



MEREDITH
COLLEGE

Raleigh, North Carolina

undergraduate catalogue
2012-13



Meredith College

Undergraduate Catalogue

VOLUME 36

2012–13

MEREDITH COLLEGE INTENDS TO adhere to the rules, regulations, policies, and related statements included in this document, but reserves the right to modify, alter, or vary all parts of this document with appropriate notice and efforts to communicate such changes.

Requests for Meredith catalogues should be sent to:

*Office of Admissions
Meredith College
3800 Hillsborough Street
Raleigh, North Carolina 27607-5298*

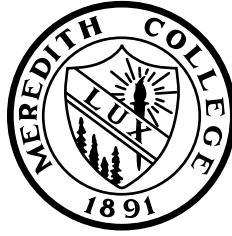
Contents

President’s Message	5	Student Life	29	Classification.	38
Meredith College: Overview	6	Student Orientation	29	Transfer Credit	38
Mission	6	Cultural and Social Activities	29	Advanced Placement Credit	38–41
History of the College	6	Student Honors	30	Visitation Credit	42
The Academic Experience at Meredith ..	7	Student Responsibility	30	Cooperating Raleigh Colleges	42
Other Distinctive Features and Programs ..	7	Honor System	30	Special Studies	42
The Meredith Campus and Community ..	8	Student Government Association	30	Undergraduate Research Courses	42
Meredith’s Nondiscrimination Policies ..	8	Student Regulations	31	Summer Study	43
Accreditation	9	Student Life Committee	31	Credit for Extra-Institutional Instruction ..	43
Outcomes and Recognition: Consumer Information	9	Student Organizations	31, 34	Residence Credit Requirements	43
Graduate Programs	9	Religious Life	31	Credit in Music	43
Professional Studies Programs	9	Office of the Chaplain	31	Credit in Physical Education and Dance ..	43
Community and Lifelong Learning	9	Recreation	31	Cooperative Education	43
Admission	10	Intercollegiate Athletics	31	Auditing Courses	44
Admissions Options	10	On-campus living	32	Repeated Courses	44
Traditional Admission: Freshmen	10	Commuter Student Life	32	Corequisites	44
Traditional Admission: Transfer	13	Health Care	33	Developmental/Remedial Courses	44
Conditional Admission (23+)	14	Student Support Services	33	Academic Recognition and Graduation ..	44
International Student Admission	15	Academic Advising	33	Dean’s List	44
Re-Admission of Former Students	15	Career Planning	33	Commencement	44
Non-Degree Students	16	Counseling Center	33	Grading System	45
Condition of Admission	17	Disability Services	33	Letter Grades	45
Advanced Standing Credit	17	Freshman Discovery Series and First-Year Experience Class	33	Pass/Fail Grading	45
Finances	18	Volunteer Opportunities	34	Class Attendance	46
Residence Hall Services	18	Academics: Policies and Procedures ..	35	Grade Reports	46
Tuition and Fees	18	Overview of Academic Requirements ..	35	Quality Point Ratio	46
Terms of Payment	19	Types of Degrees	35	Academic Appeals	46
Payment Plan Options	19	Choice of Catalogue	35	Satisfactory Progress, Probation, and Suspension	46
Withdrawals/Leaves of Absence	19	Academic Planning and Advising	36	Leave of Absence	47
Contractual Agreement	20	Selecting a Major	36	Withdrawal	47
Financial Assistance	20	Applying for a Contract Major	36	Academic Records	48
Principles and Procedures	20	Minors	37	Transcripts	48
Types of Assistance	23	Declaring a Major and Minor	37	Name and Address Changes	48
Frequently Asked Questions About Financial Assistance	27	The Family Educational Rights and Privacy Act	37	Academic Enhancements	49
		Registering for Courses	37	Undergraduate Research	49
		Registration Materials	37	Service-Learning	49
		Course Load and Overloads	37	PRISM	49
		Advising in the Major Field	37	Study Abroad	50
		Dropping and Adding Courses	38	Summer Abroad Opportunities	50

Semester and Year Abroad	Minors	Ethics and the Public Interest.
Opportunities	64	92
Off-Campus Programs.	Arts Management.	Foreign Languages and Literatures.
51	64	93
The Honors Program.	Biological Sciences.	Spanish
51	65	94
Teaching Fellows Program.	Biology	Minors
52	67	94
Focus on Careers	Environmental Sustainability	History and Political Science.
53	67	94
Pre-Professional Opportunities	Biology Minor	History
53	68	95
Pre-Health Professions	Environmental Sustainability Minor	International Studies
53	68	95
Pre-Veterinary Medicine	School of Business.	Political Science
53	69	96
Pre-Law	Accounting	Law and Justice
53	70	96
Engineering Dual Degree Program.	Business Administration	Minors
53	71	96
Professional Writing and Presentation	Economics	Human Environmental Sciences.
Media	71	97
54	Minors	Child Development
Criminal Justice.	71	99
54	Career Studies.	Fashion Merchandising and Design
Experiential Learning.	73	99
54	Chemistry, Physics and Geoscience.	Family and Consumer Sciences.
Post-Baccalaureate:	73	100
Didactic Program in Dietetics	Chemistry	Interior Design
54	74	100
Dietetic Internship.	Minors	Minors
54	75	100
Foundations in Business	Communication.	Interdisciplinary Studies.
54	75	100
Paralegal Program.	Mass Communication	Mathematics and Computer Science.
55	76	101
Pre-Health	Interpersonal Communication	Mathematics
55	76	102
Interdisciplinary Opportunities	Minor	Computer Science
55	77	102
Arts Management Minor	Dance and Theatre.	Minors
55	77	103
Ethics and the Public Interest Minor	Dance Studies	Medieval and Renaissance Studies.
56	78	103
Medieval and Renaissance Studies	Theatre.	Music.
Minor	79	104
56	Minors	Music (BA)
Center for Women in the Arts	80	107
56	Education.	Music Education
Center for Women, Ethics and	81	107
Public Life.	Licensure Programs	Minor
56	83	108
Academic Support Services	Birth-Kindergarten	Nutrition, Health and Human
56	83	Performance.
Learning Center	Elementary Education	108
56	84	Exercise and Sports Science
Carlyle Campbell Library	Middle Grades 6–9	110
57	84	Health and Physical Education
Technology Services	Secondary Grades 9–12	111
57	85	Health and Wellness
Disability Services	Workforce Development: Family and	111
57	Consumer Sciences (7–12)	Food and Nutrition
Academic Programs	87	111
58-59	Special Subject Areas: Grades K–12	Minor
General Education	87	112
60-61	English.	Psychology.
Art	91	112
Studio Art	English	Psychology
63	91	113
Graphic Design.	Minors	Minor
64	92	113
Art Education		
64		

4 / Table of Contents

Religious and Ethical Studies	113	History	160
Religious and Ethical Studies.	114	Interdisciplinary Studies	163
Minors	114	Interior Design	164
Social Work	115	Italian	165
Minors	115	Latin	166
Sociology	115	Legal Studies	166
Criminology	116	Mathematics	166
Sociology	116	Medieval & Renaissance Studies	169
Minors	117	Music	170
Course Descriptions	118	Music, Applied	172
Accounting	118	Music Ensembles	175
Arabic	119	Philosophy	176
Art	119	Physical Education	177
Biology	124	Physics	179
Birth—Kindergarten Licensure	128	Political Science	180
Business	129	Psychology	182
Career Planning	132	Religious and Ethical Studies.	184
Chemistry	132	Science	186
Child Development	134	Social Work	187
Chinese	135	Sociology	188
Communication	135	Spanish	191
Computer Studies	137	Theatre	193
Cooperative Education	139	College Directory	196
Dance	140	The Corporation	196
Dance and Theatre	143	Faculty	197
Economics	143	Adjunct Faculty	201
Education	144	Faculty Emeriti	204
English	147	Administration	206
Ethics and the Public Interest	150	Facilities	211
Exercise and Sports Science	150	Location	212
Family and Consumer Sciences	152	Academic Calendar for 2012-2013	213
Fashion Merchandising and Design	153	Academic Calendar for 2013-2014	213
First Year Experience	154	Correspondence and Visits	214
Food and Nutrition	155	Enrollment for 2011-2012	215
Foreign Language	156	Campus Map	216
French	155	Index	217
Geoscience	158	Notes	221
German	159		
Health	159		



President's Message

Jo Allen, Ph.D.

Greetings to the Class of 2016!

As an alumna of Meredith, I well remember the excitement of my first move-in day, talking with new friends, arranging my room, and just soaking in the glories of being an official college student! Having recently returned to Meredith after thirty years, I am even more excited to welcome you to this most wonderful place.

Meredith has long been a part of my life and the foundation of my success, and it will be the same for you. The faculty here are firmly committed to the serious education of women leaders. Staff members eagerly support students through residential programs and leadership development that will evolve along with your transitions from being a freshman to being a senior and from campus life to a career. The community urges your involvement and full engagement, giving you multiple opportunities to test your academic, social, emotional, and professional development throughout your time here.

It is part of the Meredith tradition to educate women of character whose experiences set them apart from others as regional, national, and global leaders. And it is the expertise of our faculty and staff who have, for so many years, made possible that metamorphosis of the uncertain student into the self-assured woman. Capable, loving, and committed, Meredith graduates have a fierce resolve to pursue exceptional careers, build strong families, and make positive changes throughout our world.

But Meredith is not just about what you take with you when you graduate; it is also about what you bring with you as a new first-year student. I know that right now you are focused on moving in, and your lists are almost complete—refrigerator, clothes, rugs, towels and comforters. But I hope you will also think about the qualities you bring with you to Meredith. I hope you bring a grand enthusiasm for life and for learning all you can from all your experiences. I hope you bring a healthy dose of optimism, an eagerness to meet new friends, a willingness to consider issues from the perspectives of others, and a hunger to see new places. I hope you will seek out your faculty and the staff who can guide your thinking about so many options you will be facing—from courses and majors to Study Abroad and undergraduate research to careers and graduate programs. With a commitment to making the most of your college experience, you will find that Meredith is uniquely suited to helping you craft the most exceptional experience that prepares you not just for life, but also for leadership.

Like all special times and opportunities, of course, your Meredith days will be what you make of them. Just know that the entire Meredith community stands ready to help you with those choices.... and we can't wait to see your story unfold.

Best wishes and WELCOME!

Jo Allen
President

Meredith College: Overview

Founded by the Baptist State Convention of North Carolina in 1891, Meredith College is now a private, independent college for women located in Raleigh, North Carolina. Approximately 1,700 students benefit from a rigorous academic program in the humanities, arts and sciences combined with diverse majors and concentrations that prepare them for careers and for graduate and professional studies. The College also serves several hundred women and men through the John E. Weems Graduate School and the credit and non-credit offerings of its post-baccalaureate certificate programs. Meredith is committed to learning for life in all its dimensions. Its location in North Carolina's vibrant capital city and famed Research Triangle Area offers many opportunities and benefits for students, faculty and staff.

Mission Statement

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 will transform and empower students to meet the changing needs of society through relevant and academically rigorous programs.

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

The rich heritage enjoyed by the Meredith student of today began in 1835, when, at a session of the Baptist State Convention, the idea of a university for women was conceived. Thomas Meredith, founder

and editor of the Biblical Recorder, was named to chair the first committee and was a member of subsequent ones that kept the concept alive. In 1838 he urged his fellow Baptists to institute a "school (to) be modeled and conducted on strictly religious principles; but that it should be, as far as possible, free from sectarian influence." Baptist Female University was chartered by the legislature of North Carolina in 1891; the institution opened on September 27, 1899, and achieved a first-year enrollment of 220 students in its preparatory, baccalaureate and master's programs. Its first graduating class of ten women, who became known as "The Immortal Ten," received their degrees in 1902; one was awarded a M.A. degree and nine received B.A. degrees.

In 1905, the name of the institution was changed to Baptist University for Women. In 1909, the Trustees approved re-naming the institution Meredith College in honor of the leader whose persistence helped make it a reality. The State of North Carolina approved the revised Charter in 1911, the same year that the institution deleted its offering of the master's degree. Elimination of its preparatory department was completed in 1917. Programs at the master's level were offered again in 1983, and in 1988, the Graduate Studies Program at Meredith was named the John E. Weems Graduate School in honor of Meredith's sixth president.

In February 1997, the Meredith College Board of Trustees voted to become a self-perpetuating body in order to maintain the independence, identity and integrity of the institution. As an independent institution, the College has moved from a fraternal, voluntary relationship to a historical relationship with the North Carolina Baptist State Convention. The College continues to avow its Christian heritage while affirming the value of religious diversity.

The campus, originally located near the capitol of North Carolina, was moved to its present west Raleigh site, with students reporting to the new campus in January 1926. Over the years it has grown from a single building in downtown Raleigh to a 225-acre campus that not only accommodates the Meredith community and its educational programs but also serves the public in many ways.

Meredith's seven presidents have been James Carter Blasingame, 1899–1900; Richard Tilman Vann, 1900–1915; Charles Edward Brewer, 1915–1939; Carlyle Campbell, 1939–1966; Earl Bruce Heilman, 1966–1971; Craven Allen Burris (Acting), September–December 1971; John Edgar Weems, January 1972–1999; Maureen A. Hartford, 1999–2011; and Jo Allen, 2011–present.

The Academic Experience at Meredith

Meredith offers four undergraduate degrees:

- Bachelor of Arts
- Bachelor of Science
- Bachelor of Music
- Bachelor of Social Work

Students may select from 32 undergraduate majors as well as 47 minors. Academic programs are administered by 12 departments and 4 schools. A complete list of academic programs appears on page 59. Students may supplement any major with courses and practica in teaching offered by the Department of Education. Students in all fields complete 41–62 credit hours of general education course work.

Building upon an established liberal arts tradition, Meredith is meeting challenges of the 21st century with several important initiatives. These include a distinctive general education program, the Meredith Technology Initiative, undergraduate research, and civic engagement. In addition, Meredith is committed to preparing women to become engaged global citizens and leaders through increased emphasis on internationalization and leadership development.

Meredith's Approach to General Education: Academic Excellence and Global Understanding

A quality education takes its shape from stable academic tradition and the innovations necessary for a changing world. In Meredith's general education curriculum, the faculty have identified several areas of knowledge that are the core of the Meredith educational experience and anticipate the world our graduates will inhabit and lead. In three signature courses, students and faculty explore relationships between the individual and U.S. culture, intercultural relationships, local/global connections, and the fundamental importance of ethical reasoning in all fields of endeavor. The learning process in these courses emphasizes collaboration, critical inquiry, problem-solving, and effective communication. Electives within our program also reflect these themes and address competencies needed in a technological, global society. See page 60.

Meredith Technology Initiative

In 2001 Meredith became the first women's college to adopt a campus-wide laptop program as part of a broader technology initiative. Students receive laptop computers loaded with professional and educational software. Hardware and curricular applications are supported by a staff of trained and certified IT professionals. The computer becomes their property when graduation and eligibility requirements are met. The portability of the computers, made

possible through a wireless network, enhances both individual and collaborative learning experiences and helps prepare students to use technologies found in the workplace. For more information, visit <http://meredith.edu/techserv/general/mti/default.htm>.

Undergraduate Research

The Undergraduate Research Program supports faculty/student partnerships in the pursuit of research and creative activity in all fields and disciplines. College funds support these projects and help underwrite travel costs for students presenting their work at conferences. Students may earn course credit for this work, and in some instances stipends are awarded to students who collaborate with faculty on research. Each spring a Celebrating Student Achievement event highlights the research and creative activity of Meredith students. This day of exhibitions, performances, scholarly presentations, and socializing brings the Meredith community together to share successes and inspire new levels of accomplishment. See page 49.

Civic Engagement

Meredith has a long and proud history of offering service to others—both locally and far afield. Student, faculty and staff volunteers offer their time to MeredithReads, a literacy program; Meals on Wheels; Habitat for Humanity; and a number of other agencies. Through Meredith's Service-Learning program, coursework is enhanced with service-related experiential learning opportunities with a variety of community partners. Through service-learning, students investigate important social issues such as homelessness, poverty, endangered species, and support for families.

Other Distinctive Features and Programs

Honors Program

The Honors Program at Meredith offers an enriched academic and co-curricular program of study to gifted, motivated students. The college actively recruits honors students and offers the rigorous and relevant academic experiences that such students expect. Through common course work and individualized study and research, honors students acquire a superior intellectual foundation as they explore subject areas of interest. The program, which spans four years, challenges the honors student to expand her power of thinking — analytically, critically, and creatively; to increase her knowledge; to stretch her imagination; to improve her communication skills; to achieve a clear sense of life direction; and to develop as a substantial and whole individual. See page 51.

Teaching Fellows Program

Since 1988, Meredith College has been designated as a Teaching Fellows Institution by the North Carolina Teaching Fellows Commission. The NC Teaching Fellows program was established by the NC General Assembly, offering incentives to encourage talented students to pursue teaching careers for public school classrooms in the state. Beginning in the fall of 2012, Meredith College welcomes its inaugural class of Meredith College Teaching Fellows. Over their four years at

8 / Meredith College: Overview

Meredith, the Meredith College Teaching Fellows receive specialized advising, an enriched academic program and expanded co-curricular opportunities. Students participate in honors classes and specialized seminars in addition to expanded practical experiences in Wake County Schools, one of the nation's leading public school systems. Students are selected from among the top high school seniors to participate in this prestigious program throughout their college career at Meredith. As our mission states, "We are educating women to excel as teachers and leaders for service in public school classrooms" through the enriched program offered to these selected students. See page 52.

Study Abroad Programs

For generations, Meredith students have enhanced their education by spending a year, a semester, or a summer abroad. Traveling and studying with Meredith faculty, students can earn credit for a semester of study in Sansepolcro, Italy. In addition, faculty have led programs to many destinations, including Costa Rica, Iceland, Ireland, Italy, Switzerland, England, France, Spain and Sri Lanka during the summer. Students can also study for a semester or summer in countries such as Argentina, Australia, Chile, China, Costa Rica, France, South Africa, Spain and the United Kingdom. The Office of International Programs helps students select high quality programs throughout the world.

Domestic Off-campus Programs

Meredith students may also spend a semester in New York or Washington. See page 51.

Cooperating Raleigh Colleges

Although all required courses in all academic programs are available on Meredith's campus in a planned rotation cycle, students may opt to enroll in a course at four local colleges or universities without additional tuition. See CRC, page 42.

Career Preparation

A fruitful college experience combines intellectual inquiry and experimentation with movement toward career and personal goals. Meredith College Academic and Career Planning involves students in a series of reflective and practical activities to this end. Students at all levels are encouraged to attend Academic and Career Planning seminars, to work with career counselors to assess their interests and strengths, and to take advantage of career planning services. The office organizes job fairs and hosts interviews with employers. In addition, each academic program exposes students to career options and helps students develop career-specific competencies. Internships, research, and other practical experiences are required in some areas and encouraged in all. Surveys of recent graduates typically indicate that within six months of graduation 90 percent of respondents were employed or continuing their education.

Faculty

Faculty who choose a career at Meredith embrace teaching, advising, and mentoring as their highest professional priorities. Effective-

ness 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 through a range of volunteer efforts.

In fall 2011, the College employed 121 full-time and 86 part-time faculty. Ninety three percent of full-time faculty have earned the doctorate or other terminal degree. Faculty members have received grants and awards from such institutions as the Guggenheim Foundation, Fulbright, Danforth, National Endowment for the Humanities, and the National Science Foundation.

The Meredith Campus and Community

Every student who enters Meredith brings a unique combination of goals, expectations, concerns, cultural perspectives, and individual talents. A committed staff of Student Life professionals works in support of the college mission to help students seek new levels of self-understanding and achievement. A wide range of extracurricular activities and programs provide opportunity for creative expression, religious and spiritual reflection, service, leadership, friendship, and the sharing of specialized interests. Faculty advise and support student organizations and share in college traditions, both old and new.

The Meredith campus serves as residence for about 93 percent of entering freshmen and approximately 57 percent of all undergraduate degree-seeking students. The 225-acre campus, located at the edge of Raleigh and a short drive from Research Triangle Park, has been developed to sustain its natural beauty and a sense of safe, peaceful living. Within reach are rich cultural experiences, including drama, music and the visual arts, and ever-expanding opportunities for internships and field placements in state government, education, business, technology, human services, and the sciences.

Meredith facilities, including a 600-seat auditorium, a 1200-seat amphitheater overlooking the lake, and flexible meeting space with dining services, are available for use by off-campus groups.

Nondiscriminatory Policy

Meredith College admits women 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.

Accreditation

Meredith College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate and masters 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)
- Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association. The Didactic Program in Dietetics and the postbaccalaureate Dietetic Internship Program are accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics (120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, telephone (312) 899-0040 or (800) 877-1600).
- Council on Social Work Education (CSWE)
- Council for Interior Design Accreditation (CIDA)
- National Association of Schools of Music (NASM)
- National Council for Accreditation of Teacher Education (NCATE)

The college has approval of programs from the following agencies:

- North Carolina Department of Public Instruction (initial and advanced teacher licensure programs)
- North Carolina Teaching Fellows Commission
- American Bar Association (postbaccalaureate, non-credit Paralegal Program)

Outcomes and Recognition: Consumer Information

Various surveys and studies confirm that Meredith students and alumnae typically have satisfying experiences, that they would make the same choice again, and that they would recommend the college to potential students. Retention and graduation rates are well above national averages. Last year 77 percent of entering freshmen returned for their sophomore year. An average of 61 percent of full-time first-time students are graduated from the college within six years, with 47 percent completing within four years. And the results on the National Survey of Student Engagement show that Meredith students rate Meredith more highly than the national means on five areas of effective educational practice: level of academic challenge, active and collaborative learning, faculty-student interactions, enriching educational experiences, and supportive campus environment. Meredith is happy to provide students with information about graduation and persistence statistics, financial assistance programs and

policies, and campus safety and security reports. Information may be requested from the Office of Admissions.

Graduate Programs

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

- Master of Business Administration (M.B.A.)
- Master of Education (M.Ed.) with concentrations in Elementary Education, Reading (K-12), English as a Second Language (K-12), Special Education (General Curriculum K-12) and Academically and Intellectually Gifted (K-12).
- Master of Arts in Teaching (M.A.T.) with concentrations in Elementary Education, English as a Second Language (K-12), and Special Education (General Curriculum K-12).
- Master of Science (M.S.) in Nutrition

Professional Studies Programs

Also, offered through The John E. Weems Graduate School is a post-baccalaureate Dietetic Internship. The Dietetic Internship is accredited by the Commission on Accreditation for Dietetic Education of the American Dietetic Association. A post-baccalaureate paralegal program, approved by the American Bar Association, is also offered, as well as Post Baccalaureate programs in Pre-Health, Foundations in Business and Didactic Program in Dietetics.

For a full description of these programs and their requirements, please contact the Graduate Studies office at (919) 760-8423 or email graduate@meredith.edu or visit our web site at www.meredith.edu/graduate.

Community & Lifelong Learning

From enhancing public dialogue through free lectures, to hosting a range of cultural events, to serving as a centrally-located venue for community gatherings, Meredith strives to be a good community partner. Lifelong learning opportunities available to the Raleigh community and surrounding areas include public lectures and seminars, audits, occasional noncredit courses, and summer programs for children and youth. For more information, visit www.meredith.edu/community.

Admissions

As a college committed to the development of the individual, Meredith seeks to enroll students who will benefit from the total educational program of the College. Each applicant is evaluated carefully on the basis of academic preparation, scholastic ability, character, purpose, and motivation. Admission is granted to qualified applicants without regard to race, creed, sexual orientation, national or ethnic origin, age, or disability.

Meredith College admits students as candidates for the degrees of Bachelor of Arts, Bachelor of Music, Bachelor of Science, or Bachelor of Social Work. Students are admitted as entering freshmen, as transfer students from other colleges, as students seeking a second baccalaureate degree, or as re-admitted candidates. The College also welcomes non-degree seeking students to its credit classes (see page 16). Students are accepted for entrance to the fall and spring semesters, which begin in August and January.

The College welcomes both traditional-age students and adult women who wish to continue their education. Traditional-age students apply as on-campus residents or as commuting students if they meet the criteria for off-campus status (page 32). The College also enrolls adult women age 23 and older who enter through the Conditional Admission option as commuting students, and by exception, on campus.

Recognizing the stimulating environment produced by a diverse student body, Meredith actively seeks to enroll qualified students of varying backgrounds, interests, and talents. While a majority of enrolled students come from North Carolina and other Southern states, students from across the country and beyond are sought. Students from minority groups, from all economic levels, from public and private schools, from other countries, and from any religious background are encouraged to apply. Admission

decisions are made without regard to financial need factors. Students interested in receiving financial assistance are encouraged to read the catalogue section on financial assistance beginning on page 20 and contact the Office of Financial Assistance at (919) 760-8565.

Admissions Options

Meredith College provides two undergraduate admission programs: Traditional Admission and Conditional Admission. All students under the age of 23 and all international students who require a student visa must apply for Traditional Admission whether applying as a freshman, transfer or re-admission candidate. All students applying to pursue a second baccalaureate degree, and any re-admission candidate who is 23 or older and whose admission had been confirmed when she left the College, are advised to apply through the Traditional Admission program as well.

Women who are 23 or older have the option of applying for Conditional Admission (page 14) or through the Traditional Admissions route. Women who have been out of college for some time, or who are enrolling in college for the first time, are advised to apply for Conditional Admission. Admission to post-baccalaureate and graduate programs is processed in the John E. Weems Graduate School (919-760-8353).

Traditional Admission: Freshmen

The following items are required of students seeking traditional admission:

- Meredith College application, with essay (available in the Office of Admissions or online at www.meredith.edu/admissions)
- A non-refundable application fee of \$40 or acceptable fee waiver*
- All official secondary transcripts, including class rank (when available)
- SAT/ACT Test scores
- Teacher recommendation
- High School Official Recommendation

Each item is described in detail below.

*A student for whom the \$40 processing fee is a severe financial hardship is encouraged to contact the Office of Admissions for information about obtaining an application fee waiver.

Secondary-School Record

The most important admissions credential is the student's high school record, which should reflect all courses attempted, academic performance, and class standing. An official high school transcript, including a listing of senior-year courses, should be submitted by a school official at the time of application.

To prepare for the liberal arts program at Meredith College, a prospective student should take a strong academic course program throughout high school, including the senior year. An applicant must present at least 16 units of secondary school credit earned in grades 9 through 12, taken in English, foreign language, mathematics, sciences, history and social studies. Her program must include the following units:

Minimum Academic Course Program	
English	4
Foreign Language	2
Mathematics <i>(Algebra I, Algebra II, and Geometry or a higher level course for which Algebra II is a pre-requisite)</i>	3
Science	3
History/Social Studies	3
Electives	1

Careful attention is given to the applicant's grade average in the academic subjects. Generally, a student is expected to present a challenging academic program, including honors, advanced placement and/or international baccalaureate level work. Using an unweighted grading scale, Meredith expects the candidate to have a strong record in English, foreign language, mathematics, history, social studies, and natural sciences in order to be considered for admission.

The applicant's rank in class is an indicator of the quality of her high school work. If the high school provides an indication of a student's rank in class, the applicant is expected to be within the school's college bound population. Although in a typical freshman class 50 – 55 percent of enrolling students rank in the top quarter of their classes, Meredith seeks to serve any student whose overall performance level shows promise of academic success. Attention is paid to the competitive nature of the high school attended.

Admissions decisions are normally made during the applicant's senior year, with acceptance contingent upon continuing satisfactory academic performance, continued good citizenship and successful completion of the student's course of study.

Standardized Tests

When reviewed in relation to the high school record and other information, standardized test scores provide a valuable tool for assessing an applicant's potential for success in the academic program of the College. In recent classes, the middle fifty percent of enrolling students have scored between 940 and 1130 combined on the critical reading and math sections of the Scholastic Assessment Test (SAT).

Each freshman applicant is expected to take the SAT of The College Board and to have an official copy of her score report sent to Meredith College. This test should be taken after January of the junior

year and before December of the senior year. Information and test registration forms may be obtained from the secondary school or from The College Board website, www.collegeboard.com. While SAT scores are preferred, the College will accept and equally consider scores on the ACT test battery of the American College Testing Program in lieu of SAT scores. If a student chooses to take the ACT, she must complete the version with the writing sample.

ESL STUDENTS

In the case of a student for whom English is a second language, scores on the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), or some other measure of competency may be requested in addition to or in lieu of SAT scores. (International students, especially those who will be traveling on a student visa, should see page 15 for testing expectations.)

Official SAT or TOEFL scores may be reported to Meredith with the code number **5410**; for ACT score requests, the code number is **3126**.

Recommendations

Recommendations often provide insight into such qualities as initiative, inquisitiveness, motivation, purpose, maturity, creativity, and special talent. An applicant is required to provide recommendations from both a school official and a teacher. In some cases the admissions staff will ask for additional teacher references in specified subject areas in order to obtain further information about an applicant's scholastic abilities. These recommendations are used for admissions decisions only; they do not become part of an enrolled student's file.

Health Record

For the benefit of the individual and the college community, a completed health report is required of each student under the age of 23 prior to her entrance. The medical form accompanies the offer of admission; confirmation of a student's acceptance is contingent upon the receipt of the completed health report by the first day of classes. For students 23 years of age or older, immunization records must be complete and current prior to matriculation.

Students with Disabilities

A student with a disability will not be denied admission on the basis of that disability; like all students, she will be admitted based on her academic preparation. (This is in accordance with Section 504 of the Federal Rehabilitation Act of 1973, as amended, and the regulations issued pursuant thereto.) After the offer of acceptance, any applicant needing special accommodations is encouraged to inform the College of her disability by submitting the Voluntary Disclosure Form. Students who want to arrange for accommodations by the College will be required to submit appropriate documentation of the disability and complete the certification process through Disability Services (919-760-8427).

Admissions Interview

Although an admissions conference is generally not required, many prospective students find meeting with a member of the admissions staff a helpful way to obtain information about the academic programs, campus environment, and student activities at Meredith. A conference can also provide the admissions staff with additional information about an applicant's interests, goals, and academic background. Conferences and campus tours may be arranged on weekdays or selected Saturday mornings by contacting the Office of Admissions. (1-800-MEREDITH or admissions@meredith.edu)

In some cases, the admissions staff, as a means of better determining an applicant's readiness for the curriculum at Meredith or for advisory purposes, may request an interview and/or writing sample of an applicant.

Musical Auditions

A prospective music major must schedule an audition and interview with the music faculty prior to her enrollment at Meredith. Prospective music majors should contact the Department of Music directly to schedule an audition at 919-760-8536.

Honors and Teaching Fellows Admission

Students are admitted to the Honors and the Teaching Fellows Programs at Meredith by application and interview.

