. Students will be able to identify and explain the function of various legal documents and procedures. Topics include: The federal and state judicial systems; civil procedure; torts; contracts; real property; wills, trusts and estate administration; domestic law; criminal law; corporations, agency and partnership.

### LEG 011 – LEGAL RESEARCH

*45 classroom hours*

Learning Outcomes: Students will learn how to use the law library and Westlaw or Lexis to find legal authority that is on point. Students will learn the basic principles of legal analysis and writing, and will be able to brief a case and research and write an office memorandum of law. Students will be able to cite authorities correctly and to update and validate citations using Shepard's citations. Topics include: Federal and state statutes, cases, and administrative regulations; reading and understanding caselaw and statutes; use of encyclopedias, annotations, legal periodicals, and other secondary authority; use of digests, indexes, and other finding aids; citation form; cite-checking and validation of authority; use of Shepard's citations; research methods; legal resources available on the Internet. Pre-requisite/co-requisite: LEG 010.

### LEG 012 – LAW OFFICE MANAGEMENT

*45 classroom hours*

Learning Outcomes: Students will gain an understanding of the role of the paralegal in the law office. Students will gain a thorough knowledge of the N.C. Rules of Professional Conduct and their applicability to attorneys and paralegals. Students will be able to identify ethical issues a paralegal may encounter and determine the appropriate response. Students will become familiar with a variety of law office procedures and management techniques. Topics include: definition, role and responsibilities of the paralegal; confidentiality; conflicts of interest; unauthorized practice of law; professional negligence; developing forms and systems; time keeping and billing; tickler systems; communications skills. Students are expected to be proficient in Microsoft Word, Excel, PowerPoint and Outlook. Pre-requisite/co-requisite: LEG 010.

### LEG 013 – PROFESSIONAL DEVELOPMENT

*15 classroom hours*

Learning Outcomes: Students will create a resume and cover letter and professional portfolio. Students will be able to identify several different types of legal employers and environments. Students will become familiar with employer expectations. Students will enhance their writing and oral communication skills. Topics include: Resume and cover letter writing, creating a professional portfolio, interviewing, the job search, employer expectations. Students will complete "Core Grammar for Lawyers" an interactive grammar program. Students will meet with an e-mentor prior to the end of the

program for a portfolio review and exit interview. Pre-requisite/Co-requisite: LEG 010, LEG 011, LEG 012.

### LEG 020 – CIVIL LITIGATION SPECIALTY

*161 classroom hours*

Learning Outcomes: Students will gain a working knowledge of the NC and federal court systems, the stages of civil litigation and the rules of civil procedure. Students will learn how to gather information and evidence in a civil lawsuit. Students will gain a thorough understanding of the discovery process and will be able to prepare appropriate discovery devices and respond to discovery requests. Students will be able to draft complaints, answers and motions and will be able to file and obtain service of court documents. Students will be able to prepare a trial notebook and a settlement brochure. Topics include: Stages of a civil action; organization of N.C. and Federal court systems; personal and subject matter jurisdiction; rules of procedure; basic principles of tort and contract; role of the paralegal in litigation; confidentiality and conflicts of interest. Investigation of facts; evidence; interviewing of clients and witnesses; ethical considerations in interviewing; preparation of diagrams and maps; location and review of public records; obtaining and reviewing medical records; expert witnesses. Commencement of action; parties and capacity; requirements and drafting of complaint, answer, counterclaim, reply; affirmative defenses; joinder of claims and parties; process and service of process; motions addressed to the pleadings; case intake and management; docket control. Purpose and scope of discovery under N.C. and Federal rules; preparing for and digesting depositions; drafting and responding to interrogatories; requests for production of documents; sanctions and protective orders. Preparation for trial; pretrial conference and order; preparation of settlement brochure and trial notebook; assisting at trial. Judgments and mechanisms for enforcement of judgments; appeals; notice of appeal and route of appeal. Electives: Within this specialty, students will enroll in five 4-week courses in substantive areas of the law. Students will receive one grade for the specialty course which will include the grades they have received in the short courses. Pre-requisite: LEG 010, LEG 011, LEG 012, LEG 013 (semester 1)