Credentials for Home-Schooled Students

Meredith College welcomes and encourages home-schooled students to apply for admission. We recognize the benefits that diverse educational experiences bring to our academic community. Because of the variety of home-schooled programs, the College may request additional items to assist the admissions office in assessing the individual programs as well as the applicant's record. The credentials used in the evaluation of an application are established on an individual basis.

The applicant is required to meet the same high school unit requirements as all freshmen applicants (see page 11 for the list of high school unit requirements). Any information available that will assist in determining the content of her course of study is appreciated.

An applicant must submit her official transcript that was filed with the state (or any home-schooling association) that includes courses taken, grades obtained, and standardized test results. A GED certificate is required unless high school graduation has been recognized by the state in which the home-school diploma was issued.

All freshmen applicants are required to submit scores from the Scholastic Assessment Test (SAT) or the American College Test (ACT), and applicants may also be required to submit scores from SAT Subject Tests. If needed, the SAT Subject Tests should include literature, mathematics, and one additional academic area (foreign language recommended).

An interview with an admissions officer is required, as well as one

recommendation from a reference that is not related to the applicant and an essay with the student's application.

Application Deadline

Applications are received for consideration as long as space in the entering class allows. Although in most years the College is able to consider some students who apply after this date, February 15 is the recommended deadline for filing an application as an on-campus student. Applications from commuting students usually can be accommodated into the summer months.

The Acceptance Process

Traditional freshmen applicants may elect one of three evaluation options for their applications: Early Admission, Early Decision, and Rolling Admission.

EARLY ADMISSION

Meredith will consider for admission students who wish to accelerate their studies by entering college after the junior year of high school. Such students should have taken a strong academic program in grades nine through eleven and should show through classroom performance and standardized test results superior academic ability. Strong consideration is given to the student's maturity as well as her academic preparedness.

The college requires that an accelerating student take all courses usually expected of entering freshmen, including a fourth unit in English. If this course is not completed during the junior year, the accepted applicant will be required to complete English IV or a comparable course during the summer prior to enrolling.

EARLY DECISION PLAN

The Early Decision Plan is designed for the student who definitely desires to attend Meredith College. Such a student must file her application by October 30 of her senior year along with a statement indicating that Meredith is her first college choice and that she plans to enroll at Meredith if offered early decision admission. She should take the SAT (or ACT) prior to her senior year. The college notifies each candidate of their decision by November 15.

The candidate who applies for an early decision on financial assistance by November 10 can expect notification by December 1. (Application process is described on page 10.) Students accepted under the Early Decision Plan are required to make a \$100 deposit by December 15. This non-refundable payment applies toward freshman-year charges. The early decision candidate agrees that, upon acceptance of the early decision offer, she will withdraw all other pending applications and refrain from filing applications for admission to other institutions.

Early decision acceptance is based on clearly meeting admissions criteria. If additional information, such as first-term grades or senior-year SAT or ACT scores, is needed to make a decision, a student may be notified that action on her application has been deferred.

Such a student is guaranteed unbiased consideration under the rolling admission program (below). The early decision applicant whose credentials show that she is clearly unqualified for admission is notified that her request for admission has been declined.

ROLLING ADMISSION PLAN

The Rolling Admission Plan is designed for the prospective first time student who wishes to apply to more than one college. Such a student is encouraged to submit her application and supporting credentials in the fall of her senior year. The College acts upon applications as soon as all necessary credentials are received and notifies students promptly of its decisions.

Candidates' Reply Date

Meredith College subscribes to the Candidates' Reply Date which means a student accepted under the rolling decision plan is expected to make a \$100 deposit by May 1. This non-refundable deposit will apply toward her expenses in the freshman year.

For Spring admission, an application should be filed no later than December 1. A student accepted for the spring term is expected to make a \$100 deposit by December 1 or 10 days after the date of acceptance, whichever date is later. This non-refundable deposit will apply toward charges for the spring semester.

Traditional Admission: Transfer

Meredith admits qualified applicants who transfer from other colleges or universities. Students with any college credits attempted (except those taken during high school) who are under the age of 23 or international students of any age who will need a student visa, must apply through the Traditional Admissions program as a transfer student.

Relevant information regarding transfer of credit and Meredith credit regulations is available as follows: transfer of credit (page 38); transfer grade point average (page 38); and residence credit requirements (page 43).

A woman who is 23 or older may apply for Conditional Admission (page 14). While this route is beneficial to many women, it is particularly appropriate for a student who has been out of college for some time or for one who is uncertain about her field of study or about her preparation for Meredith's program.

Students who wish to seek a second baccalaureate degree follow the admission procedures for transfer students and apply through the Traditional Admission program. (Credit requirements for a second degree program are given on page 35.)

Requirements

To be admitted for advanced standing at Meredith, the Traditional Admission transfer student is expected to

- have 30 or more hours of college coursework with at least 18 hours that meet General Education requirements (pages 60-61);

- have a C or higher in a college transferable math course from an accredited institution, or have completed Algebra I, II and Geometry in high school;
- have at least an overall C average on all courses attempted at post secondary institutions;
- be eligible to return to the last institution regularly attended in good standing; and
- be recommended by college officials from the most recently attended institution.

An applicant having fewer than 30 semester hours of transferable college credit at the time of application must also meet freshman admission requirements, including submitting scores on the Scholastic Assessment Test (SAT) or the American College Test (ACT). In some instances, a student having 30 or more semester hours of college credit may be expected to meet freshman admission requirements through evidence of her secondary-school course background and/or satisfactory scores on standardized tests of academic achievement.

Although an admissions conference is generally not required, in some instances the admissions staff, as a means of better determining an applicant's readiness for the curriculum at Meredith or for advising purposes, may request a conference with her.

When admission is granted before the end of a term in which the applicant is enrolled, her admission is contingent upon satisfactory completion of her course of study. Satisfactory completion is defined as a C grade point average or higher on all courses attempted at postsecondary institutions. Admission is always contingent upon receipt of a complete medical report (page 11).

Procedures

To be considered for fall transfer admission, a student should file a transfer application, obtainable from the Office of Admissions or its web site, www.meredith.edu/admissions, and the non-refundable \$40 processing fee, by the recommended deadline of February 15. The College will consider students who apply as on-campus residents after February 15 if residence space is available. Applications from commuting students usually can be considered into the summer months although all students are encouraged to apply earlier. A student seeking entrance to the spring semester should file her transfer application and fee by December 1.

An applicant for fall or spring is responsible for having an official transcript sent to Meredith from every college, university, or other post-secondary educational institution attended (including both summer school and unfinished coursework) and, if enrolled at the time of application, a list of courses in progress. In addition, she should have an official copy of her high school transcript (or her GED certificate) sent to the Office of Admissions. She is also expected to be recommended by her previous dean of students (or similar official) and a college professor. The Office of Admissions provides recommendation forms for this purpose. Recommendations are not part of the ongoing file of an enrolled student.

Admissions decision notification occurs on a rolling basis. The admissions office will begin to accept and review fall term applications the September prior to the term of application, and applications for the spring term will be reviewed the June prior to the term of application. An accepted student for the fall semester must pay a \$100 non-refundable advance deposit by May 1 or within 10 days after the date of acceptance, whichever is later. Accepted students for the spring semester must pay this same deposit by December 1 or within 10 days after the date of acceptance, whichever is later.

Requirements and Procedures for Students from Technical, Business, Bible, and Nursing Schools

In addition to the requirements and procedures for transfer student applications provided above, a student from a technical, business, Bible, or nursing school must arrange for her secondary institution to provide an official transcript of her high school records and scores on all standardized tests of scholastic aptitude. She should also request the technical, business, Bible, or nursing school to send a report of her scores on any standardized tests taken while enrolled at that institution. Evaluation of credentials for these applicants will take into account the course of study and the type of institution attended. Determination of acceptance of these courses will be made by the College.

Conditional Admission (23+ Program)

A woman who is 23 years of age or older, is a high school graduate or has earned a GED, and is interested in completing a Meredith College degree may enroll as a student under different criteria. She may be beginning college for the first time, transferring in credits, or seeking readmission to Meredith.

Requirements for Acceptance:

To be admitted conditionally at Meredith, the applicant must:

- be over the age of 23 as of the first class day of the term in which she wishes to enroll;
- have graduated from high school or have earned a General Equivalency Diploma (GED);
- have passed high school Algebra I or its equivalent with at least a C, or
- have passed a college transferable math class at an accredited institution with at least a C.

Students without the required high school Algebra I must take a comparable course at an accredited institution and pass with at least a C, prior to earning Conditional Admission.

To apply for admission, the applicant submits the following to the Office of Admissions:

- Meredith College application with essay;
- Non-refundable \$40 application fee or acceptable fee waiver;*
- All transcripts, including high school and postsecondary; and
- GED, if applicable; and
- For non-native English speakers, Test of English as a Foreign Language (TOEFL) for advisory purposes.

She must also:

- Attend an Information Session regarding Conditional Admission or

a private conference with the admissions counselor responsible for the program.

*A student for whom the \$40 processing fee is a severe financial hardship is encouraged to contact the Office of Admissions for information about obtaining an application fee waiver.

The Office of the Registrar evaluates all postsecondary academic records and provides a preliminary credit statement reflecting hours deemed transferable from other accredited postsecondary institutions and general education requirements met.

If the applicant meets the appropriate criteria, the Office of Admissions admits the applicant conditionally, and sends the student a conditional admissions letter. The conditionally admitted student then meets with an academic advisor, to discuss her credit evaluation, life circumstances, and readiness for Meredith College. Together, they determine a program of study consisting of 3 to 15 semester credit hours and any math and English readiness courses she may need prior to enrolling in credit courses. They sign a program letter outlining the conditions to be met prior to full admittance to Meredith College.

A student conditionally admitted for fall must pay a \$100 non-refundable deposit by May 1 or within 10 days after her date of acceptance, whichever date is later. If accepted for the spring term, a student must pay a \$100 advance deposit by December 1 or within 10 days after the date of acceptance, whichever date is later. This deposit will apply toward her expenses for the term. Prior to registration a student must submit the required health information to the Admissions Office.

Prior to acceptance or thereafter, a student may discover that she will be unable to attend that particular semester. If she wishes to attend the following semester, she must inform the Office of Admissions and Academic & Career Planning that she wishes to defer her admission. She does not need to pay any additional application fees. The \$100 nonrefundable deposit is held for the subsequent semester only (excluding summer). She may exercise this option only once. She must reapply if she does not enroll in courses the following semester.

Every conditionally admitted student completes at least one semester in conditional admissions status with a program letter outlining as many as 15 specified semester credit hours. Of focus are the English and mathematics components of the general education requirements. If the student has not transferred the equivalent of ENG 111 or ENG 112, she must take ENG 111. If she does not present an adequate background in mathematics, she will be offered conditional admission and required to take a course covering high school through intermediate algebra (Algebra II) at another institution during her first year of enrollment at Meredith. Students are also placed in appropriate level English courses (some of which may be non-credit).

The conditionally admitted student must earn an overall grade point average of 2.0 on all courses taken while in this status. Once she has satisfactorily completed the courses outlined in her program letter, including all math readiness and English composition courses, she then will be eligible to declare her major and

begin to work with the academic advisor assigned to her in the appropriate major area or department. All credits earned as a conditionally admitted student are applicable to the degree requirements at Meredith.

A student is given an academic warning if she does not achieve the 2.0 grade point average within her first 15 credits. At this point, Conditional Admission advisors will assist the student in developing a plan for her to complete her educational goals. Conditionally admitted students will follow the same Satisfactory Academic Progress standards as all undergraduate students.

If a student is unsuccessful in the pre-arranged program outlined in her program letter, her admission to Meredith College is rescinded, and she must terminate her enrollment. After an absence of one semester, she may return under the conditions listed under readmission. Students may appeal termination decisions through the Committee on Academic Appeals, as is consistent with the Satisfactory Progress, Probation, and Suspension policies.

International Student Admission

Meredith welcomes any international student whose previous course of study and English proficiency have prepared her for the academic program. An international student who requires an F-1 (student) visa must apply through the Traditional Admission program regardless of her age. If an F-1 visa is not needed, an international student who is 23 or older may choose to apply as a conditionally admitted student (page 14).

Students needing an F-1 visa for fall semester must file a complete application by April 1. The deadline for F-1 students seeking entrance to the spring semester is October 1. We will work with students past these dates, as time allows.

In filing an application for either Traditional Admission or Conditional Admission, an international student must submit the following. The full Meredith College application includes:

- an official transcript, marksheet, or academic record from each secondary school, college, or university attended;
- an official copy of each diploma, degree, or educational certificate received;
- an official score report of any national examination;
- for non-native English speakers, scores on the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS);
- for native English speakers SAT or ACT scores are required; and
- for those already in the United States, proof of current Visa status.

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 World Education

Services, Inc. (WES) or Education Evaluators International for this service; other independent evaluators may be used with prior approval from Meredith. WES, like other evaluators, requires a fee from the applicant for processing applications.

When applying through the Traditional Admission program, the international student must also submit scores on the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS), except in cases where English is her native language or principal language of instruction. If applying for Traditional Admission, a native English speaker or one whose primary instruction has been in English should substitute the Scholastic Assessment Test (SAT) or American College Test (ACT) for the TOEFL or IELTS. The tests (TOEFL, IELTS, SAT, and/or ACT) should be taken within the 18 month period preceding the date the student wishes to enroll. When registering for these exams, the student should request that a score report be sent directly to Meredith College.

If applying as a conditionally admitted student, an international student whose primary language of instruction has not been English may be required to submit scores on the TOEFL or IELTS. A conditionally admitted applicant whose native language is English will not be required to submit TOEFL, IELTS, SAT or ACT scores.

An international student deemed academically admissible will be required to show proof of financial responsibility for her education and to submit a completed health form and the \$100 deposit. These conditions of admission must be met before her admission will be confirmed and before an I-20 form for obtaining a student visa will be issued. An international student at Meredith is required to purchase and maintain a minimum standard of health insurance as defined by the United States Information Agency (U.S.I.A.). The policy must be with a company that has a claims office in the United States. The student may also elect to purchase health insurance through the College.

When planning for study at Meredith, an applicant should be aware that financial aid resources for international students are limited to institutional money. A student and her family, however, should expect to be primarily responsible for her expenses.

Re-Admission of Former Students

A degree-seeking student who was previously enrolled at Meredith but who did not complete the semester immediately preceding the term she wishes to enter must apply for re-admission to the College. Exceptions are students on an approved leave of absence and those visiting another institution with the approval of Meredith College. Re-admission is not guaranteed, and such students will be required to follow a contract outlining specific and unique conditions designed to help them be successful.

A student who was initially admitted conditionally may apply for re-admission as a conditionally admitted student. Such a student will be considered for re-admission only if she has earned fewer than 15 credits as a conditionally admitted student and a total of fewer than

30 credits when including all non-degree and conditional admission credits. Students who were traditional admits but have left the college will be readmitted in traditional status.

All students applying for readmission must file an application for re-admission and must include a \$25.00 non-refundable application fee in the Office of Admissions. If the student has been enrolled at other colleges or universities since her withdrawal, she must provide an official transcript and a college official's recommendation form from each institution attended. The student must also include an essay. Other credentials necessary to support her application are obtained by the Office of Admissions and include recommendations from a variety of campus constituencies as well as the student's previous academic and personal records at Meredith. If the student has not attended other colleges or universities during her absence, she needs to include an explanation of her activities during her time away from Meredith. If adequate health information is not on file at the college, the student accepted for re-admission will be required to submit the necessary medical records.

A student who was on academic probation for two consecutive semesters when she withdrew or was academically suspended from the college may have her application considered by the Board of Review. Along with the above application information, she must submit a letter of intent, at least one recommendation from a professor or official at the last institution attended, and any other information demonstrating that she should be readmitted. The Board of Review bases its decision on these materials. The application must be sent in for consideration at least three weeks prior to the start of classes in the term for which the student seeks readmission.

A student who is re-admitted by the Board of Review will be placed on academic probation and will be informed of the specific criteria for maintenance of good standing. A student who has been academically suspended twice or has withdrawn twice after completing a semester on academic probation normally will not be re-admitted to the college.

Part-Time Students

A part-time student is one qualifying for a degree who enrolls for not more than 11 credit hours a semester. Such a student must meet the regular entrance requirements and admission procedures outlined in this chapter.

Non-Degree Students

Non-degree students in the categories listed below may register at Meredith in credit courses without conforming to the usual admissions procedures. In most instances, non-degree students are limited to 11 credit hours. Non-degree students are not eligible for financial aid. The Director of Admissions will serve as the academic advisor for all non-degree students with a status of other non degree students.

Visiting Students

A student who has authorization for credit at Meredith from another

college may register for courses with credit. The statement of authorization obtained from their home institution should be sent to the Registrar. The student registers in the Office of the Registrar on the opening day of the term.

A student who is cross-registering for courses through the Cooperating Raleigh College consortium will begin the registration process in the Registrar's Office at the home institution and complete registration in the Office of the Registrar at Meredith according to schedules agreed upon by the institutions.

International Visitors

International students at institutions outside the United States with which Meredith has exchange programs may, with the authorization of the home institution and in accordance with Meredith policy, enroll at Meredith as visiting students. Such students will file a special application and the required academic records and financial statement through the Office of Admissions. When the student is cleared for exchange visitor status, the college will issue a Certificate of Eligibility (I-20) for the student to use in applying for a student visa. An international visitor will have a designated faculty advisor and will register along with transfer students.

Teacher Licensure Program Candidates

A college graduate wishing to pursue a teacher licensure program files an application and an official transcript with the Education Department. Once admitted to the program, the student receives from the Meredith Department of Education guidance concerning course selection and registration procedures. The student must take at least 30 semester hours at Meredith in order to complete the licensure program (page 81).

Teacher Licensure Renewal Students

A certified public school teacher who enters Meredith for credit to be applied toward renewal of licensure requirements may register for courses with credit. Evidence of licensure should be submitted in advance to the registrar. The student registers in the Office of the Registrar on the opening day of the term.

Senior Scholars Program

High school senior women in the local area who are ready to undertake college-level study may enroll as special students in courses at Meredith. A student approved for participation in the Senior Scholars Program may attend classes for college credit in the summer prior to her senior year or in one or both semesters of her senior year. Application forms and procedures are available in the Office of Admissions.

Meredith Faculty, Staff, and Administration

Members of the Meredith College faculty, staff or administration may register for courses as non-degree students. They will complete a special registration form provided by the College and will register in the Office of the Registrar on the opening day of the term.

Post-Baccalaureate Second Major/Second Minor Students

A student who holds a baccalaureate degree and who is not interested in completing a second degree from Meredith may register for courses for credit as a non-degree student. This student completes a non-degree application in the Office of Admissions and registers in on the opening day of the term.

A student who wishes to fulfill the requirements of a second major or minor (but not a full second-degree program) should contact the Office of Admissions for information about application procedures and advising possibilities. A conference in the department of choice must be arranged by the end of the drop-add period and preferably prior to the first day of class. When the application and advising processes are completed before the end of the pre-registration period, a student seeking a second major or minor will be allowed to pre-register for classes. Information about admission requirements for second degree students is on page 13 and academic requirements are on page 35.

Other Non-Degree Students

A student who does not hold a baccalaureate degree and who does not expect to complete a degree program at Meredith may register for courses for credit as a non-degree student by completing a non-degree application in the Office of Admissions. She must have a high school diploma or a GED and must have completed that program of study at least one calendar year prior to registering at Meredith. All non-degree students may take a maximum of 11 semester hours in any one semester and a cumulative total of 30 semester hours, unless a different load has been approved by the Academic Vice President. Non-degree students are not eligible for financial aid.

Students pursuing this option register in the Office of the Registrar on the opening day of classes.

A non-degree student who thinks she may eventually wish to seek a degree candidacy at Meredith should consult with the Office of Admissions for information about admission requirements and procedures. The completion of classes at the college does not, by itself, assure admission.

Summer Session

Students newly enrolled at Meredith for the fall term as well as those previously enrolled at Meredith under any of the conditions listed above may attend summer courses, which run in three, six and twelve-week sessions between mid-May and early August. Women from other colleges and universities are also welcome. Completing summer courses can help a student complete her degree in less than four years. The Office of the Registrar makes available schedules and registration materials for the summer session.

Condition of Admission

Every person admitted to the college as a student agrees to the following condition of admission: Meredith College reserves the right to suspend or to exclude at any time any student whose academic standing or conduct is regarded by the college as undesirable or unacceptable.

Advanced Standing Credit

Evaluation of Credit

A student approved for admission with advanced standing receives from the Office of the Registrar a credit evaluation reflecting credits transferred and general education requirements met. In computing the overall transfer grade average, Meredith uses a 4.0 quality point average: A=4.0, B=3.0, C=2.0, and D=1.0. Other units of credit are converted to semester hours. Credit received for courses transferred or credit earned through advanced placement are not calculated in the grade point average.

Advanced Placement and Credit

Admitted students who have completed the equivalent of college-level study through high school courses, independent study, or any other means may seek advanced placement and credit at Meredith. Competency in a subject area can be established through satisfactory performance on one of the following tests:

- A special departmental examination administered at Meredith
- Advanced Placement examination of The College Board
- General examination or a subject examination of the College-Level Examination Program of The College Board
- An International Baccalaureate examination

Credits awarded for advanced placement credit are detailed on pages 38–41.

Credit for Extra Institutional Instruction

The student who has completed the equivalent of college-level study through participation in formal instruction or the passing of formal examinations sponsored by associations, business, government, industry, the military, and unions may seek advanced placement and credit at Meredith. Guidelines published by the American Council on Education are used by the Office of the Registrar and the appropriate department head to decide upon credit given. In some instances, departmental examinations are used to determine credit. A maximum of 15 credit hours may be awarded for extra-institutional instruction.

Finances

Meredith College is committed to offering the highest quality education available today for the most reasonable cost. Financial support from various sources supplements tuition and allows the college to enrich academic and co-curricular programs. A Meredith College education is a value today and an investment for the future.

This section details the tuition and fees charged by the college and its various programs and services. The college reserves the right to change tuition and fees at the beginning of each semester if conditions make such adjustments necessary. Students will receive advance notice of any changes. Financial aid is available to students whose needs qualify them for assistance.

Residence Hall Services

On campus housing options

Students living in the residence halls are charged room and board that covers rent for a shared room, the cost of three full meals a day for seven days a week in the dining hall, and routine services from the student health center. Each residence hall is equipped with a telephone jack and the room charge includes local telephone service. Each room is also wired for cable television and wireless internet access.

On campus student apartments are available to juniors and seniors. Each apartment contains four single occupancy bedrooms and two baths or two single occupancy bedrooms and two baths. Each apartment is fully furnished and has a kitchen with a full sized refrigerator, stove, microwave, dishwasher, washer and dryer. Rent is charged under the terms of a twelve month lease and includes all utilities, wireless internet access, local phone service, and basic cable service.

More detailed information about on campus housing options can be found at www.meredith.edu/students/reslife.

Dining options

Included in the room and board charge to students living in the residence halls is a meal plan that includes three meals a day, seven days a week in the dining hall.

A variety of meal plan options are available to commuter students and students living in the on campus apartments. Complete details of meal plan options can be found in the tuition and fees section of www.meredith.edu/acct.

Tuition and Fees

Full-time students include all students taking 12 or more credit hours per semester. Part-time students are students taking fewer than 12 hours per semester. Tuition charges are determined by their course loads. A student activities fee will be charged to all full- and part-time undergraduate degree seeking students.

Full-time Students		
<i>(12-18 credit hours)</i>	<u>Semester</u>	<u>Academic Year</u>
Resident student tuition	\$14,553	\$29,106
Student activities fee	\$40	\$80
Hours in excess of 18	\$723 per credit hour	
Housing		
Residence Halls, room and board	\$4,174	\$8,348
Apartments (for Juniors and Seniors, requires 12 month lease)		
4 bedroom/2 bath units	\$3,425	\$8,220
	Plus \$1,370 per summer	
2 bedroom/2 bath units	\$4,040	\$9,696
	Plus \$1,616 per summer	
Part-Time Students		
<i>(1-11 credit hours)</i>		
1st through 5th credit hour	\$723 per credit hour	
6th through 8th credit hour	\$1,197 per credit hour	
9th through 11th credit hour	\$1,781 per credit hour	
Student activities fee	\$40 per semester	
Applied Music—per semester		
<i>Full-time students</i>		
1 half-hour lesson weekly	\$250	
2 half-hour lessons weekly	\$500	
Class lessons in piano, voice, or guitar	\$150	
Recital fee	\$150	
Accompanist fee	\$420	
<i>Part-time students (for credit)</i>		
Tuition plus the following fees:		
1 half-hour lesson weekly	\$250	
2 half-hour lessons weekly	\$500	
Class lessons in piano, voice, or guitar	\$150	
Recital fee	\$150	
Health Insurance		
Health Insurance per year	\$1,041	
<i>(August 1, 2012 - July 31, 2013)</i>		
All full-time undergraduates, dietetic interns, or licensure students must submit waiver each year if covered under another plan.		

continued next page

Additional Fees

Additional fees may be charged for courses in the following areas: Art, Biology, Birth through Kindergarten, Career Planning, Chemistry, Child Development, Education, Geology, Health and Physical Education, Social Work and Nutrition.

Course fees are 100% refundable through drop/add. After the last day to drop a course (as indicated in the academic calendar), there is no refund.

Auditing Courses

Full-time students. no charge
 Part-time — auditing \$723 per credit hour

Special Fees

Application fee for new students \$40
 Application fee for students seeking re-admission. \$25
 Graduation fee \$100
 Transcript fee \$7.25 - \$15.00

Requests made through NSC are \$5.00/copy plus \$2.25 processing fee per recipient
 Same day requests received in the Office of the Registrar are \$15.00/copy

Breakage fee

Students will be billed for unjustifiable damage to college property.

Health services

Resident hall students are not charged for the ordinary services of the college physician and nurses and/or for the use of the student health center. Service is available to apartment residents and non-resident students for \$200.00 per academic year.

Students from the Cooperating Raleigh Colleges pay the same additional course fees as full-time Meredith students. Books, gym clothes, and other instructional expenses are not included in the above charges.

Payments for tuition and fees is due in full on August 1 for the fall semester and on December 1 for the spring semester. Payments not received by the due date will result in the cancellation of preregistered classes. Students will receive notification of new e-bill statements via their Meredith e-mail account beginning in July.

Parking fines and other miscellaneous charges are charged to the student account and due when incurred. A student may not preregister for a future semester unless her account is paid in full.

Payment Plan Option

As an alternative 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 on July of each year. There is an enrollment fee for this service, which is administered by Tuition Management Systems, www.afford.com or (800) 356-8329.

Withdrawals/Leaves of Absence

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

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

Any refund due will be mailed from the accounting office to the student upon receipt of an official withdrawal notification from the dean of students or an official leave of absence notification from the registrar.

The same policy will apply for reduction of credit hours above the 18 hour level and for part-time students who drop or withdraw from courses.

Course fees are 100% refundable through drop/add. After the last day to drop a course (as indicated in the academic calendar), there is no refund.

Board will be credited on the basis of the weekly charge for the number of weeks remaining in the semester following the week of withdrawal.

No credit will be made for room charges.

If a student does not officially withdraw within 60 days of last class attendance, she forfeits her right to any adjustments to her charges. See page 47 for how to effect an official withdrawal.

Students who are receiving financial assistance from federal programs, are enrolled at Meredith for the first time, and who withdraw from Meredith, will have any refund determined according to federal policy. Eligibility for a refund may extend to 60 percent of the semester. Refunds calculated under federal guidelines will be repaid to the programs from which funds were received in the following order:

Terms of Payment

Payment Schedule

Advance deposit for all entering students \$100

Students who are accepted on the Early Decision Plan must make a deposit on or before December 1. Other new students are required to make this advance deposit on or before May 1. For the student accepted after April 21, the deposit must be made within 10 days after acceptance. This payment is not refundable and does not include the non-refundable \$40 fee which must accompany the application of each new student.

New students for the spring semester are required to make this deposit on or before December 1. The student accepted for January enrollment after November 21 must make the deposit within 10 days after acceptance. This non-refundable deposit will be credited to the student's account and applied to tuition charges.

Advance deposit for returning resident students \$150

All returning resident students must make this non-refundable deposit during the housing sign-up in the spring semester. The deposit will be credited to the returning student's account and applied to room and board charges.

Direct Student loans, federal Perkins loan, federal Pell grant, federal SEOG grant, other title IV assistance, other federal sources of aid, other state, private, or institutional aid, the student.

Other students receiving financial assistance and who withdraw from the College will have their refund calculated as shown in paragraph one under Withdrawals. The funds will be prorated according to their sources (State, Institutional, Student) and repaid to the funds in the sequence shown in the previous paragraph.

Because earnings from a campus job are paid directly to the student during the academic year, this form of aid is not subject to the refund policy.

Contractual Agreement

The preceding statements as to charges and terms of payments are the equivalent of a contract between the College and its students. No College administrator can modify these regulations without specific authorization from the Meredith Board of Trustees. A student is not officially registered or entitled to enroll in any class until satisfactory financial arrangements have been made with the business office. Under no circumstances will a student's transcript or diploma be released until her account is paid in full.

Financial Assistance

Students enrolled in degree (undergraduate and graduate or certification) programs are eligible to apply for financial assistance. This includes freshman and transfer applicants, on-campus and commuting students. Although the student or her family 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.

The assistance program is administered on a need basis without regard to race, creed, national and ethnic origin, age, or disability. An international applicant should consult page 15 for assistance available to students from other countries.

Principles and Procedures

The Need Concept

While acknowledging that students should be recognized for outstanding achievement, Meredith, in general, awards financial assistance to a student on the basis of her analyzed financial need. Need is the difference between what a family can contribute and what the College estimates as a reasonable overall cost for attending Meredith for one year. As the basis for determining need, each year an aid applicant must file a Free Application for Federal Student Aid (FAFSA).

For the on-campus student, the cost of attending includes tuition, room and board, and an estimated \$1,840 for miscellaneous personal expenses, including transportation. The educational cost used by the Office of Financial Assistance in its calculation of need for an on-campus student for 2012-2013 is \$40,224. For the dependent commuting student living with her parents, the cost of attending includes tuition and an estimated \$6,290 for books, food and miscellaneous personal

expenses, including local transportation. The total cost used by the Office of Financial Assistance in its calculation of need for a full-time, dependent commuting student for 2012-2013 is \$35,476.

The average expenditure for books is calculated at approximately \$850 per year and is included in our estimate of annual expenses students will incur at Meredith. Students are responsible for buying their own books and may purchase books and supplies from the campus bookstore, which is provided as a convenience for the students. While students are not required to purchase their books from the college bookstore and may obtain their books from an independent dealer, the bookstore is fully stocked to accommodate the needs of Meredith students.

The educational cost for a part-time student or an independent student is determined on an individual basis. Further information about student costs may be obtained by contacting the Office of Financial Assistance at (919) 760-8565 or on the web at www.meredith.edu/financial_assistance.

Application Procedures

All new students to Meredith College who wish to apply for any kind of financial assistance should complete the Free Application for Federal Student Aid (FAFSA) between January 1 and February 15. Those applications received after February 15 will be considered as funds are available. The FAFSA may be completed on-line at www.fafsa.gov, or can be obtained from any high school guidance counselor or from a college financial aid officer and mailed using the envelope that is provided in the FAFSA booklet. Indicate Meredith College as an institution to receive your data by using our code number **002945**.

A freshman candidate who is applying for admission under the Early Decision Plan and who would like an early decision aid estimate on financial assistance should file her Early Decision Financial Assistance Application by November 10 of her senior year. She will need to request the Meredith College Early Decision Assistance Application from the Office of Financial Assistance or the Office of Admission. If this form is received on time, she will receive her estimated eligibility for financial assistance beginning December 1. Should she later be named a recipient of one of the competitive scholarships, her award will be revised to reflect this component. Please note that an early decision student who received need-based financial assistance will be required to file a FAFSA by February 15.

Returning Students

The FAFSA must be filed each year a student wishes to receive financial assistance; the form should be completed on-line at www.fafsa.ed.gov or mailed between January 1 and March 15 for priority consideration. Students who file the FAFSA after the priority date will be considered as funds allow.

The Award

The Office of Financial Assistance evaluates each individual's

particular situation and awards the most appropriate package of assistance. Scholarships, grants, loans and student employment are used, usually in combination, to help the eligible student meet the cost of attending Meredith.

Notification of Awards

All entering students who apply for financial assistance by the priority deadline, including applicants for competitive scholarships, will be informed of the College's decision in March. Students accepted for admission under the Early Decision Plan will be informed of tentative assistance awards by December 15. Returning students can expect notification concerning awards after June 1.

Payment of Award

Scholarships and grants administered by the College will be credited to the student's account on a semester basis. Scholarships received from outside sources will be applied to the student's account as funds are received.

If a student chooses to apply for a Federal Stafford Loan, and/or a parent chooses to apply for a Federal PLUS Loan, a Notice of Loan Guarantee and Disclosure Statement is sent from the lender to the borrower specifying the actual loan amount and when the funds will be disbursed to the College. Since the College participates in an electronic fund transfer (EFT) with most lenders, loan proceeds are transferred without issuing individual checks to students. Proceeds are then credited to a student's account as students are cleared for release by the Office of Financial Assistance. Any assistance received which exceeds the amount due to Meredith for the semester will be given to the student within 14 days of the credit balance occurring. These funds may be used for expenses related to the student's enrollment, including living and personal expenses.

Students who have a Federal Work Study job on campus are paid on the 10th of each month for work performed during the preceding month.

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.

Undergraduate Degree Students:

Qualitative Requirement—Each student must maintain the following minimum Meredith QPR, based on credits attempted.

Total Attempted Hours	Minimum Meredith QPR
1–16	1.500
17–25	1.700
26–59	1.800
60–89	1.900
90 and above	2.000

Quantitative Requirement—Each student must also be making satisfactory progress toward the completion of a degree. Satisfactory progress toward graduation is measured in terms of total academic credits earned. During the academic period, a student must earn 75% of all credits attempted for which she received assistance.

Program Length—Undergraduate students may not receive financial assistance for more than 150% of the expected program length, or ten semesters for full-time students, whichever is less.

Graduate Degree Students:

Qualitative Requirement—Each student must meet the academic standards for enrollment in the school or program as described in the Graduate Catalogue in order to continue to receive financial assistance.

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

Courses/Grades Used in Determining Satisfactory Academic Progress

- **Credit Earned:** The successful completion of a credit attempted and earned is credit for which a grade of A, B, C, D, or P is received.
- **Incompletes:** An incomplete grade will count as credit attempted and credit not earned until the Registrar's Office has recorded a passing grade.
- **Withdrawal from courses:** Any withdrawal after the add/drop period will count as credit attempted and credit not earned.
- **Remedial Credit:** Remedial courses such as ENG 090 and MAT 090 will count as credit attempted but will not count toward overall credits earned.
- **Transfer Credit:** Transfer credits, accepted by Meredith, will be added to the attempted/earned hours in order to arrive at the maximum number of credits a student may attempt and earn.
- **Repeated courses:** course(s) repeated will be counted as attempted credits as many times as the course(s) is attempted. When a course repeated is completed successfully, the completed course credit will be added to the number of credits earned.

Those Unable to Maintain Satisfactory Academic Progress

If a student is unable to meet the qualitative and quantitative requirements at the end of an academic period (defined as one academic year, if the student attends both semesters), then the student is placed on financial assistance probation for the following semes-

ter. If the student does not meet both conditions at the end of the probationary period, she/he will no longer be eligible for financial assistance unless a successful appeal has been granted or a student regains eligibility described in section "Re-establishing Eligibility after Denial or Suspension."

If a student exceeds the maximum number of hours allowed for degree completion (150% of expected program length) her future financial assistance will be suspended. If the student wishes to continue to receive financial assistance, she would need to follow the appeal process.

Students placed on financial assistance probation:

A student placed on financial assistance probation will receive a letter informing her/him of the probationary status and requesting that she/he meet with a staff member in the Office of Financial Assistance. This letter will state that the student's progress will be reviewed after the next semester. If the student then meets SAP requirements, the student will be removed from probation. If the student does not meet or exceed the requirements, her/his financial assistance will be suspended until the requirements to resume receiving assistance are met.

Suspension:

A student not meeting satisfactory academic progress after financial assistance probation will be notified by the Financial Assistance Office that the student's eligibility for financial assistance has been suspended.

Appeal Process:

A student who is placed on financial assistance probation or who has her/his financial assistance suspended will have an opportunity to submit an appeal of the decision. The student must submit an appeal letter to the director of financial assistance stating the reasons for reconsideration. This letter must include a detailed description of the extenuating circumstances that occurred during the semester in which the student failed to meet this policy. The appeal must also include all necessary documentation to support the existence of the circumstances described and evidence that the circumstances have been resolved. The appeal should also detail the student's plans for ensuring satisfactory academic performance in the upcoming academic term. Events or circumstances that merit an appeal include personal or family emergencies, unanticipated events, serious medical difficulties, and/or serious psychological difficulties. The Financial Assistance Appeals Committee will consider this information when making a decision on the outcome of the student's appeal.

Students seeking to reestablish financial aid eligibility will remain ineligible to receive financial aid or payment deferrals until the appeal process is complete and the Financial Assistance Appeals Committee has made a decision. Students should be prepared to pay tuition, fees, and other educational expenses until she/he has been approved to receive financial assistance.

Appeal Granted- Student responsibilities

If an appeal is granted, a student will continue to receive aid on a probationary basis for the following semester. If the student does not meet both the qualitative and quantitative conditions of Satisfactory Academic Progress at the end of the probationary period, she/he will no longer be eligible for financial assistance.

Appeal Denied

If the Financial Assistance Appeals Committee denies a student's appeal, the denied student will be sent a letter informing them that their financial assistance has been suspended. Included with the letter the student will receive information about specific procedures and minimum requirements to reinstate financial assistance after it has been suspended.

Re-establishing eligibility after Denial or Suspension

A student suspended for reasons other than exceeding the maximum number of hours for degree completion who does not appeal, or whose appeal is denied, may be reinstated on a probationary basis by meeting both of the following criteria:

1. Achieve the required qualitative requirements;
2. Successfully complete 75% of the hours attempted for at least one semester.

These requirements may be met while either attending Meredith for the semester without financial aid or by transferring the requirements to Meredith from another accredited institution. Transfer work must be reflected on the Meredith transcript to be considered for purposes of financial aid eligibility.

Students who do not wish to appeal or whose appeal is denied may receive alternative/private loans to fund their educational expenses. Please contact the Office of Financial Assistance at 919-760-8565 for more information.

Students' Rights and Responsibilities

A student receiving financial assistance has certain rights and responsibilities. For any necessary revision in a student's current financial assistance award, a student may request an explanation of the revised award and reconsideration in light of any additional information she can provide. A student has the right to make a similar request in regard to any adjustment in the amount of her award for a subsequent year.

A full-time student is responsible for advising the Office of Financial Assistance if her course load drops below 12 semester hours for any semester covered by the award. A part-time student has the same responsibility if her course load for any semester covered by the award drops below the number of hours specified on her financial assistance award notification. Other responsibilities of an assistance recipient include completing all forms and special applications requested by the Office of Financial Assistance; reporting to the Accounting Office on request to endorse vouchers and/or checks and, if applicable, signing a

loan promissory note and having a loan exit interview before withdrawal or graduation; and fulfilling the obligations described in her job contract if earnings from a campus job are part of her assistance award.

Another area of student responsibility relates to previous enrollment at Meredith or any other college. In order to be eligible for federal assistance programs, a student must not owe a refund on a previously awarded grant or be in default on payments for loans in repayment status.

Types of Assistance

Competitive Scholarships

Recipients of the following competitive scholarships, as well as Honors Program participants, are invited to take part in Focus on Excellence. This program provides exciting opportunities to enrich college life by attending a special series of cultural activities. The program of events, selected each year from a variety of on-campus and off-campus offerings, expands one's exposure to music, art, film, science and theatre. Participating in the series also fosters friendships among students who seek new ways to heighten their learning experiences.

Meredith College Alumnae Legacy Scholarships

The Meredith College Alumnae Legacy Scholarship, Meredith's highest merit recognition available to entering freshmen, is awarded on the basis of exceptional academic achievement, intellectual promise, and leadership ability. A recipient receives a scholarship that covers tuition, room and board (provided she lives in campus housing), fees and various other college expenses that meet the cost of attending Meredith College as determined by the Office of Financial Assistance. The scholarship is renewable for a total of four years subject to the recipient's remaining in good standing, being a full-time student, and maintaining a minimum quality point ratio of 3.30 on all courses taken at Meredith. In addition, a recipient has the opportunity to apply for an additional stipend to help cover a study abroad experience while she is a student at Meredith.

In addition to the monetary award, Alumnae Legacy Scholars are invited to join the President of the College for special events and activities, including travel opportunities, and are mentored by the President, other administrators and faculty, and alumnae. Recipients of an Alumnae Legacy Scholarship are encouraged to participate in the "Focus on Excellence" series and other activities planned for Scholars of the college. Legacy Scholars are also encouraged to participate and lead in campus life and to participate in community activities and organizations which strengthen the bond between Meredith and the community at large. Alumnae Legacy Scholarships have been endowed through the generosity of alumnae and other friends of Meredith College.

Presidential Scholarships

Meredith College Presidential Scholarships are available each year for entering freshmen. The selection of recipients for this prestigious

award is based on merit, taking into account superior academic achievement, intellectual promise and leadership ability. Recipients receive a tuition scholarship. The award is renewable for a total of four years subject to the recipient's remaining in good standing, being a full-time student, and maintaining a minimum quality point ratio of 3.25 on all courses taken at Meredith. In addition, a recipient has the opportunity to apply for an additional stipend to help cover the cost of a study abroad experience while she is a student at Meredith.

Presidential Scholars are invited to join the President of the College for special events and activities, including travel opportunities, and are mentored by the President and other administrators and faculty. Recipients of the Meredith College Presidential Scholarship are encouraged to participate in the "Focus on Excellence" series and other activities planned for Scholars of the college. Presidential Scholars are also encouraged to participate and lead in campus life and to participate in community activities and organizations which strengthen the bond between Meredith and the community at large.

Meredith College Academic Awards

These awards recognize students having superior academic ability, achievement, and leadership potential. Meredith College Academic Awards are available each year for entering freshmen having superior credentials. The awards are renewable for a total of four years subject to the recipient's remaining in good standing, being a full-time student, and maintaining a minimum quality point ratio of 2.5 on all courses taken at Meredith.

Meredith Promise Scholarships

In recognition of academic ability, intellectual promise, and leadership skills, Meredith College has established the Meredith Promise Scholarship for students from underrepresented groups. The scholarship is determined without regard to financial need. It is renewable up to a total of four years, provided the recipient remains in good standing, is a full-time student, and maintains a 2.5 quality point ratio on all courses taken at Meredith.

Students interested in receiving scholarships should apply for admission to the College by January 15. Students applying for the Honors Program or talent scholarships in art, music or interior design must file a separate scholarship application by January 15 for full consideration.

Art Scholarships

- Eleanor Layfield Davis Scholarship
- Ruby C. and Ernest P. McSwain Scholarship
- Lois Griswold Outland Scholarship

Each year freshman applicants are selected to receive the Eleanor Layfield Davis Scholarship, the Ruby C. and Ernest P. McSwain Scholarship, and the Lois Griswold Outland Scholarship on the basis of talent.

To be considered for an art scholarship, a student must be accepted for freshman admission to the College. She must file the special Talent Scholarships Application with the Office of Admissions and arrange a preliminary portfolio review with the Department of Art by January 15.

On the basis of the portfolio reviews, the department selects finalists who will be invited to interview with the art faculty on the campus in February.

The Eleanor Layfield Davis Scholarship, the Ruby C. and Ernest P. McSwain Scholarship, and the Lois Griswold Outland Scholarship are renewable annually for a total of four years, subject to the recipient's remaining in good standing, being a full-time student pursuing a major in art, and maintaining a minimum quality point ratio of 3.0 (B average) on all art courses taken at Meredith College.

Music Scholarships

Each year freshmen applicants are selected to receive The Robert H. Lewis Scholarship, The Mary Perry Beddingfield Scholarship, The Adelaide Bunker Sink and Dorothy Sink Sykes Scholarship and other Music Talent Scholarships according to the recipient's financial need.

To be considered for a music scholarship, a prospective freshman must file the special Talent Scholarships Application with the Office of Admissions by January 15. If she is applying for need based talent awards the student and her parents must also submit a FAFSA to the Office of Financial Assistance, by February 15.

A student must be accepted for admission to compete for a music scholarship. Selection of scholarship recipients is then based on musical talent, academic ability, previous performance, commitment to the field of music, and potential achievement in the field. On the basis of auditions in the fall or winter, finalists are chosen in early February by the Department of Music; the finalists are invited to the campus in late February for another audition and for interviews with the music faculty.

The Robert H. Lewis Scholarship, the Music Talent Scholarship and the Mary Perry Beddingfield Scholarship are renewed annually for a total of four years, subject to the recipient's remaining in good standing, being a full-time student pursuing a major in music, and maintaining a minimum quality point ratio of 3.0 (B average) on all music courses taken at Meredith.

Sandra Graham Shelton Scholarship in Interior Design

Meredith College each year awards entering freshmen Sandra Graham Shelton Scholarships in Interior Design. The scholarship recipients are determined on the basis of scholarship and potential for success in the field of interior design. The Sandra Graham Shelton Scholarship is renewed annually, for a total of four years, subject to the recipient's remaining in good standing, being a full-time student pursuing a major in interior design, and maintaining a minimum quality point ratio of 3.0 (B average) in all courses in the interior

design program taken at Meredith.

To be considered for the Sandra Graham Shelton Scholarship, a student must be accepted for freshman admission to the College. She must file the separate Talent Scholarship application in the Office of Admissions by January 15. Finalists in the competition will be invited to the campus in February for interviews with and a review of samples of creative work by the faculty selection committee.

Thomas Meredith Baptist Heritage Scholarships

Meredith College has established the Thomas Meredith Baptist Heritage Scholarships to pay tribute to its rich Baptist history and to recognize outstanding students who are North Carolina Baptists. The scholarships are named for Thomas Meredith, founder and editor of The Biblical Recorder, who chaired the committee that recommended to North Carolina Baptists in 1835 that a college for women be established.

The Thomas Meredith Baptist Heritage Scholarships are awarded to incoming freshmen on the basis of academic excellence, outstanding service to church and/or community, and leadership ability. Applications are available from the Office of Admissions.

A recipient must be a member of a North Carolina Baptist church and be recommended by a church official (director of the W.M.U. or other similar women's organization, pastor or youth minister). At least three scholarships valued at \$1,500 per year are awarded annually. The scholarships are renewable for a total of four years, based upon the recipient's remaining in good standing, being a full-time student, and maintaining a minimum quality point ratio of 2.50 on all courses taken at Meredith. Recipients are designated as Thomas Meredith Scholars.

Transfer Students

Grants and Scholarships

Meredith Provides grants for Transfer students based on financial need. Applicants must complete the FAFSA to be considered. The amount of the grant is determined by the level of financial need.

Additionally, Meredith provides scholarship for women who successfully complete their two-year and community college studies.

Phi Theta Kappa

Students who are members of Phi Theta Kappa, the honor society for two-year colleges, and have at least 30 hours of transfer credit are eligible to receive Meredith's **Phi Theta Kappa scholarship, an annual award of \$5,000 per year for up to three years.**

Academic Incentive Scholarships

Students who have completed the Associate of Arts or the Associate of Science degrees at a North Carolina Community college with a minimum 3.0 GPA and enter Meredith College in fall 2012 will be

eligible for a **\$10,000 transfer scholarship per year for two years**. To receive the scholarship, students must attend Meredith as a full-time undergraduate each term and earn a minimum 2.5 GPA.

Students who have completed the Core 44 at the North Carolina Community College System with a minimum 3.0 GPA and enter Meredith College in fall 2012 will be eligible for a **\$5,000 transfer scholarship per year for three years**. To receive the scholarship, the student must attend Meredith as a full-time undergraduate each term and earn a minimum 2.5 GPA.

General Grants and Scholarships

Meredith College Grants

Meredith provides grants for entering and continuing students based on financial need. Applicants must complete the FAFSA to be considered. The amount of the grant is determined by the level of financial need.

Meredith College Endowed Scholarships

George L. Alden Trust Teaching Scholarship

Ida Catherine Allen and Gertrude Royster Sorrell Scholarship

Alumnae Legacy Scholarship

Ankers Family Scholarship

Tracy Lynn Carr Baldwin Scholarship

Sue Garrison Ballard Scholarship

James Larkin and Iona Mae Shugard Ballou Trust

Barham First Family Scholarship

Bank of America Teaching Scholarship

J. T. J. Battle Scholarship

Mary Perry Beddingfield Music Scholarship

Louise McComb Bennett Scholarship

Amorette Bryant Bolton Scholarship

Fred C. and Irene Rumer Bonhardt Scholarship

Annie and John Bostic Scholarship

Branch Bank and Trust Teaching Scholarship

Dorothy Ray Branham Scholarship

Charles E. Brewer Scholarship

Love Bell Brewer Scholarship

Margaret Highsmith Brown Music Scholarship

Bryan Foundation Scholarship

James E. and Mary Z. Bryan Scholarship Trust

Maude Bunn Scholarship

Ruth Deaton Burnett Scholarship

Craven Allen and Jane Russell Burris Scholarship

Vivian Keasler Buzzard '77 Endowment Fund

Campbell-Beasley Travel Scholarship

Ernest F. Canaday Mathematics Scholarship

Mrs. Earl N. Carr Scholarship

Carroll Sisters First Family Scholarship

Virginia Murchison Carson Scholarship

Charlotte Wester Cate Scholarship

Dr. Z. M. Caveness Scholarship

Centura Banks, Inc. Teaching Scholarship

Jackie R. Chamblee International Student Scholarship

Evelyn King Cheek Scholarship

Helen J. Clancy Memorial Scholarship

Sala M. Clark Scholarship

Class of 1932 Scholarship

Class of 1934 Scholarship

Class of 1936/Fiske-Rose Scholarship

Class of 1938 Scholarship

Class of 1939 Scholarship

Class of 1944 Scholarship

Class of 1945 Scholarship

Class of 1951 Scholarship

Class of 1952 Scholarship

Class of 1953 Merit Heritage Scholarship

Class of 1957 Scholarship

Class of 1964 Scholarship

Class of 1967 Scholarship

Class of 1968/Phyllis Edwards Scholarship

Class of 1972 Scholarship

Class of 1977 Scholarship

Class of 1990 Scholarship

Dr. Gwendolyn V. Clay Memorial Scholarship

Sandra Critzer Close Scholarship

Coates Scholarship

Inabelle Coleman Scholarship

James L. "Hap" Collier Scholarship

Elizabeth Avery Colton Award

Mary Reid Cone Scholarship

Dr. Jim and Meg Conner Scholarship

Norma Baker Cook Art Scholarship

Dr. Harry E. Cooper Scholarship

Jean Batten Cooper Scholarship

Margaret Blanchard Cooper '37 Art Scholarship

Margaret Grayson Covington Scholarship Charles Royce Council and

Frances Tatum

Council Endowment for the Alumnae Legacy Scholarship

Frances Tatum Council and C. R. Council Scholarship

Beulah Rimmer Craig Scholarship

Craig-Davis Honors Scholarship

Hesta Kitchin Crawford Honors Scholarship

John W. Creagh III Scholarship

Barham and Bertha Langdon Creech Scholarship

Iris Culler Creech Scholarship

Nell Baker Creech and Hallie Williams Baker Scholarship

Roger H. Crook Scholarship

Phyllis Cunningham Scholarship

Anne C. Dahle Scholarship

Katie Carpenter Daniels Memorial Endowment

Katherine Gene Davenport Dapore Scholarship

Honorable N. Leo Daughtry Scholarship

Charles A. Davis Scholarship

Eleanor Layfield Davis Art Scholarship

Mona Horton Dean '58 Scholarship

Essie Dale Hunter Dickson Scholarship

Beatrice E. Donley Scholarship

- Melody Jane Frazier Doster Scholarship
Elizabeth James Dotterer First Family Scholarship
Winnie Dratt 23+ Scholarship
Inscore Dunn Travel Endowment
Jesse Ball DuPont Endowment Fund
Durham Corporation Education Endowment Fund
Charlotte D. Ellis '72 Scholarship
Lucille Lawrence Ellis Scholarship
English Leadership Fund
Ruth Cole Eure '53 Scholarship
Myrtle Hart Farmer Scholarship
Betty Jo Farrington Scholarship
Farrior Sisters Scholarship
Elizabeth Kendrick Faucette Scholarship
Dr. James Grady Faulk First Family Scholarship
Griffith Leadership Award
First Baptist Church, 99 North Salisbury Street, Raleigh, NC Scholarship
First Baptist Church New Bern Student Aid Fund
Charles Watson and Carolyn Scott Flynt Scholarship
Foreign Language Scholarship
Formy-Duvall Scholarship
Fowls Family Music Scholarship
Jane Renn Frazier Scholarship
Lois Frazier Award
Nannie S. Gaddy Scholarship
Minnie Murchison Gaston Endowment
Katherine Papadakis Georgallis Memorial Scholarship
Bryant Knowles Ginn Scholarship
GlaxoSmithKline Women in Science Scholarship
Barbara Lyons Goodmon Scholarship
Goodnight Educational Foundation Minority Scholarship
Goodwin Girls First Family Scholarship
Goodwin-Loftin First Family Scholarship
Wense and Marion Norris Grabarek Scholarship
Lillie Grandy Scholarship
J. Craig Greene Centennial Art Fund
Mae Grimmer Scholarship
Drs. Carolyn and Frank Grubbs Scholarship
Jean Hallman Guion Scholarship
Addie Jones Hall Scholarship
Reverend Romulus F. and Bessie S. Hall Memorial Fund
Fuller B. Hamrick Scholarship
Pauline Olive Hamrick Scholarship
Laura Weatherspoon Harrill Scholarship
Ella Perry Harris Scholarship
Julia Hamlet Harris Scholarship
M. Elizabeth Harris Scholarship
Shearon Harris Scholarship
- Hartford-Moczek Travel Award
William Randolph Hearst Endowed Scholarship for Minority Scholars
E. Bruce Heilman Scholarship
Mattie Jenkins Henderson Scholarship
Ola Williams Hendren Memorial Fund
Ruth Hilliard Hensley Music Scholarship
Thomas Jason Herring and Nonie Sutton Herring Scholarship
General Hugh B. Hester Honors Scholarship
Paula Greene Hester Honors Scholarship
Ella Greenwood Holcomb Scholarship
Ruth Tucker Holleman Scholarship
M. A. Horner Scholarship
Kathryn F. House Endowment Fund
Mabel Andrews House Scholarship
Ruth Ann Hubbell Creative Writing Award
Jo Welch Hull Scholarship
Nannie Willis Hunter Scholarship
Catharine Watkins Isaacs Memorial Scholarship
Catharine Margaret Inez Watkins Isaacs First Family Scholarship
Elbert C. and Gladys P. Jackson Family Scholarship
Arthur and Hattie McCauley James Scholarship
Catherine McCracken James and J. Hayden James, III Scholarship
Frances P. Jennings Scholarship
Guion Johnson Scholarship
Mary Lynch Johnson Scholarship
Eula Mae Bagwell Jones Endowment Prize
Jean Journigan Joyner '54 Scholarship
Dr. Alice B. Keith Senior Scholarship
Katharine Kerr Kendall Scholarship
Ione K. and Thomas B. Knight First Family Scholarship
Ione Kemp Knight English Travel Award
Kay Lambeth Scholarship
Langley Family Scholarship
William W. Lawrence Scholarship
Roxie Collie Laybourne Endowment Fund for Practical Experience in the Sciences
Ida Belle Ledbetter Scholarship
Lola Marshburn Ledford Scholarship
Alma Lane Lee Minority Scholarship
Carolyn Sperry Leith Scholarship
Marshall Moore Marchman '66 Scholarship
Gwendolyn Matthews '71 Scholarship
Jean Johnson Moore Scholarship
Moore Mixon Family Scholarship
Rebecca Jean Morris Lewis Scholarship
Robert H. Lewis Music Scholarship
Margaret Hine Linville Scholarship
David Lynch Musical Arts Guild Scholarship
Mabel Claire Hoggard Maddrey Scholarship
- Mangum Scholarship
Gail Newton Martin Piano Scholarship
LeRoy Martin Memorial Scholarship
Margaret Craig Martin and Zeno Martin Scholarship
Marie M. Mason Scholarship
Mr. and Mrs. W. H. Matthews Scholarship
Anna Elizabeth Liles Maynard Memorial Scholarship Endowment for Academic Excellence
Quentin Oliver McAllister Scholarship
Ralph McClain Memorial Scholarship
Gwen and George McCotter First Family Scholarship
Mona Blevins McGilvray Scholarship
Ralph McLain Memorial Award
McPhail Family Scholarship
Mary Mac Stroud McLean Scholarship Fund: A Centennial Family Scholarship
Margaret Mason McManus Scholarship
Deborah S. McNeill Scholarship
Ruby C. and Ernest P. McSwain Scholarship
Thomas Meredith Baptist Heritage Scholarship
Charles E. Merrill Scholarship
Everette Miller Teaching Fellow Scholarship
Charles S. Mitchell Scholarship
Mull-Jackson-Mellette First Family Scholarship
Jean Johnson Moore Scholarship
Rebecca J. Murray Teaching Scholarship
Nationwide Insurance Scholarship
Nationwide Foundation Minority Scholarship
Vallie Tillotson Nelson Math Award Neese Family Scholarship
Jennie Reid Newby First Family Scholarship
Nancy Louise Newlin Memorial Scholarship
Sarah Margaret Rigdell Nicholson Scholarship
Marguerite Warren Noel First Family Scholarship
North Carolina Baptist Foundation Scholarship
Mary Crawford Norwood Scholarship
Edla Adams Ogburn Scholarship
Dr. Murphy M. Osborne First Family Scholarship
Lois Griswold Outland Scholarship
Elizabeth Nanney Page and Hugh W. Page]Scholarship
Gladys Blaylock Page First Family Scholarship
Margaret Faucette Parker Music Scholarship
Margaret Weatherspoon Parker Scholarship
Parker Freeman Scholarship
Elizabeth Fleischmann Patrick Scholarship
Cleo and Elwood Perry Honors Scholarship
Dorothy Singleton Perry Scholarship
Carolyn Peacock Poole Scholarship
Virginia Branch Pope Scholarship
Joyce Thomas Porter '47 Memorial Fashion Merchandising and Design Travel Award

Ida Poteat Alumnae Scholarship
 Judge Edwin Preston & Dr. Dorothy Preston
 Scholarship in Statistics at Meredith College
 Helen Price/Kappa Nu Sigma Scholarship
 Dr. Carlton Sylvester Prickett Scholarship
 Progress Energy Scholarship
 Thomas P. Pruitt Memorial Scholarship
 Public Service Company of North Carolina
 Teaching Scholarship Fund
 Marianne Nifong Raker Scholarship
 Evelyn Hampton Rappaport Scholarship
 Meredith for Regan Scholarship
 Oliver Davis Revell Scholarship
 Z. Smith Reynolds Foundation Scholarship
 Bettie Hill Tolson Rhyne '51 Memorial
 Scholarship
 Estelle Wilkins Ridenhour Teacher Scholarship
 Virginia Lancaster Robertson First Family
 Scholarship
 Virginia Lancaster Robertson Scholarship
 Virginia Lancaster Robertson Study Abroad
 Scholarship
 Eleanor Rodwell Scholarship
 Mark Rose Travel Scholarship
 Norma Rose Memorial Scholarship
 Ross Family Study Abroad Scholarship
 Dorothy Turlington Royal Scholarship
 Royster-Parker Scholarship
 Ellen Amanda Rumley Memorial Scholarship
 Alice Goodman Satsky and Daniel Satsky
 Scholarship
 Margaret D. Schorger Endowment
 Senter Sisters Scholarship
 Janie Green Shearin First Family Scholarship
 Sandra Graham Shelton Scholarship
 Louise Shingleton Shivers Scholarship for
 Creative Writing
 Dorothy Hunt Sides First Family Scholarship
 Ruth Freeman Singleton Scholarship
 Adelaide Bunker Sink and Dorothy Sink Sykes
 Scholarship
 Carol C. Sloan '75 and Joy C. Sloan '83
 Scholarship
 Deborah K. Smith Scholarship for Women in
 Science
 Liz Shelton Smith-Cox Scholarship
 Leslie Spelman - May Crawford Music Scholarship
 Lynette Glazener Spencer Scholarship
 Stell Sisters Scholarship
 Theola R. Stewart First Family Scholarship
 Fred and Minnie Stone Scholarship
 Viola Jones Strickland Scholarship
 String Scholastic Fund
 Marilyn M. Stuber Scholarship
 Student Foundation Scholarship

Charlotte Epley Stutts Scholarship
 Jane Watkins Sullivan Scholarship
 Taylor Family Study Abroad Scholarship
 Estelle and Henry Tharrington Family Scholarship
 Frances Almond Thompson Scholarship
 Bonnie Torgerson End. for St. Teacher Award
 Emma Barber Towler Memorial Scholarship
 Martha Nell Tucker Science Award
 Martha Nell Tucker Science Scholarship
 Myrtle King Turner Scholarship
 John Graves Vann and Mary Norwood Vann
 '18 Scholarship
 Willene Yost Vincent Scholarship
 Lucretia Dean Vick Travel Award
 Wachovia Teaching Scholarship
 Elizabeth Tucker Wagoner Scholarship
 Irving H. Wainwright First Family Scholarship
 Irving H. Wainwright Scholarship
 Phyllis Wainwright Scholarship
 Robbie Hedrick Walker First Family Scholarship
 Martha Medlin Wardlaw Scholarship
 Marion Fiske Welch Scholarship
 Welton Family Scholarship
 Wescott-Daniels Memorial Scholarship
 West Family Scholarship
 Clara Jewell Spell Westbrook Scholarship
 Suzanne Ripley Weston Scholarship
 Cecile Ward White Scholarship
 Martha McKeel Whitehurst Scholarship
 Bobbitt Clay Williams Scholarship
 Duvall M. Williams Scholarship
 Lena Mae Williams and Lena Stone Williams
 Music Scholarship
 Vida Thompson Williams Scholarship
 Ruth C. Wilson Scholarship
 Witt-Beauchamp Endowment Fund
 Judy Woodruff Scholarship
 Mabel James Woods Scholarship
 Annie Womble Scholarship
 Clara Young Woodall Scholarship
 Erika Suzanne Woodlief Memorial Scholarship
 Wyford Scholarship
 Lucile Ward Yarbrough Memorial Scholarship
 Betty Jean Yeager Scholarship

Current/Non-Endowed Scholarships

Bienenstock Library Scholarship
 Branch Banking & Trust Teaching Scholarship
 Broyhill Family Foundation Scholarship
 Burroughs Wellcome Fund
 Aleane Newman Butle Award
 Martha and Henrietta Castlebury Award
 Coca-Cola First Generation Scholarship

Deborah Lakin Doster Travel Fund for Future
 Teachers
 Elizabeth Dove, '84 Study Abroad Scholarship
 Golden LEAF Foundation Scholarship
 Golf Tournament Scholarship
 Independent College Fund of North Carolina
 Martin Marietta Scholarship for the School of
 Education
 North Carolina Baptist Convention Scholarship
 Presser Music Scholarship
 UPS Foundation Scholarship
 Wachovia Foundation Scholarship
 Lettie Pate Whitehead Scholarship

Additional Scholarships

Additional scholarship opportunities are listed
 on the web page of the Office of Financial
 Assistance at
www.meredith.edu/financial_assistance.