### LEG 021 – REAL ESTATE SPECIALTY

*161 classroom hours*

Learning Outcomes: Students will gain a thorough understanding of legal concepts and terminology pertaining to real property law, title examination, title insurance and transfer of interests in real property. Students will learn the techniques of title examination and will gain experience in conducting complete title searches. Students will become familiar with the procedures and documents used in a real estate closing. Students will gain a thorough understanding of the legal and ethical responsibilities of attorneys and paralegals in title examination and real estate transactions. Topics include: Principles of real property: estates in land, future interests, concurrent ownership, easements, fixtures; leases; recordation and priorities; title and title insurance. Types of deeds; legal descriptions, plats, and surveys; transfers by deed, will or inheritance; administration of estates; transfers by judicial sale, adverse possession, and operation of law. Purpose and methods of title examination; running a chain of title; abstracting deeds; estates; adverse conveyances;

objections to title: restrictive covenants and zoning; city and county taxes; special assessments; U.C.C. filings; judgments, liens, lis pendens, and special proceedings. Preparation of exceptions sheet and report on title; organization of base title file. Contracts of sale; preparation for closing; closing checklists; preparation of notes, deeds, deeds of trust; closing statements; tax proration. Electives: Within this specialty, students will enroll in five 4-week courses in substantive areas of the law. Students will receive one grade for the specialty course which will include the grades they have received in the short courses. Pre-requisite: LEG 010, LEG 011, LEG 012, LEG 013 (semester 1)

**LEG 023 –BUSINESS ORGANIZATIONS**

*161 classroom hours*

Learning Outcomes: Students will gain a thorough understanding of the laws pertaining to the structure, formation and operation of corporations and partnerships. Students will be able to prepare and file articles of incorporation and to prepare bylaws, minutes, notices and other documents for corporate meetings. Students will learn to maintain corporate minute books and shareholder records. Students will be able to prepare documents relating to mergers, acquisitions and dissolutions. Students will become familiar with the basic principles of contract, employment and business regulatory law and will learn to draft contracts and other documents relating to corporate financing and other corporate transactions. Topics include: types of business organizations; sole proprietorships, partnerships, 15 corporations; considerations in selecting form of organization; non-profit and professional corporations. Organizing the corporation; subscription agreements; articles of incorporation; bylaws; filing and formalities; shareholder agreements; foreign corporations; qualification in other jurisdictions. Financial structure of corporations; equity and debt securities; classes of stock; capital; dividends and distributions to shareholders; repurchase of shares; federal and state securities laws; registration requirements and exemptions. Corporate meetings: organizational meeting; directors' regular and special meetings; annual meeting of shareholders; shareholder rights and duties; voting; minutes; action without meeting.

Regulatory statutes and compliance: consumer protection; environmental protection; antitrust; employment laws. Agency; employment agreements; restrictive covenants and covenants not to compete; trade secret protection. Secured transactions; notes, security agreements and financing statements. Changes in corporate structure and dissolution; amendment of articles of incorporation; merger and consolidation; sale of assets; liquidation and dissolution; rights of dissenting shareholders. Litigation involving corporations. Electives: Within this specialty, students will enroll in five 4-week courses in substantive areas of the law. Students will receive one grade for the specialty course which will include the grades they have received in the short courses. Pre-requisite: LEG 010, LEG 011, LEG 012, LEG 013 (semester 1)

**PRO BONO CLINIC**

Meredith College's Paralegal Program, in conjunction with Legal Aid through their Lawyer on the Line (LOTL) program, has created a pro bono clinic for students to help a pre-screened client in one of the following areas of law-private landlord/tenant, public and subsidized housing, Medicaid, disability and non-disability issues in Social Security matters, consumer collections, employee rights, custody, guardianship and simple estates. Paralegal students will work with a supervising attorney to talk with clients through telephone interviews; from that interview, information will be provided to the supervising attorney who will work with the students to provide advice or discrete services to pre-screened Legal aid clients. Prerequisites: LEG 010, LEG 011, LEG 012, LEG 013 (semester 1).