Frequently Asked Questions about Financial Assistance

How can Meredith help my family meet educational costs?

We can offer many solutions. If you have veri-
 fied financial need, Meredith offers assistance
 in many forms: grants, scholarships, loans and
 job earnings. Meredith also offers all students
 the optional convenience of payment plans
 that allow you to spread your payments over a
 period of time. Please visit [www.meredith.edu/
 financial_assistance](http://www.meredith.edu/financial_assistance) for additional information
 about financial assistance.

Can I receive more financial assistance at Meredith College than at a less expensive college or university?

Probably. Although your expected family
 contribution remains the same, your financial
 need varies according to the cost of the
 college. In contrast with a public institution,
 for instance, your eligibility level is higher at
 Meredith.

What if family circumstances change?

Family circumstances change when there are

continued next page

increases or decreases in family income levels which will affect your eligibility for financial assistance each year. For example, a family may borrow against an IRA account (thus raising income and lessening eligibility).

If you are a part-time or an independent student, your educational costs will be figured on an individual basis, using the same approach of allowing for living expenses pertinent to your overall educational costs. Contact the Office of Financial Assistance for an application and further information.

How much should I budget?

We know that the cost of attending Meredith includes more than the tuition, room and board paid directly to the College. Other expenses—books, supplies, transportation, clothing and miscellaneous personal expenses—also add to your educational costs. Meredith's estimated costs for the 2012-2013 budgets used in determining need for on-campus residents and for commuting students living with family are as follows:

On-Campus Residents	
Tuition and Activity Fee	\$29,186
Housing	\$8,348
Books and supplies	\$850
Transportation	\$590
Miscellaneous	\$1,250
Commuting Students Living With Family	
Tuition and Activity Fee	\$29,186
Meals and living expenses	\$3,600
Books and supplies	\$850
Transportation	\$590
Miscellaneous	\$1,250

Is financial assistance renewed each year through four years of college?

It is not renewed automatically. You must submit the FAFSA each year before the priority deadline and maintain satisfactory academic progress. Each year your award will be based upon the family circumstances that you report.

I'm an International student. Can I receive Financial Assistance?

Yes, but it is very limited. It is based on your academic profile and financial need. We require you to submit an International Financial Aid Application and be fully admitted to Meredith College before any financial award can be presented.

Student Life

The quality of student life at Meredith is important to the Meredith community. The college has a strong commitment to a total education that integrates academic and co-curricular experiences to further a student's personal and intellectual growth. Supporting the concept of an enriched student life program, the College provides creative residence life and commuter programs, avenues for developing leadership skills, and opportunities for full participation in campus and community affairs. The College is also celebrated for its integrated liberal arts approach to increasing the student's awareness of her global citizenship and her involvement in social and political affairs.

Especially exciting about student life at Meredith is the opportunity— and the responsibility — students have in creating and implementing activities of the College. In addition to the contributions they make to their various organizations, students are fully involved in college committees that consider academic programs, instructional matters, and cultural events as well as student life issues and student self-governance. To lend encouragement and support to student life, the College provides a variety of services and trained personnel through the Division of College Programs, including academic and career planning; admissions; athletics; dean of students; disability services; diversity programs; enrollment; financial assistance; residence directors; campus police; commuter life; chaplain's services; volunteer services; counseling; health services; residence life; student leadership and service; emerging leader seminars; community resources; registrar; first year experience; orientation; international programming; 23+ programs; and social, recreational, and cultural events.

Student Orientation

New freshmen students are invited to an Advising and Registration session during the summer. At those sessions, students meet with faculty and student advisors, take placement tests, discuss courses for their first semester, and begin their transition into college life and collegiate expectations.

An in-depth and diverse program of orientation for new students and their families takes place before classes start in August and an abbreviated program, for students entering in January. Included in the August orientation program are discussions on various phases of college life, changes in registration, computer orientation and distribution of laptop computers, tours of the library, and social events such as picnics and dessert with faculty advisors. Through these and other activities, the orientation period provides opportunities for students to meet classmates, faculty advisors, campus leaders, and college programs staff. There are also opportunities to identify college officials and their roles and to learn about student services and resources.

The Student Handbook and Student Planner are reviewed to help new students learn about campus life at Meredith. Orientation sessions continue in small groups throughout the new student's adjustment to college and the community.

Cultural and Social Activities

Believing the cultural and social life of the campus to be crucial to the total development of the student, Meredith incorporates a variety of events into the college calendar. The Convocation Committee, the major events committee, the Wallace Lecture committee, and other sponsoring organizations bring outstanding artists, lecturers, and performers to Meredith to enhance the College's academic program. Among the many such personalities Meredith students have heard in recent years are Randi Zuckerberg, social media entrepreneur, the late Dr. Alex Haley, author of *Roots*; the Hon. Jimmy Carter, former President of the United States; Dr. Jane Goodall, writer and world authority on primate behavior; former Supreme Court Justice Sandra Day O'Connor; the late syndicated columnist Erma Bombeck; former United States Congresswoman Patricia Schroeder (D-Colorado); the late playwright Wendy Wasserstein; documentarian Rory Kennedy; Nicholas de Torrenté, executive director of Doctors Without Borders; specialist in sustainable design, William McDonough; journalists Judy Woodruff, Bob Edwards, Ellen Goodman, and Nicholas Kristof; historians Doris Kearns Goodwin and Michael Beschloss; founder of the Susan G. Komen Race for the Cure, Ambassador Nancy Goodman Brinker; Tony Award winners Beth Leavel and Twyla Tharp and Nobel laureates Seamus Heaney, Shirin Ebadi, Elie Wiesel and Wangari Maathai.

Touring drama, music, and dance companies such as The Academy

Theatre, The National Opera Company, and the Liz Lerman Dance Exchange also have delighted Meredith audiences with their presentations. In addition to Meredith's efforts to attract renowned people, a number of cultural societies in Raleigh bring talent to the area. Also, Meredith has a strong focus on dance instruction and performance, with performances each year by nationally recognized dance artists and other Meredith student, faculty, and guest performances.

Meredith students also perform in the Raleigh area and on tours. The Meredith Chorus, Meredith Chorale, Encore!, and Meredith Sinfonietta appear in concert regularly throughout the college year, and winners of the Meredith Concerto Competition appear with the Raleigh Symphony Orchestra. As an important community outreach of the Meredith Center for Women in the Arts, the Meredith Performs series offers students with interests in music, drama, and dance opportunities to acquire practical experience both in production and on stage.

The art exhibition program brings a dozen or more visual artists to the campus each year. Their work can be viewed in the Frankie G. Weems Art Gallery in the Gaddy-Hamrick Art Center, in the Rotunda Gallery of Johnson Hall, and in the first floor gallery of the Science and Math Building.

The Campus Activities Board and the Meredith Entertainment Association bring bands and other entertainers to the Meredith campus. A number of the College's activities sponsored by various student organizations help create Meredith traditions. From the dignity of formal occasions such as the Honor Code Ceremony to the hilarity of Cornhuskin', campus traditions help foster a spirit of community. Furthermore, Meredith's proximity to other colleges in Raleigh, Chapel Hill, Durham, Greensboro, and Winston-Salem offers availability to a host of cultural and social activities.

Student Honors

Honors are bestowed in various ways by Meredith in recognition of outstanding achievement. Kappa Nu Sigma, founded at Meredith in 1923, has as its aim the promotion of scholarship at Meredith by recognizing academic excellence. Admitted on the basis of scholastic standing, students may become associate members during their junior year and full members their senior year. Silver Shield, organized in 1935, is an honorary leadership society. Members are selected from the junior and senior classes on the criteria of constructive leadership, service to the College, and academic achievement. Outstanding freshmen are eligible for induction into Alpha Lambda Delta, freshman honor society. Who's Who in American Colleges and Universities recognizes seniors who distinguish themselves as scholars and campus leaders. The Dean's List, the Honors Program, and a degree with distinction also recognize academic achievement.

A degree of Bachelor of Arts, Bachelor of Science, Bachelor of Social Work, or Bachelor of Music with Distinction is conferred upon a student under the conditions described on page 44.

Honorary societies affiliated with national or international professional societies that offer membership to outstanding students in specialized areas include Alpha Delta Mu for social work, Alpha Epsilon Kappa for religion, Alpha Kappa Delta for sociology, Beta Beta Beta for biology,

Delta Mu Delta for business, Kappa Omicron Nu for human environmental sciences, Kappa Pi for art, Nu Delta Alpha for dance, Phi Alpha Theta for history, Pi Delta Phi for French, Pi Kappa Lambda and Sigma Alpha Iota for music, Psi Chi for psychology, Sigma Delta Pi for Spanish, and Sigma Tau Delta for English. Students who have achieved academic excellence are recognized for academic achievement and other accomplishments by various departments and clubs, and student leaders who have excelled are recognized in an awards program in the spring.

Student Responsibility

The faith that Meredith places in students as responsible, contributing members of the college community dates back to the first years of the institution. The establishment of a student government association in 1905 is early evidence of this confidence, and the more recent trend to allow more academic and co-curricular matters to be directed by the students' sense of responsibility further reflects this attitude. While there are some policies that the College must make explicit, students largely accept responsibility for student government and student life and for the success of campus organizations and activities. In addition, they contribute to overall policy decisions, as they have voting representation on many college committees.

Honor System

The Honor System is the clearest example of student responsibility. Founded on the premise that dishonesty has no place at Meredith, the system demands personal integrity of each student. The Honor System, through the spirit of community it engenders, encourages the freedom and trust essential to intellectual growth and maturity. Its operation entrusted to the student body, the Honor System depends on each student's belief in the principles underlying the system and on her insistence that it work. Each student is personally responsible for her own conduct and for her obligations to the community. If a student breaks a regulation, she is expected to keep faith with her fellow students by reporting herself to student leaders. If she is aware of a violation by another student, she should call this violation of responsibility to the attention of that student.

Student Government Association

All students are responsible for the self-governing operations of Meredith under the Honor System. Therefore, all students are members of the Student Government Association, which promotes individual responsibility to the Honor System, but the Student Government Association also seeks to involve all students in the academic and social life of the College.

In addition to its president, the leadership of the Student Government Association is composed of the Senate, Honor Council, Student Life Committee, Elections Board, Association of Meredith Commuters, Residence Hall Association, Women in New Goal Settings, and the Apartment Association. An executive committee is composed of the student government president, a secretary, a treasurer (who also serves as the Student Activities Fee Chair), a freshman member-at-large and representatives from each board.

Student Regulations

Through the Student Government Association, students make many of their own regulations pertaining to student life. In keeping with the spirit of Meredith, student and faculty committees confer with the SGA on matters of student concern. Regulations deemed necessary for the well-being of the students are explained in the online Student Handbook.

Student Life Committee

With campus-wide representation, the Student Life Committee works to enhance the quality of student life at Meredith. The committee directs attention and study to the concerns and the well-being of the students and gives consideration to social, cultural, academic, spiritual, recreational, and health needs of the students.

Student Organizations

Student-directed organizations are another means of enriching the Meredith experience. Involvement in these groups provides students with hands-on experience, which can enhance what they learn in the classroom. Students are encouraged to find areas of involvement that are commensurate with their talents, interests, and abilities. Meredith students can choose from more than 110 student organizations in which to participate. Within these organizations students can serve in a variety of leadership positions and gain valuable skills that will be useful in future careers. For example, three college publications are produced by students. *The Meredith Herald*, the student newspaper, is published for the purpose of communicating information and voicing student opinion. *The Colton Review*, the campus literary journal, encourages creativity among the students and is published annually. The college yearbook is titled *Oak Leaves* and is published each fall. Information about the College's responsibility for student publications is found in the 2012–2013 Meredith College Student Handbook.

Students may choose to join student government, student publications, programming associations, service organizations, classes, clubs within major departments, honor societies, and religious associations. Students are responsible for coordinating many of the service projects, forums, and socials on campus and for the overall effectiveness of these organizations. For more information, contact the Office of Student Leadership and Service at (919) 760-8338.

Religious Life

Office of the Chaplain

As a reflection of Meredith's Christian heritage, the College seeks to reinforce the student's development both intellectually and spiritually. Therefore, the religious life of Meredith is crucial to its overall program.

The College provides several services that affirm the value it places on the religious dimensions of students' lives. One such service is provision of the Christina and Seby Jones Chapel as the primary site of campus worship services. The chapel also offers meeting rooms, a reading room, a meditation room for private worship, and office space for the Chaplain. The Chaplain is available to the college community for conversation or counseling pertaining to religious questions, religious vocations, or personal issues.

The Wednesday 10 a.m. voluntary worship services called "The Gathering" are integral to campus life and contribute to the spirit of the community as well as to campus spiritual life. Another important activity in the religious life of the College is the Mary Frances Preston Lecture Series in Biblical Studies. Co-sponsored with the Department of Religious and Ethical Studies, this event brings renowned scholars to campus to address pertinent issues in the field of religion.

Service is a significant emphasis in the Office of the Chaplain; there are a variety of local and global service opportunities. One special initiative, a sponsorship of the Rehema Girls Rescue Centre outside of Nairobi, Kenya, is a joint effort with the Office of the Chaplain and the Class of 2013, a response to Meredith's 2010 summer reading, *Half the Sky* by Nicholas Kristof and Sheryl WuDunn. The Office of the Chaplain offers service trips, most recently to Belize and Ghana.

A student religious group, the Meredith Christian Association, works in conjunction with the Chaplain offering Bible study, service opportunities, and retreats. The Chaplain also works with the Interfaith Council, a student group representing all nine religious groups on campus including the Muslim Student Association and the Jewish Student Organization. The Interfaith Council provides a variety of events for the campus including "Common Grounds," a special opportunity for interfaith dialogue.

Recreation

Meredith offers a variety of recreational activities for students. The Weatherspoon Physical Education-Dance Building provides facilities for curricular and co-curricular sports activities, with court space for games such as basketball, volleyball, and badminton. The Weatherspoon Building also has an indoor swimming pool and two dance studios. The Margaret Weatherspoon Parker Fitness Center is available for use by Meredith students. Outdoor facilities include six lighted tennis courts, an archery range, a putting green, a driving range, a soccer field, an athletic field and track, and a softball diamond. Various student organizations coordinate organized intramural activities along with other special recreational events.

Intercollegiate Athletics

Meredith, a member of the USA South Athletic Conference, sponsors seven intercollegiate sports, including basketball, cross-country, fast-pitch softball, lacrosse, soccer, tennis, and volleyball. Students may participate on one or more athletic teams. Individuals who wish to try out should contact the coach of the respective sport(s) upon arrival on campus. Note: Fall sports (soccer, cross country and volleyball) begin practice during the week of freshman orientation, so it may be necessary to contact the coach during the summer prior to the beginning of the fall semester.

The Athletics Office, under the supervision of the director of Athletics, administers the organization and activities of the intercollegiate athletics program. Meredith is an active member of the National Collegiate Athletic Association (NCAA) and adheres to its policies and procedures and endeavors to uphold the operational goals of the College.

As a member of NCAA Division III, Meredith offers no athletic schol-

arships. Enjoyment and love of the sport, as well as team membership, serve as primary motivators for participation. Athletes follow the same academic requirements and standards as other students. To maintain eligibility, they must be in good standing with the institution, be full-time students, and abide by all rules of the NCAA.

Student-athletes will be amateurs in their sport and conduct themselves with integrity and good sportsmanship. Their behavior will, at all times, reflect the high standards of honor and dignity that characterize participation in competitive sports in the collegiate setting. Of primary concern to the intercollegiate athletics program is the welfare of the student-athletes. The athletic program maintains the same high standards required of all College departments and the same commitment to the education and personal development of student-athletes.

On-Campus Living

Seven residence halls are available for on-campus housing. Attractive and comfortable, most rooms are arranged in suites of two with adjoining baths. All residence halls are air-conditioned. Each room is equipped with cable television, and telephone jack. Residents enjoy internet access through wireless technology.

Freshmen will be assigned to Poteat, Heilman or Faircloth, and transfer students to the various residence halls, depending on academic classification and the location of available spaces. Any preference for roommate and hall should be given to the director of residence life by early summer. Preferences are honored whenever possible. Housing assignments are usually mailed to new students in the early part of July.

Upperclass students serving as resident assistants live on each freshman floor. Their responsibilities include informal guidance of the freshmen on their floors. Upperclass students also serve as resident assistants in the other residence halls. Three residence directors live in the freshman residence halls, and two other residence directors live in the upperclass halls.

Campus residence halls are a living/learning environment that provides a supportive community for student development. Students are encouraged to take advantage of the opportunity for building friendships, developing interpersonal and communications skills, and participating in programs and activities that are part of the residential living experience.

- Freshman and sophomore students under the age of 23 must live in the residence halls or reside with their parents, husbands, or (with special permission) another close relative. Freshman and transfer students who enter the College over the age of 21 may apply to live off campus. Housing contracts are for the entire academic year (fall and spring semesters).
- Continuing juniors and seniors with at least a 2.0 GPA may apply to live off campus by a designated deadline, usually in March. Students must have at least 60 hours or have resided four semesters in the residence halls. Transfer students who meet established eligibility requirements as stated on the transfer application for admission may apply as commuting students under the off-campus

housing option. Juniors and seniors should note that housing contracts are for the entire academic year (fall and spring semesters).

- Resident students must be enrolled as full-time (at least 12 hours) students while living in the halls. If a student drops below full-time, she will not be eligible to live on campus unless approved by the dean of students.
- Students interested in housing during summer terms check with the Office of Residence Life for housing options and stipulations.
- On-campus students have the cost of health services, laundry machine use, and meals in the dining hall included in their payment for room and board. Students who live off campus must pay a health fee in order to receive services from the Health Center. Students who live off campus must pay for any meals eaten in the dining hall.
- Residential policies will be reviewed annually.

Apartments

One apartment building, The Oaks, is available on campus for students who have junior or senior status. The building consists of 78 apartment units: 48 units are 4 bedroom and 2 bath, and 30 units are 2 bedroom and 2 bath. Each bedroom is furnished with a double bed, dresser, desk and chair. The living space in each unit is furnished with a sofa and chair (4 bedroom units), entertainment center and dining table with chairs. Appliances in each unit include a stove, microwave, dishwasher and washer and dryer.

- Only female undergraduate students of Meredith College who are currently enrolled full-time and have earned at least 60 credit hours or have been enrolled at Meredith College for at least four (4) semesters shall be permitted to lease an apartment. Exceptions must be approved by the Dean of Students.
- Transfer students who meet eligibility requirements can also reside in the apartments.
- Dropping to part-time status does not automatically terminate the Rental Agreement.
- The rental price includes utilities, trash removal, recycling, local phone and wireless internet.
- Apartment residents are responsible for paying an additional Health Center fee if they choose to use the services.
- Meal plan options are available for purchase.
- Apartment policies will be reviewed annually.

Commuter Student Life

Commuter students enjoy a variety of programs planned throughout the year to meet the needs of those who commute to campus each day and to assist them in becoming part of the total campus community. Lounges on the second floor of the Cate Center provide space for commuter student rest, study, and relaxation. Cate is a center of commuter student activity and communication; there are commuter workstations, mail pockets, telephones, computers, wireless technology and e-mail access, and a bulletin board for students to receive information and announcements about important events. Food is available in the snack bar, the Bee Hive, and vending areas of Cate Center. Belk Dining Hall also serves as a convenient source of food for both commuter and resident students.

Health Services

Health Services are under the general direction of the Director of Health Services. The Health Center is served on a regular basis by a physician, a physician assistant, and registered nurses. Our hours of operation are 8:30 a.m. to 4:30 p.m. Monday – Fridays. All visits are confidential. Most visits are free to resident students except gynecology exams, student teacher physicals and some lab work which include a fee for services. The college physician has designated office hours in the Health Center when students may see her. Only minor illnesses and injuries are treated in the Health Center. Major illnesses are referred to specialists located off campus. The Health Services staff seeks to prevent illness by informing students about good health practices.

Meredith College values the health and wellness of students. In 2010 Meredith began requiring all full-time undergraduate students and dietetic interns to have health insurance as a condition of enrollment. If a student has health insurance comparable to the plan Meredith offers, an on-line health insurance waiver should be submitted to opt out of this plan. Any student not completing a waiver prior to the deadline will automatically be charged for the health insurance on their Meredith student account.

Student Support Services

Academic Advising

The College provides guidance to students in the planning of their individual academic programs under the general direction of the Office of Academic and Career Planning located in the Park Center. See page 36 for further details.

Career Planning

Career counseling, educational programs, and resource information is provided to Meredith students and graduates. Trained counselors help students begin the process of self-discovery by identifying their interests, abilities, and values through individual appointments, assessments, and the use of career information. For-credit career planning classes are taught during the academic year. As students declare their majors, Academic and Career Planning provides opportunities for gaining relevant work experience through Cooperative Education. Assistance is available in developing resumes, preparing for interviews, locating graduate/professional school information, and discovering job market trends. Services for graduating seniors include specialized workshops, on-campus interviews, and a web-based career system for posting resumes and viewing job openings. Career fairs during the fall and spring semesters provide an opportunity for students to make direct contact with employers. Career counselors are available from 8 a.m.– 5 p.m., with evening hours available. To schedule an appointment, call 760-8341 or stop by the office located on the second floor of The Park Center.

Counseling Center

The Counseling Center is committed to providing confidential, culturally-competent, and evidence-based counseling to students that

encourages students' empowerment, the development of individual strengths, greater independence, and self-advocacy.

The Counseling Center offers students individual short term personal counseling. The Center holds a 10:00 a.m. walk-in hour Monday, Wednesday and Friday for brief consults and problem solving. The Center can assist students in finding off campus counseling as needed.

During the fall and spring semester the Center provides the Meredith community with a counselor on-call to assist in mental health crisis situations. The counselor on-call can be accessed by calling Campus Police at (919) 760-8888. Additionally, the Counseling Center also offers a 1:00 p.m. crisis, walk-in hour, Monday through Friday. Ultimately, services for acute psychological crisis are provided by local hospitals.

The best way to make an appointment is to call (919) 760-8427 or stop by between 1:00 p.m. and 5:00 p.m. Monday through Friday. The Counseling Center is located on the second floor of Carroll Hall. For more information visit <http://www.meredith.edu/students/counsel/default.htm>.

Disability Services

The Counseling Center/Disability Services is committed to providing confidential, culturally-competent and evidence-based counseling and disability services to students. Our philosophy encourages students' empowerment, the development of individual strengths, greater independence, and self-advocacy.

Consistent with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Meredith College prohibits the discrimination of students with disabilities and provides reasonable and appropriate accommodations to otherwise qualified students with disabilities.

In college, students with disabilities are expected to advocate for themselves. Therefore, the responsibility of declaring a disability, requesting accommodations, and filing grievances falls on the student. Individuals seeking reasonable accommodations are responsible for providing Disability Services with current and comprehensive documentation that meets the established guidelines, to support the request for reasonable accommodations.

Disability Services is responsible for establishing eligibility based on current in-depth documentation, meeting with the student, and determining reasonable accommodations. Accommodations are determined on an individual, case-by-case basis. For more information about the certification process, documentation guidelines, and technology and other services, please visit <http://www.meredith.edu/students/counsel/disability>.

Freshman Discovery Series and First-Year Experience Class

All freshmen are expected to attend Freshman Discovery twice during the fall semester. These sessions help students cope with issues that may arise while they are in college. In addition, freshmen are encouraged to enroll in a section of the First-Year Experience class,

intended to help each participant make a successful transition to the academic and personal demands of life as a college student.

Volunteer Opportunities

Service opportunities for all members of Meredith College who are committed to affecting change through their humanitarian contributions and civic engagement within the local community, the state, the nation and the world are located in the Office of Student Leadership and Service. These service opportunities challenge faculty, staff and students to develop, enhance and practice a personal ethic of active citizenship.

With a strong working relationship between the College and Raleigh's community agencies and organizations, the Assistant Director serves as a resource for faculty and staff to identify lasting community partnerships.

Meredith students seeking to expand self-understanding and eager to meet the responsibilities and challenges of volunteer service are encouraged to visit the Assistant Director of Student Leadership and Service in the Cate Center. For more information, contact Student Leadership and Service at 919-760-8357.

Organizations: Opportunities for Involvement

Meredith College offers a wide variety of clubs, service organizations, and honor societies for students. Membership in some of these clubs is open to all interested students. In others, it is restricted to those students who take certain subjects or meet particular requirements. For more information, contact the Office of Student Leadership and Service.

Student Government Association

Executive Committee	Senate
Apartment Association	Student Activities Fee Committee
Association of Meredith Commuters	Student Life Committee
Elections Board	WINGS (Women in New Goal Settings)
Honor Council (and Review Board)	
Residence Hall Association	

Publications

Publications Board	Meredith Herald (newspaper)
The Colton Review (art and literature journal)	Oak Leaves (yearbook)

Programming Associations

Campus Activities Board	Meredith International Association
Association for Cultural Awareness	Meredith Recreation Association
Meredith Entertainment Association	

Religious Organizations

Interfaith Council	InterVarsity Christian Fellowship
Campus Crusade for Christ	Jewish Student Organization
Catholic Angels	Meredith Christian Association
Chi Alpha Christian Fellowship	Muslim Student Association
Every Nation Campus Ministries	

Service Organizations

Meredith Habitat for Humanity	Philaretian Society
-------------------------------	---------------------

Class Council

Freshman Class	Junior Class
Sophomore Class	Senior Class

Clubs

American Chemical Society	Meredith Association of Natural Sciences
American Institute of Graphic Arts	Meredith Association of Pre-Health Profession Students
American Marketing Association	Meredith College Lacrosse Club
American Society of Interior Designers	Meredith College Swim Club
Angelas Latinas	Meredith College Volleyball Club
Angels for the Environment	Meredith Educators (SNCAE)
Artists' Alliance	Meredith Fashion Association
Canaday Math and Computer Science Club	Meredith Hues Program
College Democrats	Meredith Multi-Cultural Dancing Club
College Republicans	Meredith Nutrition and Wellness Association
Collegiate Music Educators National Conference	Meredith Table Tennis Club
Colton English Club	Model United Nations
Communication Club	Network of Enlightened Women
Disability Support Organization	Poetry Vybe
Extra Theatre Company	Psychology Club
Feminist Majority Leadership Alliance	Social Work Club
History and Politics Club	Society for Human Resource Management
La Societa Italiana Italian Club	Sociology/Criminology Club
La Tertulia Spanish Club	Spectrum
Le Cercle Francais French Club	Sports Science Association
Liberty in North Korea (LINK)	Student-Athlete Advisory Committee
Meredith Accounting and Finance Association	Student Business Advisory Board
Meredith Advocates for Young Children	Students of AMF at Meredith
Meredith Anime Angels	White Iris Circle
Meredith Association of Family and Consumer Sciences	Wings of Rhythm

Societies

Alpha Lambda Delta, Alpha Psi Omega, Alpha Sigma Lambda, Beta Beta Beta, Beta Gamma Sigma, Kappa Delta Pi, Kappa Nu Sigma, Kappa Omicron Nu, Kappa Pi, Lambda Pi Eta, Nu Delta Alpha, Omicron Delta Epsilon, Phi Alpha, Phi Alpha Theta, Phi Lambda Upsilon, Pi Delta Phi, Pi Kappa Lambda, Pi Mu Epsilon, Pi Sigma Alpha, Psi Chi, Sigma Alpha Iota, Sigma Delta Pi, Sigma Tau Delta, Silver Shield, Theta Alpha Kappa

Academics: Policies and Procedures

Meredith College requires that students complete a minimum of 124 semester hours in order to earn a baccalaureate degree. A grade point average of 2.0 or higher must be achieved for all courses attempted, all courses attempted at Meredith and all courses taken at Meredith in the major field. A student's program of study includes 41-62 semester hours of general education courses (pages 60–61) and all courses required in at least one major field (page 59). Major field requirements range from 30 to 80 semester hours; some have concentrations, which give focus to the major field. Remaining credit hours may be earned in teaching licensure, a second major, minors, or with elective courses in areas of interest.