# Graduate School Faculty and Staff Directory

Dates in parentheses indicate the year in which the individual joined Meredith

## ADMINISTRATION

JO ALLEN, Ph.D. (2011)  
President of the College

MATTHEW POSLUSNY, Ph.D. (2013)  
Senior Vice President and Provost

LENNIE BARTON, Ed.D. (2010)  
Vice President for Institutional Advancement

JEAN JACKSON, Ph.D. (1983)  
Vice President for College Programs

CRAIG M. BARFIELD, C.P.A. (2011)  
Vice President for Business and Finance

KRISTI EAVES-MCLENNON, B.A., M.B.A. (2000)  
Vice-President of Marketing

## GRADUATE SCHOOL

MONICA MCKINNEY, Ph.D. (2000)  
Director of Graduate Programs and Professor of Education

VERONICA JOHNSON, M.S. (2013)  
Associate Director of Graduate Admissions

CINDY BELL, M.S. (2016)  
Graduate Admissions Coordinator

## SCHOOL OF ARTS AND HUMANITIES

SARAH ROTH, Ph.D. (2017)  
Dean, School of Arts and Humanities and Professor of History

SHAWNA POISSON, B.S. (2018)  
Administrative Assistant

ALAN BUCK, M.A. (2016)  
Director, Digital Communication Post-Baccalaureate Program and Assistant Professor of Communication

## SCHOOL OF BUSINESS

KRISTIE OGILVIE, D.B.A. (2015)  
Dean, School of Business and Professor of Business

NATHAN WOOLARD, Ph.D. (2016)  
Department Head and Assistant Professor of Business

DARREN MASIER, Ed.D. (2017)  
Director, MBA Program, Accreditation Director and Assistant Professor of Business

CAROLINA DIAZ (2017)  
Associate Director, MBA Program

AMANDA DEAN, B.A. (2017)  
Assistant Director, MBA Program

TRACY KNIGHT, B.A. (2002)  
Departmental Assistant

## SCHOOL OF EDUCATION, HEALTH AND HUMAN SCIENCES

MARIE CHAMBLEE, Ph.D. (1977)  
Dean, School of Education, Health and Human Sciences and Professor of Nutrition Health and Human Performance

BARBARA WILDER (2012)  
Assistant to the Dean

## DEPARTMENT OF EDUCATION

JENNIFER OLSON, Ph.D. (2006)  
Department Head and Professor of Education

MONICA MCKINNEY, Ph.D. (2000)  
Director, Graduate Programs in Education and Professor of Education

SANDY DEMAIO NEWTON, M.A. (2019)  
Graduate Program Manager and Admissions Counselor

SHARON JONES, B.S. (2001)  
Departmental Assistant

## DEPARTMENT OF NUTRITION, HEALTH AND HUMAN PERFORMANCE

MELINDA CAMPBELL, Ph.D. (1992)  
Department Head and Professor of Nutrition and Health and Human Performance

BILL LANDIS, Ph.D., R.D. (1996)  
 Director, MS in Nutrition and Professor of Nutrition Health and Human Performance

CATHIE OSTROWSKI, M.S., R.D., L.D.N. (2004)  
 Director, Dietetic Internship

TRACY SMITH, M.S. (2013)  
 Graduate Program Manager and Admissions Counselor

GLENDAL POLANCO (2018)  
 Departmental Assistant

**DEPARTMENT OF PSYCHOLOGY AND SOCIAL WORK**

CYNTHIA EDWARDS, Ph.D. (1991)  
 Department Head and Professor of Psychology

JOSEPH MAZZOLA, Ph.D. (2018)  
 Director, MA Psychology; Industrial Organizational Concentration Program and Associate Professor of Psychology

CLAIRE JEFFERIES, M.A. (2019)  
 Graduate Program Manager and Admissions Counselor