This section defines requirements and outlines policies that govern a student's progress toward a degree. Descriptions and requirements of specific academic programs begin on page 62.

Types of Degrees

Undergraduate degrees offered by Meredith include the Bachelor of Arts, Bachelor of Science, Bachelor of Social Work, and Bachelor of Music, with majors in the following areas

Bachelor of Arts		
Art Education	English	Psychology
Biology	Environmental Sustainability	
Chemistry	Graphic Design	Religious & Ethical Studies
Communication	History	Sociology
Computer Science	International Studies	Spanish
Criminology	Mathematics	Studio Art
Dance Studies	Music	Theatre
Economics	Political Science	
Bachelor of Science		
Accounting	Exercise and Sports Science	
Biology	Family and Consumer Science	
Business Administration	Fashion Merchandising and Design	
Chemistry	Foods and Nutrition	
Child Development	Interior Design	
Computer Science	Mathematics	
Bachelor of Social Work		
Social Work		
Bachelor of Music		
Music Education		

Second Baccalaureate Degrees

A second and different baccalaureate degree may be sought by a person who holds a bachelor's degree from Meredith or another institution or by a student currently working on her first baccalaureate degree at the college. The following conditions must be fulfilled by the student who wishes to receive a second and different baccalaureate degree:

1. She must meet all the requirements for the second degree.
2. She must comply with a minimum of 31 hours in residence beyond requirements for the first college.

Generally the same degree will not be awarded twice. However, a student who holds a bachelor's degree from another institution may be awarded the same baccalaureate degree if the field of study is different from that of the first degree. This requirement is subject to approval by the Vice President for Academic Administration and the Academic Council.

All undergraduate degrees granted by Meredith College require the completion of a minimum of 31 credit hours taken in residence, and 24 of the last 30 credit hours must be taken in residence.

A student working on a second baccalaureate degree shall be classified academically as a senior.

Another option for current or prospective students is a second major or minor. Either of these can be earned by completing the courses and credit hours required. For admissions requirements and procedures, see page 17.

Choice of Catalogue

The catalogue for the year in which a student enters Meredith College governs the degree requirements during her period of enrollment. She may elect to follow degree requirements published in that or any subsequent catalogue in force during her period of residence. A student accepted for re-admission to the college after an absence of more than a year will comply with the degree requirements of the catalogue under which she is readmitted or a subsequent catalogue. The student will be considered "in residence" during the semester in which the student withdraws officially from the College or is approved for leave of absence. Exceptions may be necessary in order to conform to standards of outside accrediting agencies. The Meredith College Catalogue does not serve as a contract of any kind except for financial obligations outlined on page 18.

Academic Planning and Advising

Upon entering Meredith, a student is assigned an academic advisor, based on her indicated major of interest, who will work collaboratively with her to plan course schedules and explore her academic goals and interests. Although some enter Meredith with a major in mind, students more typically explore a number of options before choosing a direction. Students who are still exploring majors will be assigned to work with faculty advisors trained to assist students in the exploration process and decision making. Students are encouraged to declare their major any time after their first semester. All advisors are well versed in general education requirements and familiar with campus resources and support systems. Questions about academic advising should be addressed to Academic and Career Planning at (919) 760-8341 or email advising@meredith.edu.

First year students usually enroll in general education courses and entry-level courses in their fields of interest. During this time they consult with academic advisors and other faculty and staff to create a plan of study. At the end of the junior year, the student and her advisor will conduct a graduation check. **Ultimate responsibility for fulfilling graduation requirements rests with the student.**

Selecting a Major

A **major** is a program of approved courses and experiences that allows a student to pursue in-depth study in a discipline, or in an interdisciplinary curriculum, in order to advance her knowledge and understanding of the content and tools of that field of study. Established majors described in this catalogue, as well as a contract major option, are available. A major prepares students for graduate study and, in some instances, it may have a career oriented or pre-professional focus. The major field is listed on a student's transcript, along with the degree that is conferred.

A grade point average of 2.0 or higher must be achieved for all courses taken at Meredith in a student's major.

A major requires a minimum of 30 semester hours and a maximum of 70 hours (including prerequisite courses). A major may exceed 70 hours for a professional degree or when mandated by an accrediting or licensing agency. At least 35 percent of the credit hours required for a major must be taken in courses designated by the department as upper level. A minimum of 50% of the credit hours required for completion of a Meredith major must be taken in residence.

A major may also require specific courses outside of the department or school offering the major. In such cases these related courses are considered part of the total hours required for the major.

A **concentration** is an area of specialization within a major designed to focus on a specific content area and/or provide a career-oriented component. Schools and departments offer concentrations when the discipline or field of study is particularly broad and students may wish to develop a significant degree of expertise in a particular area of the major field. A concentration requires a minimum of 18 semes-

ter hours and will consist of no more than 50% of the courses which are required for the major except when an accreditation or licensure agency or the professional standards of the discipline mandates a different allocation of those hours. A concentration is listed on the student's official transcript as part of the major field of study, along with the degree conferred.

ENG 090, MAT 090, and 100 level foreign language courses are not considered prerequisites and are not part of the major hours. A major may require (or present as an option) a concentration within the discipline or have a co-requirement of a minor.

A student may complete up to two years of study at Meredith before declaring a major. Although encouraged to explore various options during this time, she should talk with her advisor about course sequences and offerings in her areas of interest. A late declaration of major can put a student behind in some disciplines.

Those wishing to pursue teaching licensure should make Academic and Career Planning aware of their interest as soon as possible in order to allow for timely progress toward graduation.

Applying for a Contract Major

The contract major option allows the highly focused and motivated student to design a unique course of study. Students wishing to combine course work in several disciplines or pursue a specific topic in depth within or across disciplines may want to consider this option. A grade point average of 2.5 or better is recommended for students who propose a contract major.

There are two types of contract majors:

1. **Departmental** — Departmental majors include mainly courses within the respective department or school, but may include supporting courses from other disciplines.
2. **Interdisciplinary** — Interdisciplinary majors, other than those listed among the regular majors, may be pursued by a student through one of the academic departments or schools.

In most cases, a department or school will design these majors according to the following guidelines: **(a)** a minimum of 36 semester hours; **(b)** a unifying theme; **(c)** a core discipline of 18-21 hours and two additional related disciplines or 12 hours from each of three separate disciplines; and **(d)** a three-hour senior project.

All contract majors require a substantial number of upper level courses. Requests for CRC and transfer credit in the contract major will follow Meredith College guidelines. Normally, a contract major must be considered and approved by the Academic Council no later than the junior year. Students who pursue a contract major will be expected to assess how each course taken, as part of the major, serves the purpose of the contract major.

A student interested in this option meets with her advisor(s) to design the contract major proposal for submission to the Academic Council. The contract major proposal must be submitted to the

Academic Council using the format outlined on the “Proposal for a Contract Major” form available in the registrar’s office. All contract major proposals for the next year must be submitted by the final date for proposals for curriculum changes to Academic Council.

Minors

A minor allows a student to pursue an area of interest in addition to her major by completing an approved course program in another academic discipline or related disciplines. Structured minors are available in most departments and schools. In addition, the college offers several interdisciplinary minors. In general, a minor is optional, although certain majors have a co-requirement of a minor as outlined in the major requirements. A minor is listed on the student’s official transcript.

A grade point average of 2.0 or higher must be achieved for all courses taken at Meredith in a student’s minor. Minors require a minimum of 18 semester hours, with study in upper division courses. A minimum of 50% of the credit hours required for the completion of a minor must be taken in residence at Meredith College.

Applying for a Contract Minor

Students may develop and propose a contract minor with the support of a department or school according to the following guidelines: (a) contract minors will have a minimum of 18 and a maximum of 24 semester hours; and (b) contract minors will be comprised of courses that have a unifying theme. Contract minors are subject to the same procedures for review and approval as contract majors. (*See above*).

Declaring a Major and Minor

A student may declare a major by consulting with the department head or other faculty in her chosen field of study and submitting a Declaration of Major form to the Office of the Registrar. She follows the same procedure for declaring a minor: consulting with the program head or administrator, filing a Declaration of Minor form with the Office of the Registrar.

The Family Educational Rights and Privacy Act

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
- Date and place of birth, and country of citizenship
- Dates of attendance, classification, academic major, degrees and awards received
- Advisor
- Institutions attended
- Weights and heights of athletic team members
- Participation in sports and activities
- Student photographs

Any student who would like her directory information protected under the same guidelines as educational records should submit a written request to the following offices: the registrar’s office for undergraduate students, the graduate office for graduate students and the Department of Education for licensure only students. 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.

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.

Registering for Courses: Registration Materials

Registration instructions and class schedules are available from the Office of the Registrar on Web Advisor before a term begins. After a student is registered, schedule changes are handled through the Office of the Registrar.

Shortly after mid-semester, students in good financial standing and with no holds on their records, may pre-register for the following term. Schedules may be adjusted during the drop/add period — the first five days of the semester.

Course Load and Overloads

The student wishing to graduate in four years should take 15–16 hours per semester. A full-time course load ranges between 12 and 18 hours. Students on probation should read the section on Satisfactory Progress, Retention and Suspension for their course load guidelines. A student who wishes to take a course overload of more than 19 hours must have written permission from the vice president of academic programs. A student seeking overload permission may take no more than 9 hours of half-semester courses.

Advising in the Major Field

Once a student declares a major, she is assigned an academic advisor in that field. This advisor will assist the student in planning her course work until graduation. At the end of the junior year, the student and her advisor will conduct a graduation check. Ultimate responsibility for fulfilling graduation requirements rests with the student.

Dropping and Adding Courses

A drop-add period running for the first five days of each semester offers an opportunity to make adjustments to the class schedule.

Classification

Students are classified by year of study on the following basis:

Classification	Semester hours completed
Freshman	1-25
Sophomore	26-59
Junior	60-89
Senior	90 and above

Credit Options and Restrictions

In addition to credit earned in scheduled courses at Meredith, students have a number of options for earning and transferring course credit and pursuing alternate educational experiences. These options are listed below.

Transfer Credit

Candidates for a degree at Meredith College may transfer credit from colleges offering programs accredited by the Southern Association of Colleges and Schools or by an equivalent regional accrediting association. The candidate will receive credit for the courses acceptable for an undergraduate degree at Meredith for which she has received a grade of "C" or better.

With the exception of physical education and dance activity courses, pass/fail courses accepted for transfer will not count toward major or general education requirements.

Work from other institutions accepted for transfer to Meredith College will be recorded with the name of the institution, the term or terms attended, the course taken (or the Meredith equivalent course if applicable) and the credits earned. Transfer courses will not be considered in the calculations for Latin honors, overall GPA, or major/minor GPA. Transfer credits are recorded in semester hours, and if the credits were earned under a quarter system they will be converted to semester hours.

Students who transfer to Meredith College will be required to complete all general education requirements for graduation. Transferred credits will be counted toward general education requirements only with the approval of the Director of General Education. Transferred credits will be counted for requirements of a major or minor only with the approval of the appropriate department head or dean. Likewise, credits earned 10 or more years prior to application will be evaluated under consultation with the department head or appropriate dean.

Advanced Placement Credit

Advanced placement and credit are available to admitted students in approved Meredith programs through several avenues:

- Advanced Placement Examination of The College Board (AP);
- College-Level Examination Program test (CLEP);
- International Baccalaureate examination (IB);
- Meredith College departmental tests; and
- course credits recommended by the American Council on Education and approved by the Meredith registrar.

Details of Meredith's AP, CLEP and IB policies are listed in the tables on the following pages.

Transcripts of credits may be presented for evaluation as part of an admissions package or, in the case of enrolled students, to the registrar.

Students must complete a course at Meredith in the same department or area with a grade of at least a "C" before receiving CLEP credit. When the student has completed the Meredith course, she must write the Office of the Registrar indicating that the course has been completed and requesting that the advanced placement credit be added to her academic record.

Credit Opportunities for High School Advanced Placement Courses

AP Exam	Score	Hours Granted	College Courses Satisfied
Art History	3,4,5	3	Art History Art 221
Art Studio Drawing	3,4,5	3	Studio Art Elective
Art General	3,4,5	3	Studio Art elective
Art 2-D	3,4,5	3	Studio Art elective
Art 3-D	3,4,5	3	Studio Art elective
Biology	3,4,5	4	Biology 110, 151
Chemistry	3	4	Chemistry 111, 141
	4,5	8	Chemistry 111, 141, 112, 142
Computer Science A	3,4,5	3	Computer Science 101
Computer Science AB	3,4,5	6	Computer Science 101, 212
Economics —Macroeconomics	3,4,5	3	Economics 100
Economics—Microeconomics	3,4,5	3	Economics 101
English Language & Composition	3	3	Elective (not general education requirement)
	4,5	3	ENG 111
English Literature & Composition	3	3	Elective (not general education requirement)
	4,5	3	One course in English, American or World Literature (fulfills general education literature requirement)
Environmental Science	3,4,5	4	General Elective (fulfills the Natural Sciences, Mathematics or CS elective of the general education requirements)
French Language	3	3	French 205 or 206 (fulfills the FL requirement in general education)
	4,5	6	French 205, 206 (fulfills the FL requirement in general education)
French Literature	3	3	1 300-level French literature class
	4,5	6	2 300-level French literature classes
German Language	3	3	German 205 or 206 (fulfills the FL requirement in general education)
	4,5	6	German 205, 206 (fulfills the FL requirement in general education)
Government & Politics, Comparative	3,4,5	3	Politics 204
Government & Politics, United States	3,4,5	3	Politics 100
History—European	3,4,5	3	History 102
History—United States	3,4,5	3	History 214 or History 215
History—World	4,5	3	History elective credit (also fulfills cultural elective)
Human Geography	3,4,5	3	General Education behavioral and social science elective
Latin/Literature	3	3	1 300-level course
	4,5	6	2 300-level courses
Latin/Vergil	3	3	Latin 205 or 206 (fulfills the FL requirement in general education)
	4,5	6	Latin 205, 206 (fulfills the FL requirement in general education)
Mathematics—Calculus AB	3,4,5	4	Mathematics 211
Mathematics—Calculus BC	3,4,5	8	Mathematics 211, 212
Music Theory	3,4,5	3	Music 100
Physics B (General)	3	4	Physics 211, 241
	4,5	8	Physics 211, 241, 212, 242
Physics C (Mechanics)	3,4,5	4	Physics 211, 241
Physics C (Electr. and Magnetism)	3,4,5	4	Physics 212, 242
Psychology	3,4,5	3	Psychology 100
Spanish Language	3	3	Spanish 205 or 206 (fulfills the FL requirement in general education)
	4,5	6	Spanish 205, 206 (fulfills the FL requirement in general education)
Spanish Literature	3	3	1 300-level Spanish literature class
	4,5	6	2 300-level Spanish literature classes
Statistics	3,4,5	3	Mathematics 245

Meredith College International Baccalaureate Policy

IB Subject	Min. Score Accepted	Semester Hours Awarded	Meredith Equivalent
Art/Design Option A (Studio Work) <i>Subsidiary Level</i>	5	3	Studio Art elective
Art/Design Option B (Research Workbook) <i>Subsidiary Level</i>	5	3	Art elective
Art/Design Option A&B <i>Higher Level</i>	5	6	3 credits Studio Art 3 credits Art elective
Biology <i>Higher Level</i>	5	4	BIO 110/151
Business & Organization <i>Higher Level</i>	5	6	6 hours toward business major
Chemistry <i>Subsidiary Level</i>	5	4	CHE 111/141
Chemistry <i>Higher Level</i>	5	8	CHE 111/141, CHE 112/142
Classical Languages <i>Subsidiary Level</i>	5	3	Aesthetics and Art elective
Classical Languages <i>Higher Level</i>	5	6	Aesthetics and Art elective
Computer Science <i>Higher Level</i>	5	3	Computer Science elective
Economics <i>Higher Level</i>	5	6	ECO 100/101
English (Language A1) <i>Higher Level</i>	5	3	Literature elective
Environmental Systems	5	4	Biology elective, Lab science
French <i>Subsidiary Level</i>	5	3 after completion of 6 hours at Meredith	
French <i>Higher Level</i>	5	6 after completion of 6 hours at Meredith	
Geography <i>Subsidiary Level</i>	5	3	Behavioral & Social Science elective
Geography <i>Higher Level</i>	5	6	Behavioral & Social Science elective
German <i>Subsidiary Level</i>	5	3 after completion of 6 hours at Meredith	
German <i>Higher Level</i>	5	6 after completion of 6 hours at Meredith	
History <i>Higher Level</i>	5	3	History elective
History of the Islamic World <i>Higher Level</i>	5	3	History elective
Information Technology in a Global Society	5	3	Elective towards graduation
Mathematics <i>Higher Level</i>	5	4	MAT 211
Music <i>Subsidiary Level</i>	4	3	MUS 214
Music <i>Higher Level</i>	5	3	MUS 100
Philosophy <i>Higher Level</i>	5	3	Philosophy elective
Physics <i>Subsidiary Level</i>	5	4	PHY 211/241
Physics <i>Higher Level</i>	5	8	PHY 211/241, PHY 212/242
Psychology <i>Higher Level</i>	5	3	Psychology elective
Social Anthropology <i>Higher Level</i>	4	3	SOC 260
Spanish <i>Subsidiary Level</i>	5	3 after completion of 6 hours at Meredith	
Spanish <i>Higher Level</i>	5	6 after completion of 6 hours at Meredith	
Theatre Arts <i>Subsidiary Level</i>	4	3	THE 114
Theatre Arts <i>Higher Level</i>	5	3	THE/ENG 350

College Level Examination Program (CLEP) Examination

CLEP Examination	Min. Score Accepted	Amount of Credit Granted	Equivalent Course(s)
Business			
Accounting, Principles of	50	3	ACC 220
Business Law, Introductory	50	3	BUS 340
Information Systems & Computer Applications	50	3	
Management, Principles of	50	3	BUS 300
Marketing, Principles of	50	3	BUS 360
Foreign Languages			
French, Level 1	50	3	FRE 101
French, Level 2	TBA		
German, Level 1	50	3	GER 101
German, Level 2	TBA		
Spanish, Level 1	50	3	SPA 101
Spanish, Level 2	TBA		
History & Social Sciences			
American Government	50	3	POL 100
Educational Psychology, Introduction to		NONE	
History of the United States I: <i>Early Colonizations to 1877</i>	50	3	HIS 214
History of the United States II: <i>1865 to the Present</i>	50	3	HIS 215
Human Growth & Development		NONE	
Macroeconomics, Principles of	50	3	ECO 100
Microeconomics, Principles of	50	3	ECO 101
Psychology, Introductory		NONE	
Social Sciences & History	50	3	
Sociology, Introductory		NONE	
Western Civilization I: <i>Ancient Near East to 1648</i>	50	3	HIS 101
Western Civilization II: <i>1648 to the Present</i>	50	3	HIS 102
Composition & Literature			
American Literature		NONE	
Analyzing & Interpreting Literature		NONE	
Composition, Freshman		NONE	
English Composition <i>(with or without essay)</i>		NONE	
English Literature	50	NONE	
Humanities	50	3	
Science & Mathematics			
Algebra	50	3	MAT 141
Algebra-Trigonometry	50	3	MAT 144
Biology		NONE	
Chemistry	50	6	CHE 111, 112
Calculus with Elementary Functions	50	3	MAT 211
College Mathematics	50	3	
Natural Sciences	50	3	
Trigonometry	50	3	MAT 143

Visitation Credit

A student may elect to study for a single semester at another college or university while retaining her status as a Meredith student. This arrangement allows her to return to Meredith the following semester without having to apply for re-admission. Applications for this option are available in the Office of the Registrar. These arrangements must be completed before the student begins her study at another institution.

Cooperating Raleigh Colleges

Meredith, Peace, and Saint Augustine's Colleges, and North Carolina State and Shaw Universities form a consortium through which they provide their collective educational resources to students at each of the five institutions. Under this agreement full-time Meredith students may take collegiate-level courses at any of the other campuses in the consortium. These courses are used for general enrichment, to strengthen particular majors, to enhance career training, and, in certain situations, to earn an additional major or degree. Web-based and video courses at North Carolina State University are not included under the CRC agreement.

A student may take up to three courses per year during the fall and spring semesters through the CRC agreement. She may not take courses available at Meredith, except in unusual circumstances. The approval process begins with the student's academic advisor and requires approval from the head of the respective department or school. A CRC Application form is available in the Office of the Registrar. Approval is subject to space availability, as determined by the host institution.

Academic Council receives written appeals from students whose requests have not been approved under the stated process.

Special Studies

A student may expand her curriculum beyond the courses in the catalogue by using several options available under the Special Studies Program. Special studies courses may be proposed by students or faculty. They require approval by the head of the department or school which grants the credit as well as the School Dean for the department. Up to four credit hours may be earned in a special studies course, and the option may be pursued on multiple occasions. Options are listed below, accompanied by their course numbers. The course prefix is that of the sponsoring academic program:

INDEPENDENT STUDY (910)

- A program of study involving a minimum of guidance and allowing truly autonomous study.

DIRECTED INDIVIDUAL STUDY (920)

- An individual course of study in an area selected and planned by a student in consultation with an instructor. Appropriate guidance is provided by the instructor.

COMMUNITY INTERNSHIP (930)

- An internship in practical work, permitted if the work has a basis in prior course work and involves intellectual analysis. Supervision by an instructor and by a representative of the agency or institution in which the work is done.

GROUP STUDY (940-949)

- A course on special topic which is not already offered in the curriculum. Approval is granted on a one-semester basis.

With the exception of group study, which is listed in the schedule of courses, the special studies options listed above require a Special Studies form, available in the Office of the Registrar. The completed form must be submitted to the registrar's office by the end of the drop/add period.

Special studies courses may be designated Pass/Fail by those responsible for approving them. A student may elect these in addition to her P/F options (see page 45).

Undergraduate Research Courses

Academic credit for undergraduate research may be earned in several departments in the following categories:

299 Introduction to Research — Open to freshmen and sophomores who have an interest in the indicated discipline and who would like to work with a faculty member on a project involving research in the discipline. May be repeated up to a total of 6 semester hours.

498 Honors Thesis — Open to juniors and seniors in the Honors Program and/or Teaching Fellows Program who will formulate and execute an original research project at an advanced level. Maximum credit provided is 4 semester hours.

499 Research — Open to junior and senior majors or others by permission. For students who have an interest in working with a faculty member on an original research project at an advanced level. May be repeated up to a total of 6 semester hours.

Through involvement in the Undergraduate Research Program, students at Meredith:

- Mature in their research endeavors during their undergraduate studies
- Exhibit competence in the modes of inquiry typical of their chosen disciplines.
- Grow in their confidence as skilled researchers and analytical thinkers.

Undergraduate research courses are governed by the following guidelines and procedures:

The numbers 299, 498 and 499 are reserved for research courses at the undergraduate level in each department and discipline. These numbers will not be used by other course offerings.

Each course numbered 299, 498 or 499 can provide up to a maximum of 4 semester hours of credit.

Courses numbered 299 or 499 may be repeated for credit. However, students registering for 299 and/or 499 may receive no more than a maximum total of 6 semester hours of credit toward graduation for each 299 and 499.

Students may receive no more than a maximum total of 12 semester hours of credit toward graduation in courses numbered 299, 498 and 499.

Students registering for 299, 498 and 499 courses are required to fill out a form providing information in their research projects available in each department office and in the registrar's office. The completed forms will be maintained in the Office of the Registrar.

Courses labeled 299, 498 and 499 may only be taken for a letter grade.

The total amount of credit will vary for each research project depending on the nature of the work, the research project, and the amount of time spent on the research. A minimum of 3 hours of research work each week per semester hour of credit is a requirement.

Summer Study

Meredith conducts a summer session in which courses are generally taught over a three-week term, with a student taking only one course per term. In addition, some courses are taught for six weeks. In this case a student may enroll in a single three-week course along with one of longer duration.

A student who plans to attend summer school at another accredited institution makes application for transfer credit on a form available from her faculty advisor or the Office of the Registrar. She secures for specific courses written approval of her advisor, and the registrar. Upon completion of summer school courses, the student must request a transcript to be sent to the Office of the Registrar.

Meredith degree candidates taking courses at another institution must make a grade of "C" or better for the course to transfer to Meredith.

Credit for Extra-Institutional Instruction

The student who has completed the equivalent of college-level study through participation in formal instruction or the passing of formal examinations sponsored by associations, business, government, industry, the military, and unions may wish to seek advanced placement and credit at Meredith. Guidelines published by the American Council on Education will be used by the registrar and the appropriate department or school head to decide upon any credit given. In some cases, departmental or school examinations will be used for determining the maximum amount that may be awarded for extra-institutional instruction. To apply for credit, the student should contact the Office of the Registrar.

Residence Credit Requirements

A candidate for a degree must complete 24 hours of her last 30 hours at Meredith College. If four-hour courses are involved, 22 of the last 30 hours will suffice. For a student who plans to study abroad her senior year, completing 15 of her last 30 hours at Meredith will suffice if approved by the International Programs Committee. For a student who enrolls for credit at one of the Cooperating Raleigh Colleges under the inter-institutional agreement, one additional course carrying up to four hours credit is permitted. A student who plans to complete her graduation requirements in December may take as many as 12 semester hours (or 14, if four-hour courses are involved) at another institution during the summer immediately prior to her final semester, provided she has prior approval and completes at least 12 hours at Meredith during each of her last two regular semesters.

If a transfer student enters from a two-year institution, she must complete at least 60 hours from accredited four-year institutions.

All undergraduate degrees granted by Meredith College require the completion of a minimum of 31 credit hours taken in residence, and 24 of the last 30 credit hours must be taken in residence. A minimum of 50% of the credit hours required for completion of a Meredith major and a minor must be taken in residence. Meredith students who take courses at other institutions for transfer must receive approval from the department or from the Office of General Education prior to taking the course(s). Transfer students must have 60 hours from accredited four-year institutions in order to graduate.

Off Campus Transfer Credit

If a Meredith student wishes to be enrolled concurrently by taking courses at another institution of higher education, prior approval must be obtained. Failure to obtain prior approval may result in the coursework being deemed unacceptable for transfer to Meredith.

Credit in Music

Of the 124 hours required for graduation, no more than 4 may be in ensemble credits. Additional ensemble credits, however, will be recorded on students' transcripts and will count in grade point averages, unless taken as an audit. (See page 175 for list of ensemble courses.)

Credit in Physical Education and Dance

Of the minimum 124 hours required for graduation, no more than eight hours may be physical education and/or dance activity courses. Exceptions to the maximum of eight hours are made for students majoring or minoring in Exercise & Sports Science or Dance, and must be approved by the head and by the Academic Vice President or the Registrar. When the general education/ physical education requirement is met, any additional physical education activity course taken for a grade is counted in the quality point ratio.

Cooperative Education

Cooperative education offers sophomore, junior, and senior students the opportunity to relate their classroom learning to work experience.

Through supervised career-related employment, participants explore careers, integrate theory with practice, and examine future job opportunities. Employment with cooperating companies and agencies is coordinated and approved by the Meredith Academic and Career Planning Office. Participants complete both work and academic assignments for evaluation. One to four hours of academic credit may be earned for each work experience. Up to eight hours of cooperative education credit may be applied to the 124 hours required for graduation.

Auditing Courses

Auditing is an arrangement under which a student participates in but does not earn credit for a course. Audits may be arranged on the first meeting day of the course. Forms are available in the Office of the Registrar.

Full-time degree students may audit a course upon the approval of the course instructor and the registrar. The course becomes part of the student's course load and is listed on her permanent record.

A course must be designated for audit within the first 20 days of the semester. Any audited course may be dropped in the same manner as other courses. If the student withdraws from the audited course or does not satisfy the instructor's stated expectations for the audit, the grade of NA will be given.

Repeated Courses

A student may repeat a course she has taken at Meredith in order to improve her grade. She should do so in the semester following the first attempt or as soon as the course is offered again. If she repeats the course at Meredith, only the higher grade is used in calculating the quality point ratio. A student should not repeat a Meredith course at another college; grades for courses repeated elsewhere will not improve the Meredith quality point ratio.

Corequisites

A corequisite is a supplementary component of a course. Examples include laboratories or practica requirements. Corequisites are listed in the course schedule book. The student must register for corequisites concurrently with the course registration and complete all requirements of each in order to fulfill the graduation requirements of the college. If the student fails either component of the corequisite, she must retake only the one she did not pass. If the student drops either component during the drop/add period, she must drop both components.

Developmental/Remedial Courses

Developmental or remedial courses are offered in some subject areas for students needing additional preparation for college-level work. These courses are numbered lower than 100, are taught for pass/fail grading and do not count in the credit hours earned toward graduation. Developmental/remedial courses are included in a student's semester load, but they do not count in her overall or Meredith average, and they are not included in hours counted for Dean's List. These rules do not apply to applied music (MUA) courses

numbered lower than 100, which are taught for credit and do count as hours earned toward graduation.

Academic Recognition and Graduation

Dean's List

At the end of each semester a Dean's List is published in recognition of those students who have achieved a high academic level in their courses for that semester. Students who pass all Meredith and Cooperating Raleigh College courses with at least a 3.5 grade point average appear on the list. To qualify for this honor, students must have completed at least 12 credit hours during the semester, including courses at other Cooperating Raleigh Colleges. An F or I grade disqualifies a student for the Dean's List for that semester.

Graduation

Students may graduate in May, August, or December. Seniors who expect to graduate must register their intention in the Office of the Registrar. Those who plan to graduate in May or August must file by September 1; December graduates file by February 1. Students who plan to complete work at Cooperating Raleigh Colleges in the semester of the desired commencement program must indicate this plan when they file for graduation. Diplomas are awarded three times per year on August 31, December 31 and the date of Commencement held in May. To be eligible to receive her diploma, students must have completed all of the requirements for the degree and have received final grades by the date of graduation. Students graduating in May must have final grades recorded by the published deadline for graduating student grades, generally 5 days prior to Commencement at noon to be eligible to receive a diploma at Commencement. Students taking course work off-campus or studying abroad must have final official transcripts submitted to the Office of the Registrar by the date of graduation or, for those graduating in May, by the published deadline for graduating student grades, generally 5 days prior to Commencement at noon. Students who do not meet these deadlines will be eligible to receive their diploma on the next graduation date.

Graduation with Distinction

The degree of Bachelor of Arts, Bachelor of Science, Bachelor of Social Work, or Bachelor of Music with Distinction is conferred upon a student under the following conditions:

Graduation with distinction is based on achieving the following grade point averages for all work counted toward graduation: 3.5—cum laude; 3.7—magna cum laude; 3.9—summa cum laude. Students must have a minimum of 62 hours earned at Meredith College to earn distinction.

Commencement

A formal commencement program held in May recognizes those receiving degrees from the College. It is the policy at Meredith College for students to have fulfilled all degree requirements and be cleared for graduation by the Office of the Registrar to participate in Com-

mencement. Participation in the ceremony is open to students who have completed requirements in May or the preceding August or December. It is also open to students whose graduation registration indicates work at Cooperating Raleigh Colleges is in progress or who will have completed all requirements in the semester of the graduation ceremony. These students will receive only a diploma cover during the ceremony. The diploma will be sent after receipt of official transcript showing successful completion of all course work.

Students meeting the criteria below may petition to participate in the May graduation ceremony. To petition for permission, the student must:

- Submit a written plan to the Vice President for Academic Programs no later than Mar 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 senior grades. The basis of the appeal must be related to the Spring semester preceding commencement. The VPAP will consider the petition and render a binding decision that cannot be appealed.

These students will receive only a diploma cover during the ceremony. The diploma will be sent after receipt of official transcript showing successful completion of all course work.

Grading System

A student earns one official semester grade for each course; it may be a letter grade or a pass/fail designation. The course syllabus provides a statement of how the grade is determined, i.e., the assignments and relative weight of each. Although every course and field of study present unique challenges in assessing student performance, instructors refer to the following statements of interpretation when assigning grades.

Letter Grades

- A** Sustained mastery of course content and consistent demonstration of individual initiative and insight beyond the fulfillment of course requirements.
- B** Work displaying accurate knowledge of course content and some ability to use this knowledge creatively.
- C** Work demonstrating familiarity with basic course concepts, related methods of study, and full participation in class work.
- D** Work below the minimum standard as defined above. Although falling below this minimum, it is considered of sufficient merit to be counted toward graduation if balanced by superior work in other courses.
- P** Passing of a course elected for pass-fail grading. Neither hours nor quality points are used in computing grade point averages.
- F** Failure which may not be made up by re-examination.
- I** The student's work is incomplete. If an I is not completed by the final class day of the next semester, it automatically becomes an F.

- N** An interim grade assigned when there is no report by the instructor.
- Z** An interim grade assigned only in a course that does not terminate at the end of the current grading period. This interim grade is not included when computing the current quality point average.
- W** The student withdrew from the course during the withdrawal period which ends two weeks after mid-semester. (For courses lasting less than a full semester, the end of the withdrawal period will be determined by using the same proportion of the shorter period of time, to be determined by the registrar.) After the withdrawal period a W grade will be given only upon medical or emergency withdrawal.
- AU** The student completed a satisfactory audit.
- NA** The student did not complete a satisfactory audit.
- AT** Transfer course with original grade of A+, A or A- reported by the credit granting institution. Grade is not calculated into the Meredith or cumulative grade point average.
- BT** Transfer course with original grade of B+, B or B- reported by the credit granting institution. Grade is not calculated into the Meredith or cumulative grade point average.
- CT** Transfer course with original grade of C+, C or C- reported by the credit granting institution. Grade is not calculated into the Meredith or cumulative grade point average.
- DT** Transfer course with original grade of D+, D or D- reported by the credit granting institution. Grade is not calculated into the Meredith or cumulative grade point average.
- FT** Transfer course with original grade of F+, F, or F- reported by the credit granting institution. Grade is not calculated into the Meredith or cumulative grade point average.
- PT** Transfer course with original grade of P or S reported by the credit granting institution. Grade is not calculated into the Meredith or cumulative grade point average.

Pass/Fail Grading

Course content and requirements for pass/fail registrants are the same as those for students earning letter grades. A grade of P indicates that the student has achieved at least minimal passing performance in the course.

Some courses are taught only for pass/fail grading. These include all physical education and dance activity courses taken for credit toward fulfillment of general education requirements. (Additional activity courses may be assigned letter grades.) Courses designated Pass/Fail Only are excluded from the following Pass/Fail restrictions:

- 1 A student may elect to take a total of two courses for pass/fail grading. These courses must be taken during her junior year and/or senior year and may not include any course required for her major, minor, licensure, or general education (See Item 4 below.) However, with the department or school's permission, a student may elect to take a seminar in her major for pass/fail grading.
- 2 Only one such course may be elected during a single semester.
- 3 A department or school may choose to offer courses for pass/fail grading. These courses will not count as one of the student's two elected pass/fail courses.

- 4 Physical education and dance activity courses taken for general credit are graded pass/fail for all students. Activity courses taken in addition to the four-hour requirement may be taken for a letter grade or may be taken pass/fail in addition to other pass/fail options.
- 5 Licensure-only students must take all courses required for licensure (except those offered only as pass/fail) for a grade.

Some departments and majors choose to restrict pass/fail options for seminar courses. Students transferring into a new major will face reassessment of pass/fail credit. Only one course previously taken as pass/fail will apply to the major requirements; others taken pass/fail will be forfeited.

Students designate pass/fail courses at the time of registration. Changes in grade options must be made within the first 20 days of the semester. A passing grade in a pass/fail course indicates that the student has performed at the level of D or better. If a P is earned, the credit hours does not impact the student's grade point average. If an F is earned, the credit does impact the student's grade point average.

Mid-term Progress Reports

Mid-term progress reports are made for each student with a D or F average in a course. The process for reporting mid-term progress will ordinarily be completed on-line, similar to the process for reporting final grades. The reports will be available for review by students and their advisors.

Class Attendance

Class attendance is essential to success in a course. Students are expected to prepare for and attend each class meeting, including conferences and other academic appointments, and to participate fully in the learning process. Instructors may include class attendance in the calculation of the course grade. The effect of class attendance on the grade will be clearly specified in writing by the instructor at the beginning of the course.

Grade Reports

A grade report is issued to the student on-line shortly after the end of the semester. The student may request a written copy with a written request to the Office of the Registrar. These requests will be processed as transcript requests.

Quality Point Ratio

The grade report provides a semester quality point ratio and an overall quality point ratio. These averages are calculated by assigning the following numbers to letter grades: A=4, B=3, C=2, D=1. Quality point ratios are calculated by dividing the number of quality points earned by the number of semester hours attempted. A course that is repeated does not count toward additional hours attempted in calculating the quality point ratio. For courses taken on a pass/fail basis, a P will not be counted toward hours attempted for the quality point ratio, but an F grade will be calculated in the hours attempted figure.

Academic Appeals

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 department head. 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 department head, or the dean may be appealed to the Vice President for Academic Planning and Programs.

Satisfactory Progress, Probation, and Suspension

To continue enrollment at the College, all undergraduate degree candidates are expected to maintain satisfactory progress toward graduation.

Satisfactory Progress

Satisfactory progress means maintaining the following minimal overall quality point ratio each semester:

Total Hours Attempted	Minimum Expected Meredith QPR
1-16	1.500
17-25	1.700
26-59	1.800
60-89	1.900
90 and above	2.000

Academic Probation

When a student fails to achieve minimum progress, she will be placed on academic probation for the following semester. A student on probation must conform to the following guidelines the next semester in which she is enrolled:

A student on Academic Probation will be required to:

- Register for no more than 14 hours, unless deemed appropriate by the assigned probation advisor.
- Enroll in ENG 111 if her general education composition requirement has not been met.
- Repeat courses in which a D or F was earned.
- Complete an academic success workshop and an action plan for academic improvement followed by a meeting with an Advisor in the Academic and Career Planning office. These meetings must occur within the first month of classes.

Failure to satisfy all of these requirements will result in a delay of future class registration until the student completes her academic success workshop and reviews her action plan for academic improvement with an Advisor in Academic and Career Planning.

Students are encouraged to attend summer school at Meredith College to improve their academic standing. Students on academic probation may be advised to take summer course work at Meredith rather than at another college or university because transfer courses will not improve their Meredith standing. Students on academic probation should meet with an advisor in Academic and Career Planning to fully understand how future course work taken at Meredith or other schools may impact their progress toward a degree.

Suspension

A student who remains on academic probation after two consecutive semesters without meeting the minimum Meredith quality point ratio will be suspended for the following semester. A student may make up deficiencies at Meredith during the summer sessions. If her summer work does not raise her Meredith QPR to the minimum standard established for retention (see chart), she will be suspended for one semester.

A suspended student may apply for re-admission and, if readmitted, re-enroll for any subsequent semester if space is available. A re-admitted student is on probation, must follow the guidelines of probation, and must raise her Meredith QPR to the minimum standard outlined in the chart above. However, a re-admitted student who makes at least a 2.0 semester QPR during her first semester back will be allowed one additional semester to achieve the required Meredith QPR.

The student has the right to appeal the academic suspension. She must appeal in writing to the registrar within 10 days of the date on the notice of suspension. A standing retention committee will hear the appeal. Appeal application forms are available from the registrar.

Students who are placed on probation or suspension status should contact appropriate offices, (e.g. Financial Assistance, Athletics, Honors, Education, Dean of Students, International Programs, etc.) to determine participation and eligibility levels while being in this status.

Leave of Absence and Withdrawal

A student wishing to withdraw from all of her courses prior to the end of the semester consults with her advisor and submits a completed withdrawal form to the Dean of Students office to withdraw from the College, or to the Office of the Registrar to request a Leave of Absence from the College (if she plans to return within one calendar year). These forms can be found on the Office of the Registrar website (www.meredith.edu/registrar) or in the Offices of the Registrar (123 Johnson Hall) or Dean of Students (2nd floor Park Center). Tuition, fees and financial assistance adjustments are determined based on the date the withdrawal form is received in the Dean of Students 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 her or his 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 Vice President for Academic Programs (104 Johnson Hall) to whom the student will provide documentation demonstrating 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 withdraws or receives an approved leave of absence from the College and lives on campus is expected to vacate her residence within 48 hours or through arrangement with Residence Life. She must also return her Meredith College laptop if one was issued during her attendance. If the student has appealed the drop deadline, the time to vacate her residence and return her laptop begins when the decision concerning her appeal is communicated to her.

A student who has withdrawn from the College must submit an application for re-admission to re-enter the College. 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 one year of her approved leave.

Leave of Absence Eligibility

A currently-enrolled student may request from the registrar a leave of absence for up to one year without having to apply for re-admission as long as she is in good academic, social, and financial standing at Meredith and has turned in her Meredith laptop computer and all of its associated equipment. Students receiving financial assistance should confer with the Financial Assistance office before applying for a leave.

If a student should decide to take college work elsewhere while on a leave, she must apply for visitation credit through the Office of the Registrar at Meredith. 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 procedure.

A student is in good academic standing if she will not be on academic probation at the end of the term in which she applied for the leave of absence. She is in good social standing if 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, and returned her laptop if she was given one when admitted.

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.

Enrollment Verification

Students may request enrollment verification by contacting the National Student Clearinghouse. They can be reached at (703) 742-4200 from 8:30 am until 5:15 pm EST, by fax at (703) 742-7792, by email to service@studentclearinghouse.org, or on the Web at **www.studentclearinghouse.org**. Written requests may also be made to the Office of the Registrar by current students.

Transcripts

Transcripts may be ordered online at www.getmytranscript.com. The fee for transcripts is \$5.00 per copy plus a \$2.25 on-line processing fee per recipient. Same day requests may be made in person to the Office of the Registrar for a fee of \$15.00 per copy.

Name and Address Changes

Name and address changes should be reported to the Office of the Registrar for distribution to other offices on campus. Formerly enrolled students report their changes to the Office of Alumnae Affairs.

Academic Enhancements

Academic programs and majors at Meredith are enhanced by a number of experiences, resources, and specialized programs which reflect both tradition and change. Students are encouraged to enrich their course of study by taking advantage of the options most suited to their goals, strengths, and aspirations.

Undergraduate Research

Faculty/student research partnerships and the nurturing of individual talents have defined the Meredith educational experience since the founding of the college. In recent years expanded resources and support have become available for research and creative endeavors across the curriculum. The Undergraduate Research program sponsors projects and events that profile student achievement and extend opportunities for students to prepare for specific careers and graduate study. Students in all areas are encouraged to present their work at conferences, submit to undergraduate research publications, and participate in the annual Celebrating Student Achievement event on campus.

Stipends are available on a competitive basis to support student/faculty teams for eight weeks of summer research. Proposals for summer funding are accepted from all academic disciplines. Summer research students also participate in seminars and present their work at a fall Taste of Research event.

Students in all academic programs may earn course credit for approved research work. Academic advisors and faculty who share a student's interest can offer further information and guidance. Please visit www.meredith.edu/urp for more information.

Service-Learning

Service-learning is a teaching and learning strategy that aligns classroom learning with relevant service opportunities, toward the express goal of improving student learning, raising an ethic of civic responsibility among our students, and making a demonstrable impact on our community. Through service-learning, students learn course concepts and theories in a powerful, experiential manner that promotes critical analysis of complex social problems, cultivation of participatory skills necessary for engaging in a diverse democracy, and development of an ethic of social justice. Opportunities range from a one-time service experience within a course to more fully integrated service-learning courses designated as "SL" enhanced. "SL" courses fulfill the Experiential Learning requirement for graduation.

PRISM: Focus on Critical Thinking

PRISM is Meredith College's focus on equipping students with the intellectual skills and traits that encourage critical thinking and active engagement in the learning process. PRISM integrates critical thinking through a variety of courses and enables students to excel in life-long learning, careers, leadership roles, and service. PRISM is an acronym for the type of critical thinking we seek to strengthen throughout our community—Purposeful Reasoning, Inquiry, and Scholarship at Meredith.

PRISM Experience and Critical Thinking Learning Outcomes

Critical thinking is being able to analyze one's own thinking and decision-making processes so that we learn to make more informed and reasoned decisions. Over time, we become more reflective and even more creative from understanding our patterns of thinking. We define critical thinking as a purposeful, self-directed process in which we take charge of knowledge, use reason to propel our scholarship and solve problems, and integrate these essential skills in intellectual endeavors and actions. Throughout PRISM-related courses, and co-curricular experiences, students will be able to:

- Apply skills of reason, critique and creative thought to specific disciplines
- Develop intellectual curiosity by thinking independently and being active in the learning process
- Communicate critical thinking skills through reading, writing, and speaking
- Practice metacognition by analyzing, assessing, and reconstructing their ways of thinking
- Integrate and evaluate knowledge from a variety of sources and disciplines
- Formulate solutions to complex problems
- Exercise open-mindedness to new ideas or ways of thinking

PRISM Seminars for First-Year Students

Each year, several PRISM Seminars will be offered exclusively for first-year students. PRISM Seminars are 3-credit, discipline-based seminars that:

- Introduce students to studying a discipline in-depth by focusing on an important topic or issue
- Introduce critical thinking skills that will help prepare for college study and beyond
- Introduce experiential learning—making connections between the classroom and the world around

These meaningful courses will challenge students to excel, inspire students to think deeply, and engage students to apply learning in real contexts. Sample course titles from recent years include: *Reflections of Body Image in the Media*, *Jesus at the Movies*, *The Great Food Debate*, *The Future of Technology*, *Education under Fire!*, and *Interpersonal NET-iquette*, *Off the Map!* and *Thinking about the News*.

Opportunities for upper class students to become part of the PRISM Experience range from co-curricular experiences in student

government and leadership opportunities to taking Critical Thinking enhanced courses that are designated as “CT” enhanced courses. These courses will help students to apply critical thinking skills in their major discipline. Many PRISM Seminars and CT-enhanced courses will fulfill General Education or requirements in one’s major.

Study Abroad

As American life is increasingly touched by cultures beyond our borders, global understanding and skills become not extras but necessities. The Meredith study abroad program exists to enable students to:

- Acquire new knowledge of themselves and of the world – both general and discipline specific, ideally including learning another language.
- Gain cross-cultural skills and awarenesses, including increased knowledge of themselves as cultural beings.
- Develop some of the skills and dispositions essential to global citizenship, e.g. become interested in and informed about world affairs, curious about and supportive of international visitors to the U.S., and keen to travel to experience new cultures.
- Affirm diversity, tolerate ambiguity, and refuse to make assumptions about people from other cultures.
- Be able to make cogent observations about social and political institutions, about the values of the citizens, and about both the arts and artifacts created by those cultures.

SUMMER ABROAD OPPORTUNITIES—

Regular Summer Opportunities

MEREDITH ABROAD — ITALY, SWITZERLAND AND THE UK

Each summer the College offers a course of study in selected foreign countries (currently Italy, Switzerland and the UK) enabling a student to earn 12 semester hours of college credit at approximately the same cost as a semester on campus. The curriculum changes each summer. Both general education courses and upper-division courses are regularly offered. Many disciplines also provide special studies options. Students may elect to do either the continental or UK portion of the program — or both.

MEREDITH ABROAD — SPAIN

Meredith offers a Spanish language and culture program in Santiago de Compostela every other summer. Students take Spanish language courses, living with local families while they study and learn.

MEREDITH ABROAD — FASHION IN FRANCE

Each summer fashion merchandising and design students can study at Paris American Academy, learning from leaders in the field about every aspect of the fashion industry.

MEREDITH ABROAD — COSTA RICA

Every other summer, Meredith offers a field study course in tropical biology in Costa Rica. Students can also study Spanish language and

local culture. The two courses are designed to be taken individually or students can opt to take both.

MEREDITH ABROAD — ICELAND

The Iceland program offers students the opportunity to travel, study, and learn about Iceland’s history, literature, and culture through first-hand observation of this unique and interesting environment and interaction with the local residents of Skalholt and beyond.

MEREDITH ABROAD — SPECIAL SUMMER OPPORTUNITIES

Short-term international programs are offered regularly in various disciplines.

In the past, the Art Department has offered courses in Italy, Ireland, and Thailand; the Department of Biology has sponsored programs in arctic Russia and Belize; The Department of Exercise and Sports Science, a program in Ireland; The Department of Music, a program in Austria and the Department of Education, a program in New Zealand; and the Department of Sociology and Social Work, a program in Sri Lanka. The School of Business has sponsored programs in the United Kingdom as well as Denmark. Both the Danish Institute for Study Abroad and the School for Field Studies (see below) offer summer programs. Meredith students have enrolled in programs in other countries— recently in Argentina, Australia, Botswana, Cambodia, Canada, China, Costa Rica, El Salvador, England, France, Ghana, Greece, India, Ireland, Italy, Kenya, Mexico, Morocco, Peru, Russia, Senegal, South Africa, Spain, Tanzania and Turkey.

SEMESTER ABROAD OPPORTUNITIES

MEREDITH ABROAD SEMESTER IN SANSEPOLCRO, ITALY

Fall Semester 2009 marked the beginning of a new semester-long program in Italy led by Meredith faculty for Meredith students for the price of a regular semester. This program focuses on providing intensive Italian language instruction and includes a complement of courses designed to meet Meredith’s general education requirements, including cultural electives, aesthetics and the arts, and social and behavioral sciences. Students will live and study in the newly renovated Palazzo Alberti in the heart of Sansepolcro in Tuscany.

SEMESTER IN MADRID, SPAIN

Advanced Spanish students may apply for study at the Universidad Nebrija in Madrid, Spain.

SEMESTER IN ANGERS, FRANCE

Advanced French students may apply for study at the Universite Catholique de l’Ouest in Angers, France.

SEMESTER WITH THE SCHOOL FOR FIELD STUDIES

Meredith’s affiliation with the School for Field Studies allows interested students to do original research in environmental studies in the Caribbean, Costa Rica, Australia, Kenya, and Mexico.

SEMESTER AT ST. CLARE'S IN OXFORD

St. Clare's Liberal Arts Program serves well Meredith students wishing a challenging program featuring small classes in a rich locale. Prospective teachers may do an internship.

SEMESTER IN COPENHAGEN

Meredith's partnership with the Danish Institute for Study Abroad allows students of child development, education, interior design, biology and pre-med, and business to study in a cutting edge program.

SEMESTER IN U.K., IRELAND, AUSTRALIA, AND NEW ZEALAND

Meredith students regularly study in universities in Australia, England, Ireland, Northern Ireland, Scotland, and New Zealand. Recent U.K. locales include Bath, Brighton, Canterbury, Colchester, Coleraine, Edinburgh, London, and Norwich. Irish sites have included Cork, Maynooth and Limerick. While most students in Australia have chosen the more heavily populated eastern regions, several have ventured to western Australia as well.

OTHER SEMESTER ABROAD OPPORTUNITIES

The Office of International Programs works individually with students interested in studying in countries in which we do not have programs. Meredith students have enrolled in universities in Argentina, Botswana, Chile, Costa Rica, Ecuador, Greece, Hungary, India, Italy, Japan, Kenya, Korea, the Netherlands, Spain, South Africa, and Turkey.

Off-Campus Programs

Drew University United Nations or London Program

Through an arrangement with Drew University in Madison, New Jersey, Meredith students may participate in a semester of study on the United Nations or in London on British politics and history. The program is open especially to qualified juniors who may receive credit for as many as 12 semester hours. The program on the United Nations consists of seminars led by members of various delegations to the United Nations, courses on the Drew University campus, and an

intensive research project. The London Seminar, under the auspices of Drew, offers a semester of study in London at a British university. Students who wish to participate in the Drew University seminar on the United Nations or on British politics and history at a London university should apply in the Department of History and Political Science.

American University

Through an arrangement with American University in Washington, D.C., students may participate in its Washington Semester, which introduces students from all over the nation to a first-hand study of International Relations and American politics. The program is open especially to qualified juniors or seniors.

Students who wish to participate in the Washington Semester at American University should apply in the Department of History and Political Science.

Marymount Manhattan College

Through an arrangement with Marymount Manhattan College in New York City, qualified students may visit this college for one year. The program provides many opportunities for study in the Manhattan area. A student will choose courses in consultation with her advisor. Further information concerning the Marymount program may be obtained from the Director of International Programs.

The Honors Program

Gifted, ambitious students find challenge and community in the Meredith College Honors Program. The college actively recruits honors students and offers the rigorous and relevant academic experiences that such students expect. Through common course work and individualized study and research, honors students acquire a superior intellectual foundation as they explore subject areas of interest.

Honors students are assigned to academic advisors well acquainted with the program and its requirements. Honors students' work is often featured in research presentations on campus, and they

Honor Requirement	Credits	Description/Comments
Honors writing course	3	Taken in first year; builds community as well as writing skills of honors students. Fulfills ENG 111 requirement. Met through Honors section of ENG 111 or, with permission, through ENG 358.
Honors laboratory science	4	Taken in first year; courses available in biology and chemistry.
Honors colloquia	6	Interdisciplinary, occasionally team-taught explorations of a topic. Will meet general education requirements.
Honors in the major field	6	May be fulfilled with honors courses, contractual work for honors credit in regular courses, or independent study.
Honors electives	6	Reflect student interests, may include honors courses, colloquia, general education courses, contract work in regular courses, or independent study. May count toward general education. Participation in approved study abroad experience may be contracted for three of the six hours. Contracts must be approved by the Honors director prior to departure.
Honors thesis	3	Junior or Senior level project appropriate to major discipline (written thesis, laboratory research, performance). Should reflect scope of intellectual development.

participate in numerous off-campus cultural events and a weekend honors trip.

Accomplished applicants are invited to apply to the Honors Program at the time of admission to the College. A small number of students with outstanding academic performance in the fall semester are also invited to participate in the program. Interested students — traditional, transfer, and 23+ — should contact the honors director.

The Honors Curriculum

The four-year honors curriculum of 28 credit hours represents about one-fourth of the total number of hours required of all students for graduation at Meredith. The curriculum, which is designed to fit well with a student's general education and major requirements, includes courses that expose the student to the breadth of human knowledge as well as in-depth study in selected fields. Meredith faculty highly regard teaching honors courses and consider it an opportunity to develop especially innovative learning experiences. Honors courses reflect the highest accomplishment in research, creativity and thought at the college. The program includes the following components

A successful graduate of the Meredith College Honors Program will

- Expand the intellectual depth and rigor of her academic program by challenging herself to delve deeper into course content both within her chosen discipline and across her general education curriculum.
- Develop an appreciation for culture and a disposition toward civic engagement through participation in cultural enrichment, travel and service.
- Demonstrate the ability to conceive, plan and execute a high quality research and/or creative project in the context of her chosen discipline and/or integrated across multiple disciplines.

Satisfactory Progress in Honors

Honors students typically begin their program of study with the honors writing course, honors laboratory science and an honors general education elective. Students progress through the curriculum engaging in honors work each year, including two interdisciplinary colloquia and honors work within the academic major. The program of study culminates with a thesis project and presentation. Retention in the program requires a minimum grade point average of 3.250 and completion of 2-3 honors requirements per academic year. Students who complete all honors requirements are recognized at graduation as Honors Scholars. The student's transcript reflects this distinction and notes each honors course completed.

Teaching Fellows Program

"The Meredith College Teaching Fellows Program will instill a sense of mission, service, and professionalism as we educate women to excel as model teachers and future leaders in North Carolina's public schools."

The goals of the Meredith College Program are:

- To provide an academically and culturally enriched preparation program that extends beyond the regular college program

- To provide opportunities and experiences that encourage the development of leaders and decision makers
- To provide opportunities for building an understanding of education's place in a greater social context
- To instill a sense of mission, service, and professionalism in Teaching Fellows
- To improve the image of Teacher Education candidates and programs campus-wide
- To recruit and retain greater numbers of minority teacher candidates in North Carolina

Learning Outcomes: After completion of the Teaching Fellows Program, Meredith Teaching Fellows will:

- be prepared to respond socially, culturally and ethically to a diverse society and global community.
- develop leadership skills and decision making skills.
- demonstrate a sense of mission, service, and professionalism as a Teaching Fellow.

Students selected as a Meredith College Teaching Fellow enjoy these unique components:

- An International Study Abroad opportunity
- Monthly seminars designed around current topics in education
- Focus on Excellence cultural and social events
- Desirable two year internships in one of the nation's leading school systems
- Service-learning opportunities
- NC Teaching Licensure choices in Birth through Kindergarten, Elementary K-6, Middle Grades (6-9) and Secondary (9-12) in English/Language Arts, Social Studies, Mathematics, and Comprehensive Science and Specialized K-12 Certification in English as a Second Language, Spanish, Art, Music, Dance, Theater, Health and Physical Education and 7-12 Family and Consumer Sciences.
- An Honors Core of 15–16 Semester hours including an Honor's Thesis

All Teaching Fellows are required to complete a minimum of 15–16 semester credit hours honors work as detailed below. This requirement includes passing a foundational honors course with a "C" or better during the freshmen year. Those Fellows who are selected for the Meredith College Honors Program must also follow the prescribed honors curriculum. Students are asked to work carefully with their advisor to schedule a planned course of study which allows completion of the Honors Thesis prior to the semester of student teaching.

Suggested Year	Course Options	Hours
Freshmen	Should take one of the following: Honors Biology 110 & Biology 151 Honors lab Honors Chemistry 111 and 141 Honors English 111 Honors Math 211, 212, 314, and honors lab 290	3-4

Sophomore or Junior Year		
	Honors Education	3
	(Choice of Education 232 or 234)	
	Colloquium (Strongly Recommended) or 3	
	Honors Elective in major	
Junior or Senior Year		
	Honors in Major	3
	Honors Thesis *	3
Total Hours Honors Credit		15–16

*The honors experience for our Teaching Fellows will culminate in the Senior Year. Information regarding Thesis guidelines and related forms may be found on the College Honors website: www.meredith.edu/honors. Fellows will not be allowed to enroll in any Thesis coursework during the internship semester.

Focus on Careers

Pre-Professional Opportunities

A number of career fields require that students complete a four-year degree and then enter a professional or graduate program. Meredith students may plan programs of study that prepare for further study in such areas as art therapy, dentistry, journalism, law, library science, medicine, pharmacy, research, merchandising, nutrition, special education, teaching, and theology. Academic advisors can direct interested students to the appropriate campus resources.

Pre-Health Professions

Students planning careers in the health professions such as medicine, dentistry, pharmacy, physician assistant, physical therapy, and nursing should carefully plan their academic schedules. There is no prescribed major for the health professions-any recognized college major is acceptable. However, each professional school in the health fields has specific admission requirements in science. All professional schools in health care are looking for a record of superior achievement.

Preparing for a career in health care entails commitments beyond standard academic course work. Up to 1000 hours of clinical experience is necessary for admission to specific programs such as physician assistant. Scheduling during the undergraduate years at Meredith should include consideration of obtaining clinical experience.

Dr. Francie Cuffney, Professor of Biological Sciences and Dr. Karthik Aghoram, Associate Professor of Biological Sciences, are the coordinators for pre-health professions advising. Students should keep in contact with Dr. Cuffney or Dr. Aghoram throughout their academic career, no matter what their chosen major. Advisors will work with students to make sure that admission requirements are met as well as guide them through the application process for the various graduate and professional programs.

Pre-Veterinary Medicine

Students planning their careers in veterinary medicine should carefully plan their academic schedules. There is no prescribed major

for veterinary medicine, however, each veterinary school has specific admission requirements in science. All veterinary schools are looking for a record of superior achievement.

Preparing for a career in veterinary medicine entails commitments beyond standard course work. Students should have a minimum of 600 clinical hours as either a paid or volunteer assistant and are seriously encouraged to exceed this number. Veterinary schools have high standards and the competition is intense. Students applying to the NCSU Veterinary College must take the GRE before the fall application deadline of their senior year and are encouraged to apply for it during the spring of their junior year. No more than two of the courses listed by NCSU as necessary for application can be pending in the spring of the senior year.

Dr. Larry Grimes, Professor of Biological Sciences, is the pre-veterinary medicine advisor. Pre-veterinary students should keep in contact with Dr. Grimes throughout their academic career no matter what their chosen major. Advisors will work with students to make sure that admissions requirements are met as well as guide them through the clinical experiences and the application process.

Pre-Law

Students intending to go to Law School should plan their academic program at Meredith to emphasize writing, speaking, understanding of human institutions and values in connection with law, and analytical reasoning. Law Schools do not prescribe a specific program or major but insist on a broad background in the liberal arts with an emphasis on courses which will help students develop the skills listed. Because entrance requirements differ among law schools, prospective law students should obtain information from the law schools they expect to apply to as early as possible. Students should be aware that successful completion of the Law School Admission Test (LSAT) is a requirement for admission to most law schools. Professor in Political Science Clyde Frazier is the coordinator for pre-law advising. Students should contact Dr. Frazier for additional information on pre-law.

Engineering Dual Degree Program

The Engineering Dual Degree Program is an agreement between Meredith College and North Carolina State University whereby students enrolled in the Dual Degree Engineering Program simultaneously complete the academic requirements of both institutions. Through carefully coordinated scheduling, the program is designed to allow academically qualified students to graduate in 5 years. Students successfully completing the admission, transfer and academic requirements of both institutions, will be awarded a Bachelor of Arts degree from Meredith College in a discipline (see the table below) and a Bachelor of Science degree from NCSU in one of the available corresponding engineering specialties.