COLLEEN MCKEEL (2019)  
 Departmental Assistant

**SCHOOL OF NATURAL AND MATHEMATICAL SCIENCES**

ELIZABETH WOLFINGER, Ph.D. (1992)  
 Dean, School of Natural and Mathematical Sciences and Professor of Biology

MATTIE HAWKINS, B.A. (2005)  
 Administrative Assistant

**PRE-HEALTH POST-BACCALAUREATE PROGRAM**

FRANCIE CUFFNEY, Ph.D. (1993)  
 Department Chair and Professor of Biology

CHRISTIE BURLEY (2017)  
 Director, Pre-Health Post-Baccalaureate Certificate

ELAINE ERWIN (2014)  
 Departmental Assistant

**PARALEGAL PROGRAM**

MARISA CAMPBELL, J.D. (2000)  
 Director, Paralegal Program

ANNA LOCKETT, NCCP (2015)  
 Program Assistant

**FACULTY**

(Dates in parentheses indicate the year in which the individual joined Meredith.)

LANA BALL, Ph.D. (2017)  
 Assistant Professor of Nutrition, Health and Human Performance  
 B.A., Wheaton College; M.S., Meredith College, Ph.D. University of North Carolina at Greensboro.

HEATHER BOWER, Ph.D. (2013)  
 Director of Teacher Education, Coordinator of Assessment and Data Manager/Education  
 B.A., Wittenburg University; M.S.A., Ph.D., University of North Carolina at Chapel Hill

MARISA CAMPBELL, J.D. (2000)  
 Paralegal Program; Legal Survey, Professional Development  
 B.A., University of Michigan; M.I.A., Columbia University; J.D., University of Michigan Law School

MELINDA CAMPBELL, Ph.D. (1992)  
 Professor of Nutrition, Health and Human Performance  
 B.S., Gardner-Webb College; M.S., Indiana University; Ph.D., University of North Carolina at Greensboro.

TISHA DUNCAN, Ph.D. (2008)  
 Professor of Education  
 B.S., Meredith College, M.Ed., Ph.D., University of North Carolina at Chapel Hill

COURTNEY GEORGE, Ph.D. (2011)  
 Associate Professor of Education  
 B.A., University of Oregon; M.A., University of North Carolina at Chapel Hill; Ph.D., University of North Carolina at Chapel Hill

JOHN GILES, M.A. (2017)  
 Visiting Lecturer of Accounting  
 B.S., N.C. State University; B.A., M.A., University of North Carolina at Chapel Hill

JANE GLEASON, Ph.D. (1994)  
 Professor of Education  
 B.S., M.Ed., East Carolina University; Ph.D., University of North Carolina at Chapel Hill

STEPHANIE HURT, Ph.D. (2004)

Associate Professor of Business

B.A., M.A., Ph.D., Université de Lille III

WILLIAM H. LANDIS, Ph.D., R.D. (1996)

Professor of Nutrition, Health and Human Performance

B.A., Guilford College; M.S., Ph.D., University of North Carolina at Greensboro

JEFF LANGENDERFER, J.D., Ph.D. (2006)

Associate Professor of Business

A.B., University of North Carolina at Chapel Hill, J.D., North Carolina Central University, Ph.D., University of South Carolina

MARY JANE LENARD, Ph.D. (2005)

Professor of Business

B.S., Carnegie Mellon University; M.B.A., University of Akron; Ph.D., Kent State University

STEPHANIE LITTLE, Ph.D. (2011)

Associate Professor, Nutrition, Health and Human Performance

B.S., Embry-Riddle Aeronautical University; B.S., M.A.Ed., Western Carolina University; Ph.D., University of South Carolina at Columbia.

DARREN MASIER, Ed.D. (2017)

Assistant Professor of Business

B.A., Purdue University; M.S., Ed.D. North Carolina State University

MONICA B. MCKINNEY, Ph.D. (2000)

Professor of Education

A.B., University of North Carolina at Chapel Hill; M.Ed., Meredith College; Ph.D., University of North Carolina at Chapel Hill

JENNIFER MCMILLEN, Ph.D. (2014)

Professor of Nutrition, Health and Human Performance

A.B., Marshall University, M.S., Meredith College, Ph.D. North Carolina State University.

CINDY A. MORTON-ROSE, Ph.D. (2012)

Assistant Professor of Education

B.A., University of North Carolina at Wilmington; M.A.T., Ph.D., University of South Carolina

KRISTIE OGILVIE, D.B.A. (2015)

Professor of Business

B.S., California State University, Sacramento; M.B.A., University of Tulsa; D.B.A., Grenoble Ecole de Management

JENNIFER OLSON, Ph.D. (2006)

Professor of Education

B.A., M.A., College of William and Mary; Ph.D., University of Georgia

CATHIE OSTROWSKI, M.S., R.D., L.D.N. (2004)

Program Director, Dietetic Internship

Nutrition, Health & Human Performance

B.S., M.S., D'Youville College

JULIE SCHROCK, Ph.D. (2002)

Professor of Education

B.S., A.M., West Virginia University; PH.D., University of North Carolina at Chapel Hill

MARGE TERHAAR, Ph.D. (2008)

Professor of Education

B.S., State University College of New York at Buffalo, M.A., San Jose State University, Ph.D., University of Tennessee at Knoxville

CECILIA TOOLE, Ph.D. (2011)

Professor of Education

B.S., University of North Carolina at Greensboro; M.Ed., University of North Carolina at Chapel Hill; Ph.D., University of North Carolina at Greensboro

NATHAN WOOLARD, Ed.D. (2016)

Department Head, Assistant Professor of Business

B.S., University of Central Oklahoma; M.P.A., University of Oklahoma; Ed.D., Oklahoma State University

ANNE YORK, Ph.D. (1999)

Professor of Business

B.S., Elon College; M.S., University of North Carolina at Charlotte; Ph.D., North Carolina State University

BING YU, Ph.D. (2008)

Professor of Business

B.S., Wuhan Huazhong University of Technology, M.B.A., University of Toledo, Ph.D., Kent State University

# Graduate Student Handbook

As a graduate student, you are a vital member of the Meredith College community. We hope you will take advantage of the wide range of activities and services designed to complement your academic program and help you get the most out of your Meredith experience. Some are activities that can broaden your cultural and social horizons; others are services available to help you balance your busy life, enhance your health, and optimize your educational experience. Use the Fitness Center, attend a concert or lecture, scan the bulletin boards in the Cate Center, log on to the Meredith College web site, or just spend time with your classmates or family on the beautiful Meredith campus—and let us know if there is anything else we can do to help ensure that your graduate school experience is everything you want it to be.

Graduate students should consult the Graduate Student Handbook online and their program handbooks for information about Meredith College services and campus policies and procedures.

# Important Phone Numbers

Four-digit phone numbers are reachable from campus phones. When off-campus, use “919-760” as a prefix to the following:

<b>Accounting .....</b>	<b>8363</b>
<b>BeeHive Café.....</b>	<b>8328</b>
<b>Belk Dining Hall .....</b>	<b>8377</b>
<b>Campus Events.....</b>	<b>8533</b>
<b>Campus Chaplain .....</b>	<b>8347</b>
<b>Campus Police and Parking .....</b>	<b>8888</b>
<b>Carlyle Campbell Library .....</b>	<b>8531</b>
<b>Commuter Life/Special Services .....</b>	<b>8583</b>
<b>Counseling Center .....</b>	<b>8427</b>
<b>Disabilities Services.....</b>	<b>8427</b>
<b>Financial Assistance Office .....</b>	<b>8565</b>
<b>Graduate Programs Office.....</b>	<b>8423</b>
<b>Health Center .....</b>	<b>8535</b>
<b>International Student Adviser .....</b>	<b>8429</b>
<b>Learning Center .....</b>	<b>2800</b>
<b>Meredith Performs Box Office .....</b>	<b>2840</b>
<b>Paralegal Program Office.....</b>	<b>2855</b>
<b>Registrar .....</b>	<b>8593</b>
<b>Student Leadership &amp; Service Office .....</b>	<b>8338</b>
<b>Supply Store .....</b>	<b>8545</b>
<b>Technology Services Help Desk .....</b>	<b>2323</b>
<b>Volunteer Services .....</b>	<b>8338</b>