To graduate from both schools in five years, students must request to participate in the Dual Degree Engineering Program upon their acceptance to Meredith College and must select their majors by

the end of their first semester at Meredith College. Students must maintain a GPA of 3.0 or better while at Meredith to continue enrollment in the program. Admission to NCSU College of Engineering is dependent on GPA and the successful completion of a set of required courses.

Dr. Kassy Mies, Assistant Professor of Chemistry, serves as the Engineering Dual-Degree Program Coordinator. For additional, more detailed information see the Meredith web site: <http://www.meredith.edu/engineering/>.

Bachelor of Arts	Bachelor of Science
Meredith College	North Carolina State University
Chemistry	Chemical Engineering or Environmental Engineering
Mathematics	Civil Engineering, Computer Engineering, Electrical Engineering, Industrial Engineering, or Mechanical Engineering

Professional Writing and Presentation Media

Coordinated by the Department of English, the minor in Professional Writing and Presentation Media is a 21-hour interdisciplinary program open to all students. Courses in professional writing, graphic design, and speech may be combined with electives in art, creative writing, journalism, business, and computer information science. A student enrolled in the minor is encouraged to complete an internship related to her communication interests and career goals. Requirements for this program appear on page 92.

Criminal Justice

The Criminology major and the Crime and Justice Studies minor at Meredith provide education and experience in contemporary patterns of law and social control. Courses on criminal behavior, legal rights, judicial process, correctional policy, and pertinent social and historical forces are included. To prepare for a career in law enforcement, in the judicial system, and in victim or offender services, students may choose a major in Criminology or a double major in Criminology and Sociology, or they may select a minor in Crime and Justice Studies. The minor may accompany any major; it is coordinated by the faculty in the Sociology and Political Science programs. Requirements appear on page 97.

5+ Program in Special Education

Qualified seniors who are interested in pursuing a career in special education may take up to two specified graduate courses in the Master of Arts in Teaching, Special Education program, during the senior year. Students who are interested in applying to this program should contact the Department of Education during spring registration of the junior year. This program is also open to CRC students.

Experiential Learning

Students are encouraged to explore career possibilities through internships, cooperative education, and service experiences in the community. Many of these may be taken for course credit, and some placements offer stipends as well. The Office of Academic and Career Planning directs the Cooperative Education program, and individual departments can arrange and supervise internships. These and other types of experiential learning—student teaching, study abroad, undergraduate research, reflection leadership and service learning—fulfill general education program requirements.

Post-Baccalaureate and Certificate Programs

Didactic Program in Dietetics

Meredith College is approved to offer a Didactic Program in Dietetics (DPD) by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics (AND). This post-baccalaureate DPD program is designed for those students who have already completed a Bachelor's degree and who would like to complete the Didactic Program requirements to become a Registered Dietician. The courses required for this program can be completed within the context of the Meredith College curriculum either as a part of a master's degree or in addition to an already completed Bachelor's degree. Even students who have already obtained a Bachelor's degree in a different discipline can complete the post-baccalaureate DPD program to apply for a dietetic internship. For more information, visit www.meredith.edu/graduate/nutrition/ms/dpd_requirements.php.

Dietetic Internship

The Dietetic Internship (DI) builds on the academic preparation of Didactic Programs in Dietetics which provides the knowledge requirements in clinical nutrition, public health, and food service management for entry-level dietitians as stated in the Standards of Education published by the American Dietetic Association. The program, which runs from August to May of each year, includes 35 hours per week in supervised practice and prepares men and women to sit for the Registered Dietitian's examination. A DI may be done either before or after a Master of Science in Nutrition.

Foundations in Business

The MBA Program in the School of Business offers a Business Foundations Certificate. This post-baccalaureate program is designed for men and women seeking to sharpen their knowledge of business concepts in quantitative analysis and statistics, economics, accounting, and finance. The certificate is ideal for those who seek to hone skills for business-oriented roles or to gain skills to supplement a non-business background for new career paths. The part-time, evening program accommodates the schedules of career-oriented professionals.

The Business Foundations Certificate program consists of four courses that can be completed in two semesters. Applicants must submit the application for Post Baccalaureate Study (PBS) admission for the MBA program, which includes official transcripts from any colleges or universities attended, and current resume. Previous completion of an undergraduate degree in any major is required to apply. For more information about the Business Foundations Certificate program or the application requirements, visit www.meredith.edu/mba or call 760-8212.

Paralegal Program

During the past two decades, paralegals have become increasingly visible and valued members of the legal profession. Although paralegals cannot independently give legal advice to clients, represent clients in court, accept a case or set a fee, they have earned key roles in the legal services team, performing substantive legal work delegated by attorneys.

The Meredith Paralegal Program is a certificate program for women or men who have earned a bachelor's degree in any major. Established in 1979, the program is approved by the American Bar Association. The program can be completed in the evening over two semesters.

Training as a paralegal focuses on legal principles and skills which can be transferred to many other occupational settings or serve as a foundation for law school. Classes are taught by experienced local attorneys and paralegals with a focus on practical skills, enabling graduates to be effective the first day on the job. Internships complement classroom instruction and often lead to career opportunities.

A strong emphasis on legal research, writing and analytical skills provides a solid foundation for later transition to law school and further career development. Two of the core courses in the curriculum, Legal Survey and Legal Research, are offered for undergraduate credit through the Department of History and Political Science and are recommended for students considering entering the paralegal profession or entering law school.

Paralegal Program graduates enjoy a wide variety of employment opportunities. Most work in private law firms, while others are employed in corporate legal departments, banks, and government agencies. Graduates have successfully translated their legal skills and experience to such fields as human resources, trust and estate administration, municipal administrations, purchasing and property management.

Admission is competitive and based on the applicant's undergraduate and other relevant performance and potential for future success in the program and in the paralegal field. Further information is available at 760-2855, or on our website at: www.meredith.edu/legal/.

Pre-Health

The Pre-Health Careers Post Baccalaureate Certificate program at Meredith College is a flexible one year program designed to educate students to excel in the field of health care. Flexibility of the program allows for individualized curricula to fit the requirements of specific fields of healthcare. Two tracks within the program are designed for either a preparatory certificate or an enhancement certificate. Coursework within the curriculum supports applicants for medical school, dental school, physician assistant programs, nursing, physical therapy, and pharmacy.

The program at Meredith College offers individualized advising, small class size, and assistance finding and documenting shadowing and clinical experiences. Faculty teaching within the program provide a committee letter of recommendation for applicants to programs in the healthcare field. MCAT preparation is provided for students working toward acceptance into medical school.

Professional Performance Certificate

Professional Performance Certificates are available to student who are majoring in Dance Studies or Theatre, and wish to pursue more intensive training in their area. This program maximizes options for students who are looking for specialized performance training while making the most of Meredith and community resources. This intensive study at the upper levels in each art form pairs with the corresponding major to prepare students for work as professional artists. Audition or portfolio review is required.

Interdisciplinary Opportunities

Academic disciplines often intersect with one another as they explore common topics and issues. Interdisciplinary programs highlight methodologies and underlying assumptions as they pose complex questions and challenges to students and faculty. Meredith offers interdisciplinary minors in Arts Management, Medieval/Renaissance Studies and Ethics and the Public Interest. Approved courses in general education and major fields may be used to earn these minors.

Arts Management Minor

The Arts Management minor prepares students to seek leadership roles in community arts organizations. Women who pursue this career will manage budgets, write grants, plan programming and publicly advocate for the importance of having a strong, broad-based arts presence in the community. The minor combines an arts core which includes history, theory and applied experiences with business and communication courses. Every Arts Management student will complete two internships. A student who pursues this minor as a career interest should have a familiarity with visual and performing arts, a commitment to civic engagement, a desire to work effectively as a team member, and good written and verbal communication skills. The program is designed to develop these necessary leadership qualities. Requirements appear on page 65.

Ethics and the Public Interest Minor

The interdisciplinary Minor in Ethics and the Public Interest enables students to gain in-depth understanding of the ethical complexities that abound in our public and professional lives. Students are able to design this minor to match their own specific personal interests, by combining foundational courses in ethical theory and policy studies with elective courses in a wide range of academic disciplines. The minor adds value to students' major fields of study by developing their knowledge, skills, expertise and confidence to address the ethical and policy concerns of their chosen professions. The 18-credit course requirements are designed to be both flexible and comprehensive, making this an attractive choice for students in our pre-professional programs as well as students focusing through their majors on the liberal arts. Requirements appear on page 93.

Medieval and Renaissance Studies Minor

Enduring questions about humanity often arise from great moments in history and culture. Centuries after the deaths of Shakespeare, Galileo, Michelangelo and da Vinci, scholars in the humanities, the sciences and fine arts continue to wonder what influences led civilization from medieval piety and armor to the confidence and curiosity associated with the Renaissance. Students pursuing the Medieval and Renaissance Studies minor at Meredith join in these and related discussions in an 18-credit sequence of interdisciplinary courses, including opportunities for research and study abroad. Requirements appear on page 103.

Center for Women in the Arts

The mission of the Meredith Center for Women in the Arts is to provide a means for Meredith and the greater community to interact while examining important issues through the arts. The Center is comprised of the Departments of Dance and Theatre, Music and Visual Arts, as well as interested faculty, staff and students from other disciplines.

The Center for Women in the Arts unites faculty, students, campus and community for learning, teaching, research, creation and performance. By providing a venue dedicated to artistic excellence and intellectual rigor, the Center is a public service to Meredith and the greater community. All events sponsored by the Center for Women in the Arts are open to the general public; most are free of charge.

The Center regularly brings noted creative professionals to campus. Campus residencies are designed to provide an intellectual spark through original thought and performance. Direct interaction and involvement of students is a critical goal for the Center.

The presence of the Center for Women in the Arts helps contribute to a campus environment that actively supports the pursuit of a career in visual art, dance, theatre, or music. Excellent campus facilities are extended by the close proximity of the North Carolina Museum of Art, North Carolina Symphony and a host of professional dance and theatre and music companies, art galleries and design

firms. Internship opportunities abound, offering students applied experience in their chosen discipline as well as valuable contacts.

To find out about upcoming programming in the arts, go to www.meredith.edu/art or www.meredith.edu/dance-theatre or www.meredith.edu/music. You may also call the School of Arts and Humanities at (919) 760-8541 for information. To make reservations for ticketed events, call the Box Office at (919) 760-2840.

Center for Women, Ethics and Public Life

The Center for Women, Ethics and Public Life leads the college and the community in the pursuit of ethical inquiry, reflection, decision-making, and action. The mission of the Center is to challenge students, faculty, staff and the community to explore the complex ethical dimensions of contemporary issues in our personal and professional lives. To this end, the Center unites academic learning with community outreach and civic engagement to prepare women for lives as confident and committed leaders and advocates for change.

The Center's specific goals include:

- Serving as a college and community resource and forum in support of the mission and values of the College of preparing students to make positive contributions in their personal and professional lives through ethical leadership and service.
- Providing support and resources to faculty and students to enhance ethics-related teaching, learning, and research and to provide programs and activities that connect academic study with opportunities for ethical reflection, decision-making and direct action on campus and in the wider community.
- Integrating ethics-related academic and student leadership activities and programs with a strong community outreach component that engages the wider community in public dialogue and collaborative action on social issues of special concern to women.
- Serving as a resource for the college as it reflects upon and takes action with our own ethical dilemmas and commitments.

To find out about upcoming programs and events, go to www.meredith.edu/enews.

Academic Support Services

Learning Center

The Learning Center provides free, one-on-one tutoring to currently enrolled Meredith students. The tutors are Meredith students who have excelled in their coursework and have been trained to assist their peers. Accounting, economics, foreign languages, mathematics, psychology, science and writing are subjects for which students can find assistance every semester; help in other subjects varies. The Learning Center website provides details of subject offerings, of open and holiday hours, and of online resources for students. To schedule a 30-minute appointment, visit www.meredith.edu/learn and click on "Appointments." (Non-native speakers of English and

students registered with Disability Services qualify for additional time.) The Learning Center is located in 122 Jones Hall.

Carlyle Campbell Library

The Carlyle Campbell Library is the academic heart of the College and a center for intellectual exchange. Library staff are eager to help students, faculty, and staff examine research topics and make the best possible use of available resources. In support of research the Library's holdings include more than 200,000 volumes, 8,000 DVDs and videos, and 8,000 musical scores. Also available are online, full-text versions of articles from thousands of academic periodicals. Databases and indexes are accessible anywhere with a Meredith ID. The Library also maintains the College Archives, material related to the history and people of the College.

To enhance the exchange of ideas and the pursuit of research endeavors, the Library provides both individual and group study areas. Computer workstations with networked printing are available. Also available in the Library are video viewing stations and music listening stations.

The Reference Department assists the Meredith community with research. Librarians staff the main floor Information Desk during most Library hours and offer group instruction for classes in all disciplines. Reference Librarians will help locate material wherever it is—Meredith or worldwide. They can arrange borrowing privileges with the libraries of St. Augustine's University, North Carolina State University, William Peace University and Shaw University.

The Library's Media Services Department provides media and instructional equipment, training, and support. Laptops, data projectors, sound systems, and cameras may be requested for use on campus. Media Services staff support video production and presentations for the College. Media Services also manages Meredith Cable Television, which broadcasts international news, foreign language programming, videos, campus announcements and instructional materials.

Technology Services

Over the past five years the Meredith Technology Initiative has greatly expanded the college's technological capabilities in academic support, administrative support and campus communication. The Technology Services Department employs professionals with expertise in networking, hardware and software support, voice communication, and instruction.

Meredith maintains wired and wireless networks, numerous general use and specialized computer labs, and an online instructional package called Blackboard. All Meredith students are given email accounts. Incoming full-time freshmen receive a laptop computer with wireless connectivity. Technology Services staff maintains and support these computers and other campus technology applications with phone in, walk-in, or email services. Instruction in hardware and software is scheduled during fall orientation and throughout the academic year. For locations of computer labs, as well as a comprehensive discussion of services available, visit www.meredith.edu/techserv/.

Disability Services

The Counseling Center/Disability Services is committed to providing confidential, culturally-competent and evidence-based counseling and disability services to students. Our philosophy encourages students' empowerment, the development of individual strengths, greater independence and self-advocacy.

Consistent with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Meredith College prohibits the discrimination of students with disabilities and provides reasonable and appropriate accommodations to otherwise qualified students with disabilities.

In college, students with disabilities are expected to advocate for themselves. Therefore, the responsibility of declaring a disability, requesting accommodations, and filing grievances falls on the student. Individuals seeking reasonable accommodations are responsible for providing Disability Services with current & comprehensive documentation, that meets the established guidelines, to support the request for reasonable accommodations.

Disability Services is responsible for establishing eligibility based on current in-depth documentation, meeting with the student, and determining reasonable accommodations. Accommodations are determined on an individual, case-by-case basis. For more information about the certification process, documentation guidelines, and technology and other services, please visit <http://www.meredith.edu/students/counsel/disability>.

Academic Programs

Through its strong general education program integrated with in-depth study in a major, Meredith College provides undergraduate academic programs that show our commitment to the liberal arts and professional studies as a preparation for life, for careers, for graduate studies, and for engaged leadership. The undergraduate and graduate programs at Meredith College are administered through five schools in which departments are organized for disciplinary and interdisciplinary learning. Additional interdisciplinary programs are also available. The four schools and its majors are organized as follows:

School of Arts and Humanities: Art, Communication, Criminology, Dance Studies, English, Graphic Design, History, International Studies, Music, Political Science, Religious and Ethical Studies, Sociology, Spanish and Theatre.

School of Business: Accounting, Business Administration, Economics

School of Education, Health and Human Sciences: Child Development, Education, Exercise and Sports Science, Family and Consumer Science, Fashion Merchandising and Design, Food and Nutrition, Interior Design, Psychology and Social Work

School of Natural and Mathematical Sciences: Biology, Chemistry, Computer Science, Environmental Sustainability and Mathematics

Meredith's general education curriculum, entitled "Academic Excellence and Global Understanding," describes the active and relevant learning experiences offered to Meredith students, not only in general education courses, but in all academic programs.

Academic Programs

Majors & Concentrations

Accounting (see Business)
 Art Education (see Art)
 Art (Studio)
 Biology (BA and BS)
 Business Administration
 Human Resource Management
 Chemistry* (BA and BS)
 Child Development (see Human Environmental Sciences)
 Communication
 Interpersonal Communication
 Mass Communication
 Computer Science (see Mathematics and Computer Science)
 Criminology (see Sociology)
 Dance Studies
 Economics (see Business)
 English
 Environmental Sustainability
 Exercise and Sports Science (see Nutrition, Health and Human Performance)
 Health and Physical Education
 Health and Wellness
 Family and Consumer Sciences (see Human Environmental Sciences)
 Fashion Merchandising and Design (see Human Environmental Sciences)
 Merchandising
 Design
 Food and Nutrition (see Nutrition, Health and Human Performance)
 Graphic Design (see Art)
 History
 Interior Design (see Human Environmental Sciences)
 International Studies (see History and Political Science)
 Mathematics* (BA and BS)
 Music

Music Education (BME)
 Political Science (see History and Political Science)
 Law and Justice
 Psychology
 Religious and Ethical Studies
 Social Work (BSW)
 Sociology
 Spanish (see Foreign Languages and Literatures)
 Theatre (see Dance and Theatre)
**Engineering Dual Degree program with NC State University (5 years)*

Minors

Accounting
 Art History
 Arts Management
 Biology
 Business Administration
 Chemical Physics
 Chemistry
 Child Development
 Communication
 Crime and Justice Studies
 Dance
 Economics
 English
 Environmental Sustainability
 Ethics and Public Interest
 Exercise and Sports Science
 Family and Consumer Sciences
 Fashion Design
 Fashion Merchandising
 Finance
 Food and Nutrition
 French
 Geoscience
 History
 Human Resource Management
 Interior Design
 International Business

International Studies
 Italian Studies
 Marketing
 Mathematics
 Mathematics and Computer Applications
 Medieval and Renaissance Studies
 Music
 Photography
 Political Science
 Professional Writing and Presentation Media
 Psychology
 Public History
 Religion
 Social Work
 Sociology
 Spanish
 Statistics
 Studio Art
 Theatre
 Web Development

Teacher Licensure Programs

Birth-Kindergarten (B-K)
 Elementary Education (K-6)
 Middle Grades (6-9)
 English Language Arts
 Mathematics
 Science
 Social Studies
 Secondary Grades (9-12)
 Comprehensive Science
 English Language Arts
 Mathematics
 Social Studies
 Special Subject Areas (K-12)
 Art Education
 Dance
 English as a Second Language*
 Health and Physical Education
 Music Education
 Spanish
 Theatre

Workforce Development:
 Teaching Family and Consumer Sciences (7-12)

Undergraduate Certificate Programs

Professional Performance
 Dance Track
 Musical Theatre Track
 Theatre Performance Track
 Technical/Design Track

Professional Preparation

Dentistry
 Law
 Medicine
 Nursing
 Optometry
 Pharmacy
 Physical Therapy
 Physician Assistant
 Veterinary Medicine

Graduate Programs (Co-educational)

Master of Arts in Teaching
 Master of Business Administration
 Master of Education
 Master of Science in Nutrition

Post Baccalaureate Certificate Programs (Co-educational)

Didactic Program in Dietetics
 Dietetic Internship
 Foundations in Business
 Paralegal
 Pre-Health:
 Enhancement Track
 Preparation Track

*Permission of the department head is required to declare ESL licensure.

General Education Requirements

General Education: Academic Excellence and Global Understanding

Meredith's General Education encourages students to develop a breadth of skills and knowledge for the 21st century, to serve their communities through civic engagement, and to become independent and lifelong learners. Through courses in the liberal arts and sciences, and in their majors, students work toward the following goals:

- An understanding of self, others, and the world,
- The ability to analyze, evaluate, and discover solutions,
- Effective communication,
- A recognition of ethical and responsible behavior in society, the global community, and the natural world, and
- An understanding of the complex nature of knowledge.

Courses designed to address these goals include the Meredith signature requirements. These requirements can be fulfilled through major coursework or through completion of designated General Education distribution requirements.

Information about each department and the majors and minors within them are shown on the previous page.

Requirement	Credits
-------------	---------

MEREDITH SIGNATURE

- | | |
|--|------------|
| 1. U.S. Perspectives | 3 |
| Courses designated "US". [on WebAdvisor and the Gen Ed website.] | |
| 2. Global Perspectives | 3 |
| Courses designated "GP". [on WebAdvisor and the Gen Ed website.]
Meredith-approved study abroad programs that satisfy the College's Global Perspective outcomes fulfill the GP requirement. | |
| 3. Ethical Perspectives | 1-3 |
| Courses designated "EP". [on WebAdvisor and the Gen Ed website.] | |

LANGUAGE SKILLS

- | | |
|---|-----|
| 4. ENG 111 <i>Principles of Writing</i> | 3 |
| 5. ENG 200 <i>Critical Reading and Writing</i> | 3 |
| 6. Foreign Language Requirement | 0-9 |
| Complete through the 1st intermediate level (205) in one language.
Placement and competency testing available. | |

MEREDITH DISTRIBUTION

Arts & Aesthetics

- | | |
|---|---|
| 7. A course or courses in the Arts | 3 |
|---|---|

Humanities and Social Sciences

- | | |
|---|---|
| 8. Religious and Ethical Studies, any 100-level course | 3 |
| 9. HIS 101, 102, or 103 | 3 |
| 10. Literature | 3 |
| 11. Cultural Elective | 3 |
| 12. Social & Behavioral Sciences | 6 |

Natural and Mathematical Sciences

- | | |
|---|-----|
| 13. Mathematics | 3-4 |
| Complete either MAT 211 or MAT 245 | |
| 14. Laboratory Science | 4 |
| 15. Natural Science, MAT, or CS elective | 3 |

Health & Physical Learning

- | | |
|--|-----|
| 16. PED-DAN activity, or three activity plus options in HED or FN 227 | 4-6 |
|--|-----|

SKILLS AND EXPERIENCE

- | | |
|--|--|
| 17. Across the curriculum threads | |
| 1 WI course, 1 OC course, and 1 IL course | |
| 18. Experiential Learning: 1 approved occurrence | |
| 19. Attendance at 8 academic/cultural events | |

The General Education Program: Academic Excellence and Global Understanding

The Meredith Signature:

U.S. Perspectives 3 cr.

Fulfilled by a variety of courses from major disciplines or general education. All courses include content addressing the cultural dynamics of the United States and have 3 common learning outcomes.

Global Perspectives 3 cr.

Fulfilled by a variety of courses from major disciplines or general education. All courses focus on topics of global or international importance and have 3 common learning outcomes. Meredith-approved study abroad programs that satisfy the College's Global Perspective outcomes fulfill the GP requirement.

Ethical Perspectives 1 to 3 cr.

Fulfilled by courses that cover aspects of ethical theories as well as practical applications of ethical thinking to students' lives, their fields of study, or chosen professions. All courses have three common learning outcomes.

All perspective requirements will be identified in Web Advisor and on the General Education website at www.meredith.edu/academics/gened/requirements

Language Skills:

ENG-111 *Principles of Writing* 3 cr.

A student who makes a grade of C or better in English 111 fulfills this requirement. If a student makes a D in ENG 111, she must either repeat and pass ENG 111 (earning no additional credit) or pass ENG-112 (earning 3 hours of additional credit).

ENG-200 *Critical Reading and Writing* 3 cr.

A second writing skills course emphasizing reading and research.

Foreign Language 0-9 cr.

The requirement can be met by assignment above the 205 level through the Meredith placement test, OR by passing the Meredith competency test.

Through course work, the requirement will be fulfilled by passing the 205 level in one language.

The requirement can also be met through

- One course at an intermediate or advanced level taught during an approved semester-long study abroad program, or

- By presenting a score of 5 or better on the IB higher level exam in French, German or Spanish; a score of 3 or better on the AP exam in French, German, Spanish language or Latin/Lit or Latin/Vergil; or a score of 600 or better on the SAT II Latin test.

Distribution Requirement:

A single course may fulfill only one general education distribution requirement in the four following categories.

Arts and Aesthetics 3 cr.

A total of 3 credits in specified Art, Dance or Theatre courses, or Music, Applied Music, Music Ensembles, and other courses listed on the general education website.

Humanities and Social Sciences 18cr.

History:

HIS 101, HIS 102 or HIS 103 3 cr.

Religious and Ethical Studies: 3 cr.

Any 100-level RES course

Literature: 3 cr.

This elective includes courses from Communication, English, Foreign Languages, Religious and Ethical Studies, and others as approved – all listed on the general education website.

(NOTE: Bachelor of Music students please see page 108.)

Cultural elective: 3 cr.

One course chosen from History, Philosophy, or Religion above the 100 level, and a wide variety of other courses listed on the general education website.

Social and Behavioral Sciences: 6cr.

Any ECO (except ECO 274), POL, PSY, SOC, COM 260, and GEO 205

Natural and Mathematical Sciences 10-11 cr.

Mathematics:

3-4 cr.

MAT 211 (4 cr) or MAT 245 (3 cr)

Laboratory Science: 4 cr.

One pairing chosen from BIO 105/145, BIO 110/151, BIO 322/342, BIO 208/248, CHE 111/141, GEO 200/240, or PHY 211/241.

Natural Sciences: 3 cr.

Mathematics, or CS elective

Any 3 credits chosen from BIO, CHE, CS, GEO (except 205), MAT or PHY.

Health and Physical Learning 4-6 cr.

Either 4 credits in Physical Education or specified Dance activity courses, or 3 credits in Physical Education or Dance activity plus 2-3 credits in Health or FN 227. For specific courses, refer to the gen ed website.

Skills and Experience:

Across the Curriculum Threads

Threads provide in-depth skill and knowledge development without the requirement of additional courses. These requirements may be fulfilled through courses that meet other general education or major requirements. Thread courses have been infused with a focus on the following skills: information literacy (IL designation), oral communication (OC designation), or writing intensive (WI designation). A course may be infused with one to two threads. These are identified in the course schedule each semester and on the General Education website. *The requirement is for each student to complete coursework that includes at least one of each designation.*

Experiential Learning

Fulfilled through field experiences, internships, cooperative education, approved practica, service learning, and other designated courses. Student teaching, study abroad, and undergraduate research also fulfill this requirement. Student activities and leadership programs that fulfill the requirement are the Sophie Laneau Leadership Development program, and the LeaderShape Institute. A list of approved EL occurrences and courses is available on the general education web site.

Academic/Cultural Events

Documented attendance at 8 academic/cultural events – includes major speakers and college convocations. Appropriate events are listed on the general education web site.

Accounting (see Business)

Art

Professors Mulvaney, Terry; Associate Professors Gay, Holliman, Johnstone, Pearce; Assistant Professors Hyde, Johnson

The Meredith College Art Department **mission is** to foster individual growth by providing an intellectually challenging environment that engages students in conceptual thinking and visual problem solving.

The **purpose** of the Art Department is to provide a visual arts program which supports the fine arts and humanities component of the general education requirements and makes connections across disciplines. The department offers majors in studio art, graphic design and art education based on a core curriculum of shared studio art and art history experiences. In addition, it offers an art history minor, a studio art minor, a photography minor, and an arts management minor as well as preparation for teacher licensure in art K-12. All courses encourage individual reflection as inseparable from production and offer individualized instruction. The art department maintains an extensive exhibition program for instructional purposes and as a link with the greater community. Student involvement in art beyond the Meredith community is encouraged through experiences in community service, internships, travel, participation in shows and arts organizations. Advising within the department guides career choices based on individual strengths and interests.

Goals of the Art Department

- Provide a solid foundation in both traditional and contemporary media informed by historical context and diverse cultures.
- Provide for students a variety of educational experiences that allow real-life art exploration on campus and beyond.
- Focus on the artistic growth of each student.
- Cultivate and support a faculty who are professionally active and creatively engaged regionally, nationally and internationally.
- Contribute to the greater Meredith community through exhibitions, programming and service by the faculty, staff, and students.

Student Learning Outcomes of the Art Department

1. Students demonstrate an in-depth understanding of techniques, concepts and philosophies of art and art history.
2. Students exhibit the knowledge and skills of professionals in the art world, by
 - a. Participation in a professional art association
 - b. Interacting with professional artists in a variety of settings
 - c. Taking works from conception to completion.
3. Students create works of art that exhibit originality and increasing artistic maturity.
4. Students in specific art majors will demonstrate additional competencies for their major as listed below.
 - a. An Art Education Major will be able to:
 - Plan and deliver art education lesson plans
 - Articulate a personal philosophy of education

- Create a set of digital artifacts for teaching purposes.
- b. A Studio Art Major will be able to:
 - Demonstrate competency of media specific processes and techniques
 - Communicate mature concepts based on knowledge of art history and contemporary criticism.
 - c. A Graphic Design Major will be able to:
 - Engage in collaborative dialogue between client, audience, and designer.
 - Solve consumer centered communication problems from conceptual development through final execution.

Art Department Program Outcomes

1. Faculty model professionalism through scholarship, artistic creation and exhibition, teaching excellence, and involvement in the arts community.
2. Exhibits and programming will serve the greater community by providing opportunities for synthesis across disciplines and engaging the greater community on the Meredith campus and beyond.

Values of the Art Department

The Art Department teaches and shares values regarding professional behavior. We expect faculty, staff and students to exhibit these traits:

- Ethical behavior and personal responsibility.
- Intellectual inquisitiveness and life-long learning.
- Courage to fail and persistence to succeed.
- Openness to diverse perspectives and a world view.
- Independence and a willingness to collaborate.

The student who studies art at Meredith learns to function creatively through a variety of experiences to gain an understanding of the artistic process and human culture. The student is strongly encouraged to begin the program the first semester of her freshman year.

To receive transfer credit, students must get approval from the department head. Any course taken more than five years ago must be repeated, unless proficiency is proven through current portfolio work. Portfolio reviews are held on Reading Day each semester and the week before classes begin in August.

All art majors complete a core curriculum of 29 credit hours. Internships are available and encouraged in all majors. Through independent research courses, arranged with individual faculty members, a student may add even greater depth to her program in a particular area of interest. Design and history courses in interior design, and fashion design are cross-listed as art courses.

The Art Department accepts AP credit in both art history and studio art with a score of three or above. AP studies credit is awarded as general studio credit and does not substitute for ART-101 Drawing I or ART-110 2D Design Concepts, Color and Composition.

Majors/Minors in Art

The **Studio Art major** is designed for the student who intends to pursue the creation of visual art as a profession. The program provides preparation for graduate school or for many entry level art positions. The student should begin the major the first semester of the freshman year in order to avoid delays in graduation and allow time for internships and/or research studies. Students must maintain a C average or better in their major.