**2019-2020 Academic Calendar****FALL SEMESTER 2019**

Arrival of new students .....	SAT AUG 17
Registration and Add/Drop .....	TUE AUG 20
Classes begin .....	WED AUG 21
Last day to add and drop (no grade) courses.....	TUE AUG 27
Drop with a grade of "W" begins (refer to the fee schedule).....	WED AUG 28
Labor Day Holiday--No classes held .....	MON SEP 02
Last day to make a grading change .....	WED SEP 18
Autumn Recess .....	THU OCT 10 – SUN OCT 13
Classes resume at 8:00 a.m. ....	MON OCT 14
Mid-Term.....	WED OCT 16
Progress Reports due at NOON .....	FRI OCT 18
Spring 2020 Pre-registration begins.....	THU OCT 24
Last Day to withdraw, request LOA or drop a class (with a grade of "W") .....	MON OCT 28
Thanksgiving Recess .....	WED NOV 27 – SUN DEC 01
Classes resume at 8:00 a.m. ....	MON DEC 02
<b>Evening classes follow the Thursday schedule ....</b>	<b>TUE DEC 03</b>
Last day of classes .....	WED DEC 04
Reading day .....	THU DEC 05
Final Examinations .....	FRI DEC 06 – THU DEC 12 (incl. SAT)
Last Day of Fall 2019.....	THU DEC 12
Final grades due for all students at NOON .....	MON DEC 16

**SPRING SEMESTER 2020**

Registration and Drop/Add .....	FRI JAN 10
Classes begin.....	MON JAN 13
Last day to add and drop (no grade) courses.....	FRI JAN 17
Holiday--Martin Luther King Day .....	MON JAN 20
Drop with a grade of "W" begins (refer to the fee schedule).....	TUE JAN 21
Last day to make a grading change .....	MON FEB 10
Mid-Term.....	WED MAR 04
Progress Reports due at NOON .....	FRI MAR 06
Spring Recess.....	MON MAR 09 – SUN MAR 15
All Offices Closed for Spring Break.....	FRI MAR 13
Classes resume at 8:00 a.m. ....	MON MAR 16
Last Day to withdraw, request LOA or drop a class (with a grade of "W") .....	MON MAR 23
Fall 2020 Pre-registration .....	THU MAR 26
Easter Recess .....	FRI APR 10 – SUN APR 12
Classes resume at 8:00 a.m. ....	MON APR 13
Celebrating Student Achievement (No Classes) .....	TUE APR 14
Last day of Classes .....	WED APR 29
Reading day .....	THU APR 30
Final Exam Days .....	FRI MAY 01 – THU MAY 07 (incl. SAT)
Last Day of Spring 2020 .....	THU MAY 07
Grades due for all students at NOON .....	MON MAY 11
Commencement .....	SAT MAY 09

**SUMMER 2020****Classes will not meet Monday, May 25 or Friday, July 3.**

First six-week session	5/11 – 6/19	Final grades due 6/23
Second six-week session	6/22 – 7/31	Final grades due 8/04
First three-week session	5/11 – 5/29	Final grades due 6/02
Second three-week session	6/01 – 6/19	Final grades due 6/23
Third three-week session	6/22 – 7/10	Final grades due 7/14
Full Summer Session	5/11 – 7/31	Final grades due 8/04

**2020-2021 Academic Calendar (subject to change)****FALL SEMESTER 2020**

Arrival of new students .....	SAT AUG 15
Registration and Add/Drop .....	TUE AUG 18
Classes begin .....	WED AUG 19
Last day to add and drop (no grade) courses .....	TUE AUG 25
Drop with a grade of "W" begins (refer to the fee schedule) .....	WED AUG 26
Labor Day Holiday--No classes held .....	MON SEP 07
Last day to make a grading change.....	WED SEP 16
Mid-Term .....	WED OCT 07
Autumn Recess.....	THU OCT 08 – SUN OCT 11
Classes resume at 8:00 a.m.....	MON OCT 12
Progress Reports due at NOON.....	WED OCT 14
Last Day to withdraw, request LOA or drop a class (with a grade of "W") .....	MON OCT 21
Spring 2021 Pre-registration begins .....	FRI OCT 29
Thanksgiving Recess .....	WED NOV 25 – SUN NOV 29
Classes resume at 8:00 a.m.....	MON NOV 30
<b>Evening classes follow the Thursday schedule....</b>	<b>TUE DEC 01</b>
Last day of classes.....	WED DEC 02
Reading day.....	THU DEC 03
Final Examinations.....	FRI DEC 04 – THU DEC 11 (excl. SAT)
Last Day of Fall 2020 .....	THU DEC 11
Final grades due for all students at NOON.....	MON DEC 14

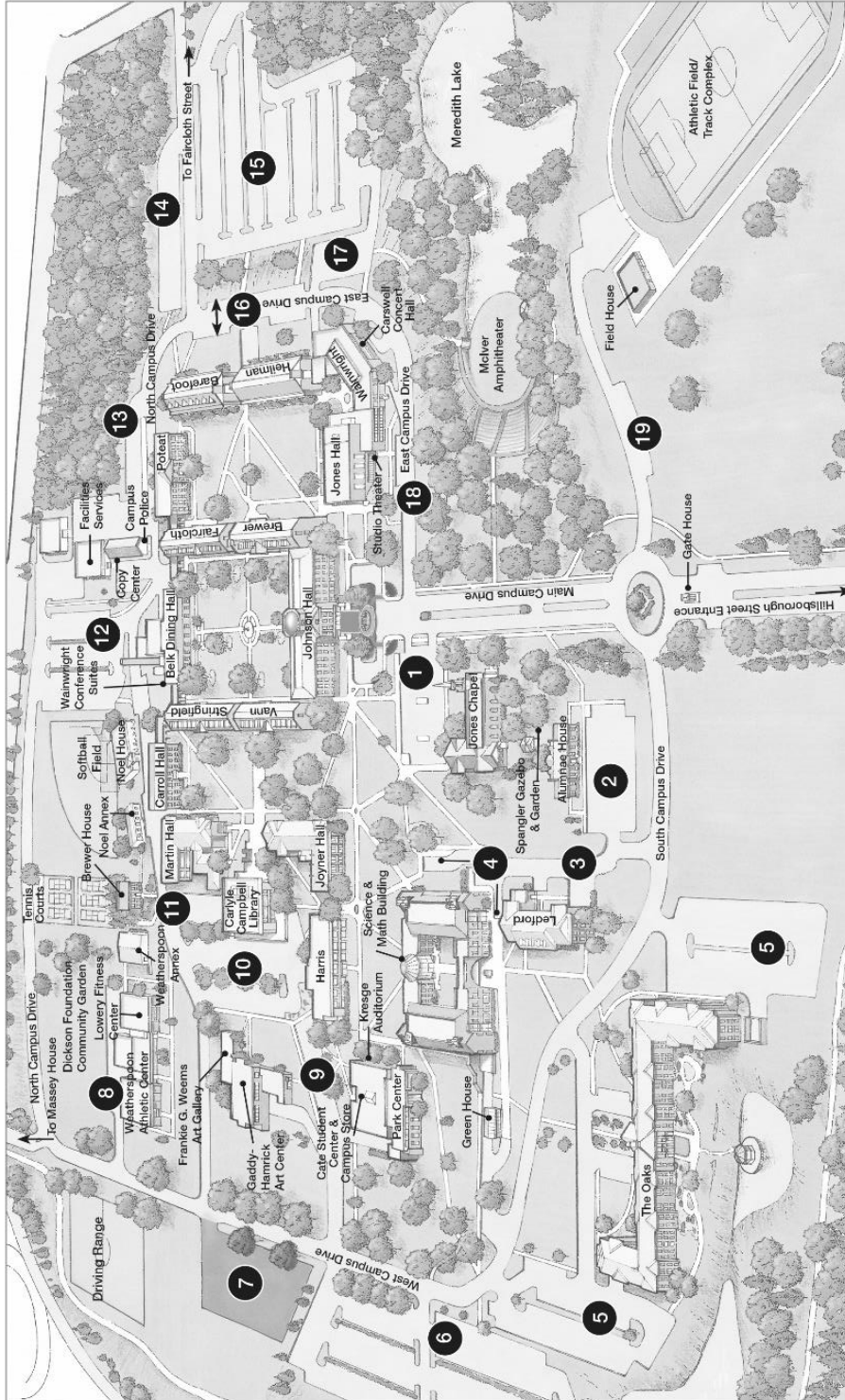
**SPRING SEMESTER 2021**

Registration and Drop/Add .....	TUE JAN 12
Classes begin .....	WED JAN 13
Holiday--Martin Luther King Day.....	MON JAN 18
Last day to add and drop (no grade) courses .....	WED JAN 20
Drop with a grade of "W" begins (refer to the fee schedule) .....	THU JAN 21
Last day to make a grading change.....	WED FEB 10
Mid-Term .....	WED MAR 03
Progress Reports due at NOON.....	FRI MAR 05
Spring Recess.....	MON MAR 15 – SUN MAR 21
All Offices Closed for Spring Break .....	FRI MAR 19
Classes resume at 8:00 a.m.....	MON MAR 22
Last Day to withdraw, request LOA or drop a class (with a grade of "W") .....	THU MAR 25
Fall 2021 Pre-registration .....	THU APR 01
Easter Recess.....	FRI APR 02 – SUN APR 04
Classes resume at 8:00 a.m.....	MON APR 05
Celebrating Student Achievement (No Classes).....	THU APR 08
Last day of Classes.....	FRI APR 30
Reading days.....	SAT MAY 01, WED MAY 5, THU MAY 6
Final Exam Days.....	MON MAY 03 – TUE MAY 11
Last Day of Spring 2021.....	TUE MAY 11
Grades due for all students at NOON.....	MON MAY 17
Commencement .....	SAT MAY 15

**SUMMER 2021****Classes will not meet Monday, May 31 or Monday, July 5.**

First five-week session	5/24 – 6/25	Final grades due 6/28
Second five-week session	6/28 – 7/30	Final grades due 8/02
First three-week session	5/24 – 6/11	Final grades due 6/14
Second three-week session	6/14 – 7/02	Final grades due 7/06
Third three-week session	7/06 – 7/23	Final grades due 7/26
Full Summer Session	5/24 – 7/30	Final grades due 8/02





**Meredith College Parking Areas**

- 1 Visitors, Faculty and Staff —  
*Monday to Friday, 7 a.m. - 4 p.m.*
- 2 Visitors, Faculty and Staff —  
*Monday to Friday, 7 a.m. - 4 p.m.*
- 3 Ledford Staff Parking
- 4 Accessible Parking for SMB and Ledford
- 5 The Oaks Parking

- 6 Visitors, Commuter Students, Faculty and Staff —  
*Monday to Friday, 7 a.m. - 4 p.m.*
- 7 Commuter Students
- 8 Students, Faculty and Staff
- 9 Visitors, Faculty and Staff —  
*Monday to Friday, 7 a.m. - 4 p.m.*
- 10 Visitors, Commuter Students, Faculty and Staff
- 11 Faculty and Staff —  
*Monday to Friday, 7 a.m. - 4 p.m.*

- 12 Resident Students, Faculty and Staff
- 13 Faculty and Staff
- 14 Resident Students
- 15 Resident Students
- 16 Resident Students (*parking on both sides of street*)
- 17 Commuter Students
- 18 Visitors, Faculty and Staff
- 19 Athletic Field Parking

**MEREDITH**  
COLLEGE

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