The **Graphic Design major** combines a background in traditional art concepts with computer design skills. The program is structured to enable the student to acquire foundational and advanced concepts, skills, and knowledge necessary for practice in the graphic design discipline. The student will synthesize and apply information from many disciplines while seeking creative solutions to problems. The major provides a contemporary perspective with regard to changing technologies and emphases in photographic and graphic design education. Internships are strongly encouraged as a vital component of the graphic design education process. Students must maintain a C average or better in their major.

The **Art Education major** is designed for those students who wish to teach art as a profession. The college offers a program leading to K–12 art licensure in conjunction with the Department of Education. The program emphasizes the development of teaching skills within the art content area as well as a strong theoretical background. The curriculum includes developing knowledge of current art techniques and movements, current issues and trends in art education, the development of skills for teaching in a diverse population, and the infusion of technology into instruction. Ideally, the student should begin the program during the freshman year to accommodate the course requirements in both areas. Students must maintain a 2.5 average or better to be admitted to the licensure program (see page 82, Education, for details on admission).

The **Studio Art minor** is an excellent complement to other majors and offers students the opportunity to include a creative component in a well-rounded course of study. The student who pursues a studio art minor should have a strong interest in the visual arts and the development of art skills as well as the historical/cultural context of art. This minor provides students the basis for future personal creative development as well as aptitudes for further research and study in related fields. It will also assist students in the development of analytical skills as well as the creative and critical thinking skills so important to success in most career paths.

The **Art History minor** is a suitable complement to many majors offered at Meredith College. The minor is also designed for art students who wish to pursue careers that focus on the management of art: museums, galleries, or community-based art organizations. The minor prepares students for graduate school as well as employment not limited to art history. Because the discipline requires analytical and critical thinking skills, both orally and in writing, art history is a favored path for those who plan to attend law school as well as many other diverse pursuits.

The **Photography minor** is an appropriate complement to various majors, including Graphic Design, Mass Communication and English. The minor is also designed for students who plan to pursue graduate studies and/or careers in fine art photography. The program stresses photography as a fine art form and provides preparation in a range of photographic practices. Emphasis is placed on critical thinking, creative problem-solving and technical proficiency in both traditional and digital photographic practices.

Meredith College also offers an interdisciplinary minor in **Arts Management**. Please see page 64 of the catalogue for information.

Majors in Art

The Core Curriculum—29 credit hours

ART 101 Drawing I	3
ART 110 2D Design Concepts, Color and Composition	3
ART 111 3D Design Concepts and Structure	3
ART 180 Computer Literacy for Design OR ART 192 Concepts in Graphic Design	3
ART 201 Drawing II	3
ART 221 Art History Survey I	3
ART 222 Art History Survey II	3
ART 324 Topics in Modern Art	3
ART 396 Junior Seminar	2
ART 495 Portfolio Photography	1
ART 497 Senior Exhibition	2

Studio Art Major—54 credit hours

The Core Curriculum	29
ART 301 Figure Drawing	3
ART 360 Interactive Design	3
ART 496 Professional Studio Practices	1
Art History elective	3
Electives 15 credit hours of art or art history electives with at least 9 credit hours in studio art courses at the 300 or above level from the list below:	15
ART 130 Photography I (3)	
ART 160 Ceramics I (3)	
ART 210 Painting I (3)	
ART 230 Photography II (3)	
ART 248 Techniques of Illustration (3)	
ART 251 Printmaking I (3)	
ART 270 Fibers (3)	
ART 280 Topics in Art and Architecture (3)	
ART 299 Introduction to Research in Art (1–3)	
ART 301 Figure Drawing (3)	
ART 310 Painting II (2)	
ART 323 Topics in Art History (3)	
ART 324 Topics in Modern Art History (3)	
ART 330 Photo Techniques & Processes (3)	
ART 342 Digital Imaging I (3)	
ART 351 Printmaking II (3)	
ART 362 Ceramics II (3)	
ART 365 Sculpture (3)	
ART 460 Advanced Interactive Design (3)	
ART 480 Digital Photography (3)	
ART 499 Research in Art (1–3)	

ART 920 Directed Independent Study (1–3)*

ART 930 Community Internship (1–3)*

*May count as upper level only with permission of
Department Head

Graphic Design Major—62 credit hours

The Core Curriculum	29
ART 130 Photography I	3
ART 242 Graphic Design and Typography	3
ART 344 Advanced Graphic Design	3
ART 345 Advanced Typography	3
ART 360 Interactive Design	3
ART 444 Special Topics in Graphic Design	3
ART 460 Advanced Interactive Design	3
ART 490 Senior Project in Graphic Design	3
ART 491 Professional Practices and Portfolio Development in Graphic Design	3
Electives chosen from the following:	6
ART 160 Ceramics I (3)	
ART 210 Painting I (3)	
ART 230 Photography II (3)	
ART 248 Techniques of Illustration (3)	
ART 251 Printmaking I (3)	
ART 270 Fibers (3)	
ART 280 Topics in Art and Architecture (3)	
ART 299 Introduction to Research in Art (1–3)	
ART 310 Painting II	
ART 323 Topics in Art History (3)	
ART 330 Photographic Techniques & Processes (3)	
ART 342 Digital Imaging (3)	
ART 351 Printmaking II (3)	
ART 365 Sculpture (3)	
ART 400 Circus Design Studio at Meredith (3)	
ART 405 Colton Review (3)	
ART 480 Digital Photography (3)	
ART 499 Research in Art (1–3)	
ART 920 Directed Independent Study (1–3)	
ART 930 Community Internship (1–3)	

Art Education Major—90 credit hours

The Core Curriculum	29
ART 160 Ceramics I	3
ART 210 Painting I	3
ART 251 Printmaking I	3
ART 270 Fibers	3
ART 365 Sculpture	3
ART 734 Teaching and Methods: Foundations in Art Education	3
ART 735 Teaching and Methods: Art Pre K–5	3
ART 736 Teaching and Methods: Art in Grades 6–12	3
EDU 232 Schools and Social Change	3
EDU 234 Teaching and Learning	3
EDU 305 Web 2.0 Technologies for Public School Classrooms	1
PSY 210 or 310 Life Span Developmental Psychology	3
PSY 312 Psychology of Exceptional Individuals	3
SOC 335 Race and Ethnic Relations OR EDU 345 Language	

Minorities in the Public Schools	3
EDU 434 Inclusion and the Adolescent Learner	3
EDU 436 Literacy and Learning in the Content Area	3
EDU 460 Colloquium in Education	3
EDU 490 Observation and Directed Teaching	9
Art History elective chosen from the following:	3
ART280 Topics in Art and Architecture (3)	
ART 323 Topics in Art History (Pre-modern, topics rotate) (3)	
TOTAL	61

MINORS IN ART**Studio Art Minor—21 credit hours**

ART 101 Drawing I	3
ART 110 2D Design Concepts, Color and Composition	3
Art History Survey I or II	3
Area of Specialization in upper level courses (200 and above)	6
Art electives	6

Art History Minor—18 credit hours

ART 221 Art History Survey I	3
ART 222 Art History Survey II	3
Select 3 three courses from the following (at least one	9
must be a pre-modern topic and one a modern topic):	
ART 280 Topics in Art and Architecture (3)	
ART 323 Topics in Art History (3)	
ART 324 Topics in Modern Art History (3)	
ART 494 Senior Project: Thesis	
Or ART 498 Honors Thesis in Art History	
Or ART 499 Research in Art (History)	3

Photography Minor—18 credit hours

ART 180 Computer Literacy for Design OR ART 192 Concepts in Graphic Design	3
ART 221 OR ART 222 Art History Survey OR ART 324 Topics in Modern Art History: History of Photography	3
ART 130 Photography I	3
ART 230 Photography II OR ART 330 Photographic Techniques and Processes	3
ART 342 Digital Imaging	3
(Prerequisites: ART 130, ART 180 or ART 192)	
ART 480 Digital Photography	3
(Prerequisites: ART 130, ART 180 or ART 192, ART 342 or ART 344)	

— For Art classes, see pages 119–124.

Arts Management

*Mulvaney, Professor of Art; Finley, Professor of Dance; Rodgers,
Professor of Theatre; Page, Professor of Music.*

The Arts Management minor is a complementary addition to any arts major, but will also be of particular interest to students majoring in Business or Communication. A student who pursues this minor should have a strong interest in the arts and a familiarity with visual and performing arts, a commitment to civic engagement, a desire to work effectively as a team member and have good written and verbal

communication skills. The program is designed to develop these necessary leadership qualities. Core classes give an overview of skills and knowledge. Two internship experiences are an experiential component of the core. Guided electives give students opportunities both for experiential learning and in-depth knowledge.

Students in the Arts Management minor will develop the following required knowledge and skills:

- Demonstrate knowledge of the historical development of at least one arts discipline.
- Develop critical skills necessary to analyze and differentiate among works from different time periods.
- Exhibit an understanding, familiarity and appreciation of the different arts disciplines.
- Develop skills and concepts necessary for arts management, specifically: house management, grant writing, computer design skills, accounting procedures, public speaking, and business practices.
- Apply knowledge learned in class to real-life situations.
- Use guided electives as a means to develop broader experience with disciplines in the arts with which they may have had little or no exposure.
- Use guided electives to develop deeper knowledge in areas introduced in the core requirements.

Twenty five (25) hours of coursework are required for the minor. Students who are majors in one of the arts may count a course required for their major toward the core requirement. Note that arts majors may NOT fulfill either the Core Elective or Guided Electives with courses in their own major. Newly declared minors should meet with the program coordinator to develop a focused course of study, to help sequence courses and to determine which electives they would like to take for this minor. Arts majors pursuing this minor will be dually advised by their major advisor and the program coordinator. Students whose major is outside the arts will be advised by the program coordinator.

ARTS MANAGEMENT MINOR—25 HOURS

Core Required Courses	18
Internship	1, 1
THE 105 or 106, Front of House Practica	1
DAN 455 Performing Arts Administration (grant writing)	3
ART 180 Computer Literacy for Design OR ART 192 Concepts in Graphic Design	3
ACC 220 Accounting	3
COM 225 Public Speaking	3
BUS 150 Business and Society or	
BUS 300 Principles of Management or	
BUS 360 Principles of Marketing	3
Core Elective	3
Choose one (outside major area, if an arts major)	
MUS 214 Music Appreciation (3)	
THE 114 Intro to Theatre (3)	
ART 221 Art History Survey I OR	
ART 222 Art History Survey II (3)	
DAN 200 Dance and Society (3)	

Guided Electives **4**

- Choose more than one (outside major area, if an arts major)
- ART 101 Drawing I (3)
 - ART 110 2D Design Concepts, Color and Composition (3)
 - ART 130 Photo I (3)
 - ART 160 Ceramics I (3)
 - BUS 300 Principles of Management (3)
 - BUS 360 Principles of Marketing (3)
 - BUS 467 Advertising (3)
 (pre-requisite: BUS 360 Principles of Marketing)
 - CS 156 Website Design and Management (3)
 - COM 310 Public Relations Communication (3)
 - COM 350 Business and Professional Communications (3)
 - COM 360 Writing for the Media (3)
 - DAN 456 Meredith Dance Theatre (may take up to 3) (1)
 - THE 150 Voice & Articulation (3)
 - Practica* (may take up to 3)
 - THE 101/102 Performance Practica (1)
 - THE 103/104 Production Practica (1)
 - THE 105/106 Front of House Practica (1)
 - Ensemble (may take up to 3)
 - MUE 134 Chorus (1)
 - MUE 231 Wind Ensemble (1)
 - MUE 232 Flute Ensemble (1)
 - MUE 233 Chamber Music Ensemble (1)
 - MUE 235 Raleigh Concert Band (1)
 - MUE 237 String Ensemble (1)
 - MUE 238 Meredith Sinfonietta (1)
 - MUE 332 Flute Quartet (1)
 - MUE 334 Chorale (1)
 - MUE 335 Encore (1)
 - MUE 338 Raleigh Symphony Orchestra (1)

Biological Sciences

Professors Cuffney, Grimes, Mecham, Reid, Wolfinger; Associate Professor Aghoram; Assistant Professors Andrus, Lindquist; Adjuncts Crumpler, Marritt; Emerita Swab; Laboratory Technician Katsahnias.

The Department of Biological Sciences meets the needs of Meredith’s students by providing courses that help enable students to participate knowledgeably and responsibly in the natural world. Biology courses at all levels provide in-depth exposure to many areas of the biological sciences; foster skills in using the methodologies of the natural sciences through investigative work; and, enhance creative learning and thinking. The department prepares majors for success in graduate school, professional programs, and employment in a wide range of areas within the biological and health sciences.

Student Learning Outcomes of the Biological Sciences Department:

- Upon completion of their Bachelor of Arts or Bachelor of Science in Biology all graduates will be:
- able to use the biological sciences as a way of gaining knowledge about the physical universe;

- able to problem solve utilizing the methodology of the biological sciences;
- able to utilize skills to participate knowledgeably and responsibly in the natural world; and
- prepared for various careers and professions available to biological scientists.

Upon completion of the Bachelor of Arts or Minor in Environmental Sustainability all graduates will:

- understand the balance of scientific, social, political and economic aspects of environmental sustainability;
- integrate the knowledge and skills from different disciplines and apply this interdisciplinary understanding to issues of sustainability;
- think critically about existing assumptions, information quality and data interpretation when identifying and addressing problems related to sustainability;
- communicate effectively with people from diverse perspectives and facilitate collaborative relationships to accomplish goals;
- use creativity to develop sustainable solutions to environmental problems; and
- act adaptively to apply interdisciplinary knowledge and skills to the workplace and community.

Career Directions

Biology majors are prepared for careers in laboratory or field work, research, teaching, government service or advanced education in graduate school or medicine/health sciences.

The **B.A. in Biology** Major focuses on the study of organisms as living units and as biotic components of ecosystems. Graduates of this degree are prepared to attend graduate school in one of the diverse areas of botany, zoology, or ecology or to follow career paths in teaching, laboratory or field research, museums, natural areas and travel-related occupations.

B.S. in Biology Major provides a strong basis for advanced study/careers in the following areas:

- **Allied Health Sciences** (medical technology, nursing, optometry, pharmacy, physician assistant, or physical therapy)
- **Medicine, Dentistry, or Veterinary Medicine**
- **Molecular Biology** (graduate study, teaching, or research careers in biotechnology, molecular pathology, pharmaceuticals, molecular toxicology, molecular biology, genetics, microbiology, cell biology, biochemistry, physiology, or medicine)
- **Environmental Science** (graduate study, research careers, teaching in the sciences, opportunities with non-profit organizations, field work in natural areas, or environmental consulting.)

The **B.A. in Environmental Sustainability** Major is an interdisciplinary major focusing on the social, economic, and political aspects of environmental issues. Graduates have numerous job opportunities: teaching and curriculum development, research careers, opportunities with non-profit organizations, field work in natural areas, positions in recreation, environmental consulting, technical writing, policy making, or waste management.

Licensure

Middle grades (6–9) licensure in science is available to students in any major who complete these minimum requirements: BIO 110, 151, CHE 111, 141, PHY 100, PHY 202, GEO 200, GEO 240, SCI 764, and electives from the sciences for a total of 24 credit hours. Comprehensive Science (9–12) licensure in Biology is available to students who satisfy the requirements for either a BA or a BS in Biology following the Program Requirements for Secondary Teacher Education listed on page 84.

Clinical Laboratory Sciences

The Department of Clinical Laboratory Sciences, School of Allied Health Professionals, Medical College of Virginia Campus, Virginia Commonwealth University guarantees admission into the Master of Science program in clinical laboratory sciences for Meredith College students with the following qualifications:

- Baccalaureate Degree in Biology
- Minimum GPA of 3.25
- Minimum Science GPA of 3.0
- Minimum TOEFL of 570 for international students whose native language is not exclusively English.
- The GRE must be taken within the first enrolled year, but the results are to be used for record keeping purposes only.

In the event that all positions in the class are filled, applicants accepted under this agreement will be given first priority when space becomes available.

Resources

The **Department of Biological Sciences** is housed in the **Science and Mathematics Building** that opened in January 2003. This facility contains general and advanced laboratories for specialized study in undergraduate research, physiology, anatomy, invertebrate zoology, parasitology, microbiology, molecular biology, cell biology, biochemistry, genetics, evolution, ecology, field biology, and environmental science. An advanced light and electron microscope suite, greenhouse, animal room, photobiology unit, curriculum lab, library, and museum are, in addition to the nine student/faculty research laboratories, designed for student-faculty collaborations on original research. Research and cooperative opportunities are also available at many Raleigh/Durham/Chapel Hill/Research Triangle research facilities and laboratories. Meredith College is a charter member of the **GlaxoSmithKline Women in Science Scholars Program**.

There are numerous opportunities for Meredith College students to participate in research and courses at national and international study sites such as the School for Field Studies. Meredith College is an affiliated institution with the School for Field Studies which offers several study abroad programs in the areas of ecology and field biology.

Biology Departmental Assessment Test

Prior to graduation, all seniors in the B.A. and B.S. in biology are required to take the Biology Departmental Assessment Test.

Advanced Placement Biology Credit

Students who present an AP Biology score of 3 or above receive credit for BIO 110 and BIO 151.

Majors in Biology**B.A. Degree with a Major in Biology – 45-47 credit hours**

BIO 110 (3) and 151 (1) Principles of Biology and Lab
 BIO 211 (3) and 241 (1) Plant Biology and Lab
 BIO 222 (2) and 242 (2) Animal Biology and Lab
 BIO 251 (3) Cell Biology
 BIO 254 (3) Evolution of Biological Systems
 BIO 334 (3) and 344 (1) Microbiology and Lab
 BIO 299, 399, 498, 499, (1-3) Internship, Research, Seminar, or Honor Thesis
 Biology Electives (8)
 CHE 111 (3) and 141 (1) General Chemistry I and Lab
 CHE 112 (3) and 142 (1) General Chemistry II and Lab
 MAT 245 (3) Statistics I
 Math or Computer Science Electives (3)

Required Technology Fluency

Submission of electronic technology portfolio, due fall senior year, <http://www.meredith.edu/biology/techfluency.htm>

B.S. Degree with a Major in Biology – 58-60 credit hours**Core Curriculum – 35-37 credit hours**

BIO 110 (3) and 151 (1) Principles of Biology and Lab
 BIO 211 (3) and 241 (1) Plant Biology and Lab
 BIO 222 (2) and 242 (2) Animal Biology and Lab
 BIO 251 (3) Cell Biology
 BIO 254 (3) Evolution of Biological Systems
 BIO 334 (3) and 344 (1) Microbiology and Lab
 BIO 299, 399, 498 or 499 (1-3) Internship, Research, Seminar, or Honor Thesis
 CHE 111 (3) and 141 (1) General Chemistry I and Lab
 CHE 112 (3) and 142 (1) General Chemistry II and Lab
 MAT 211 (4) Calculus I
 Required Electives – 23 credit hours
 Biology Electives (12)
 Physical Sciences Electives (8)
 Math or Computer Science Electives (3)

Required Technology Fluency

Submission of electronic technology portfolio, due fall Senior year. <http://www.meredith.edu/biology/techfluency.htm>

B.A. Degree with a Major in Environmental Sustainability – 36-38 credit hours**General Education Requirements:**

One lab science (BIO 105/145, CHE 111/141, GEO 200/240)
 MAT 245 Statistics

Major requirements (17-19 hours):

BIO 225 Environmental Science (4)
 GEO 326 Environmental Resources (3)
 RES 345 Environmental Ethics (3)
 POL 331 Environmental Politics and Policy (3)

ECO 311 Environmental Economics (3)

(Pre-requisite: ECO 101)

299, 399, 498 or 499 Internship, Research, Seminar or Honors Thesis (1-3)

Electives (19 hours):

Students must choose 19 credits of electives with at least 3 credits in the Social Foundation and the Economics and Communication Foundation and 4 credits in the Science and Math Foundation.

Science and Math Foundation:

Additional lab science (BIO 105/145, CHE 111/141, GEO 200/240) (4)
 BIO 211/241 Plant Biology and laboratory (4)
 BIO 222/242 Animal Biology and laboratory (4)
 BIO 215 Tropical Ecosystems (3-4)
 BIO 326/346 Ecology and laboratory (4)
 BIO 358 Aquatic Field Studies (2)
 BIO 359 Terrestrial Field Studies (2)
 CHE 112/142 General Chemistry II (3)
 GEO 203 GIS (3)
 GEO 206 Meteorology (3)

Social Foundation:

ART 160 Ceramics (3)
 FN 250* Perspectives in Food and Nutrition (3) Prerequisite: FN-227
 GEO 205 World Regional Geography (3)
 HIS 300 Intro to Public History (3)
 ID 246 Interior Design Materials (3)
 POL 210 International Politics (3)
 POL 340 State and Local Government (3)
 POL 370 Topics in Model United Nations (3)
 PSY 410 Social Psychology (3) Prerequisite: PSY-100
 SOC 231 Social Problems (3)
 SOC 430 Population Dynamics (3)

Economics and Communication Foundation:

COM 225 Public Speaking (3)
 COM 310 Introduction to Public Relations (3)
 COM 360 Writing for the Media (3)
 ECO 100 Principles of Macroeconomics (3)
 ECO 101 Principles of Microeconomics (3)
 ENG 358 Professional Writing (3)

Recommended Electives* for a Major in Biology in Preparation for a Career in:**Allied Health Sciences**

(medical technology, nursing, optometry, pharmacy, physician assistant, or physical therapy)

B.S. Degree with a Major in Biology**Recommended Biology Electives: 12 credit hours**

BIO 208 (3) and 248 (1) Human Anatomy and Physiology I and Lab
 BIO 209 (3) and 249 (1) Human Anatomy and Physiology II and Lab
 BIO 311 (4) Histology
 BIO 356 (4) Techniques in Molecular Biology and Biotechnology

BIO 431 (3) and 461 (1) Genetics and Lab
 BIO 436 (3) and 446 (1) Biochemistry I and Lab

Recommended Physical Sciences Electives: 8 credit hours

CHE 221 (3) and 241 (1) Organic Chemistry I and Lab
 CHE 222 (3) and 242 (1) Organic Chemistry II and Lab
 PHY 211 (3) and 241 (1) General Physics I and Lab
 PHY 212 (3) and 242 (1) General Physics II and Lab

Recommended Mathematics Electives: 3 credit hours

MAT 245 (3) Statistics I

Medical, Dental, Veterinary

B.S. Degree with a Major in Biology

Recommended Biology Electives: 12 credit hours

BIO 311 (4) Histology
 BIO 314 (4) Medical Parasitology
 BIO 321 (2) and 345 (2) Comparative Vertebrate Anatomy and Lab
 BIO 323 (3) and 343 (1) Vertebrate Physiology and Lab
 BIO 356 (4) Techniques in Molecular Biology and Biotechnology
 BIO 431 (3) and 461 (1) Genetics and Lab
 BIO 436 (3) and 446 (1) Biochemistry I and Lab

Recommended Physical Sciences Electives: 8 credit hours

CHE 221 (3) and 241 (1) Organic Chemistry I and Lab
 CHE 222 (3) and 242 (1) Organic Chemistry II and Lab
 PHY 211 (3) and 241 (1) General Physics I and Lab
 PHY 212 (3) and 242 (1) General Physics II and Lab

Recommended Mathematics Electives: 3 credit hours

MAT 245 (3) Statistics I

Molecular Biology

B.S. Degree with a Major in Biology

Recommended Biology Electives: 12 credit hours

BIO 256 (1) Techniques in Microscopy
 BIO 258 (1) Techniques in Tissue Culture
 BIO 311 (3) Histology
 BIO 356 (4) Techniques in Molecular Biology and Biotechnology
 BIO 421 (2) Scanning Electron Microscopy
 BIO 431 (3) and 461 (1) Genetics and Lab
 BIO 436 (3) and 446 (1) Biochemistry I and Lab
 BIO 438 (3) and 448 (1) Biochemistry II and Lab

Recommended Physical Sciences Electives: 8 credit hours

CHE 221 (3) and 241 (1) Organic Chemistry I and Lab
 CHE 222 (3) and 242 (1) Organic Chemistry II and Lab
 CHE 350 (4) Quantitative Analytical Chemistry
 PHY 211 (3) and 241 (1) General Physics I and Lab
 PHY 212 (3) and 242 (1) General Physics II and Lab

Recommended Mathematics Electives: 3 credit hours

MAT 245 (3) Statistics I

Environmental Science

B.S. Degree with a Major in Biology

Recommended Biology Electives: 12 credit hours

BIO 225 (4) Environmental Science
 BIO 314 (4) Medical Parasitology
 BIO 323 (3) and 343 (1) Vertebrate Physiology and Lab
 BIO 326 (3) and 346 (1) Principles of Ecology and Lab
 BIO 358 (2) Aquatic Field Studies
 BIO 359 (2) Terrestrial Field Studies

Recommended Physical Sciences Electives: 8 credit hours

CHE 221 (3) and 241 (1) Organic Chemistry I and Lab
 CHE 222 (3) and 242 (1) Organic Chemistry II and Lab
 CHE 350 (4) Quantitative Analytical Chemistry
 GEO 200 (3) and 240 (1) Earth Science and Lab
 PHY 211 (3) and 241 (1) General Physics I and Lab
 PHY 212 (3) and 242 (1) General Physics II and Lab

Recommended Mathematics Electives: 3 credit hours

MAT 245 (3) Statistics I

*The electives recommended above provide a strong preparation for careers in the areas listed; however, it is strongly recommended that students interested in graduate and professional schools check the prerequisites at the specific schools where they intend to apply to be sure that all necessary prerequisites are completed.

MINOR IN BIOLOGY 20 HOURS

BIO 110 (3) and 151 (1) Principles of Biology and Lab Electives in BIO 200 or above (16)

— For Biology courses, see pages 124–128.

— For Science courses, see page 186

MINOR IN ENVIRONMENTAL SUSTAINABILITY 23 HOURS

General Education Requirements:

One lab science (BIO 105/145, CHE 111/141, GEO 200/240)

Minor requirements (10 hours):

BIO 225 Environmental Science (4)

Select two from:

GEO 326 Environmental Resources (3)
 RES 345 Environmental Ethics (3)
 POL 331 Environmental Politics and Policy (3)
 ECO 311 Environmental Economics (3)

Electives (13 hours):

Students must take at least 13 credit hours of electives with at least 3 credits in the Social Foundation and the Economics and Communication Foundation and 4 credits in the Science and Math Foundation. The courses not taken from the above list of required courses may serve as electives in the Science and Math Foundation (GEO 326), Social Foundation (RES, 345, POL 331), and Economics and Communication Foundation (ECO 311)

Science and Math Foundation:

Additional lab science (BIO 105/145, CHE 111/141, GEO 200/240) (4)
 BIO 211/241 Plant Biology and laboratory (4)
 BIO 222/242 Animal Biology and laboratory (4)
 BIO 215 Tropical Ecosystems (3-4)
 BIO 326/346 Ecology and laboratory (4)
 BIO 358 Aquatic Field Studies (2)
 BIO 359 Terrestrial Field Studies (2)
 CHE 112/142 General Chemistry II (4)
 GEO 203 GIS (3)
 GEO 206 Meteorology (3)

Social Foundation:

ART 160 Ceramics (3)
 FN 250* Perspectives in Food and Nutrition (3) Prerequisite: FN-227

GEO 205 World Regional Geography (3)
 HIS 300 Intro to Public History (3)
 ID 246 Interior Design Materials (3)
 POL 210 International Politics (3)
 POL 340 State and Local Government (3)
 POL 370 Topics in Model United Nations (3)
 PSY 410 Social Psychology (3) Prerequisite: PSY-100
 SOC 231 Social Problems (3)
 SOC 430 Population Dynamics (3)

Economics and Communication Foundation:

COM 225 Public Speaking (3)
 COM 310 Introduction to Public Relations (3)
 COM 360 Writing for the Media (3)
 ECO 100 Principles of Macroeconomics (3)
 ECO 101 Principles of Microeconomics (3)
 ENG 358 Professional Writing (3)

The School of Business

Professors Oatsvall, Rotondo, Wakeman and Wessels; Associate Professors Barnes, Bledsoe, Hurt, Langenderfer, Lenard and York; Assistant Professors Dixon, Liao, Mishra, Yu.

The School of Business is accredited by the Association to Advance Collegiate Schools of Business (AACSB), the hallmark of excellence in business education. Fewer than one-third of U.S. business school programs and just 5% of programs worldwide meet the rigorous standards of AACSB International accreditation. Meredith is one of only two women's colleges in the world to have earned this distinction.

The School of Business offers the following degree options:

- B.S. with a major in Accounting,
- B.S. with a major in Business Administration,
- B.S. with a major in Business Administration, concentration in Human Resource Management
- B.A. with a major in Economics,
- Master of Business Administration (MBA), and
- B.S./M.B.A. option for accounting majors.

The School of Business builds upon Meredith's strong liberal arts foundation by helping our students prepare for fulfilling and productive careers. Through a comprehensive business curriculum, meaningful faculty-student interaction, and active participation in co-curricular learning experiences, our students have a tremendous competitive edge when entering the job market. We have an active internship program that places our students with companies such as Credit Suisse, Lenovo, Universal Music, McKinney Burkhead & Winslow (ad agency), Lincoln Financial/Sagemark Consulting, local radio and TV stations, and various non-profit organizations. Graduates of the Business School leave with the knowledge and skills to excel in professional positions.

The Business School provides a number of other learning experiences through an executive lecture series, corporate partnerships, and interactions with the business community. Students are also able to make professional connections with the business community

by participating in the Accounting Association, the Society for Human Resource Management, the Student Business Advisory Board, and the American Marketing Association. Students with excellent academic performance are eligible to join two international honors societies: Omicron Delta Epsilon recognizes outstanding scholastic achievements in economics. Beta Gamma Sigma honors academic achievement in the study of business. It provides the highest recognition a business or accounting student may achieve in a baccalaureate or graduate program at a school accredited by AACSB International.

Mission Statement

Our mission is to provide an academically-challenging learning environment where undergraduate women and graduate students develop critical-thinking skills in all areas of business, with emphasis on teamwork, communication, leadership, and ethical decision-making. Excellent teaching is complemented by strong faculty/student relationships, by faculty scholarship that enhances our curriculum, and by service to the College and to the central North Carolina community.

Student Learning Outcomes of the Accounting Major

Upon completion of the Accounting major, students will acquire a broadly-based education with a command of business knowledge, skills, and practice in the context of cultural, ethical, legal, and global environments and be able to:

- make business decisions and solve business problems using appropriate methods and models;
- communicate ideas, concepts and quantitative data in oral and written form;
- demonstrate collaboration and cooperation skills through participation in team-based projects as a team member and team leader;
- use ethical principles to make business decisions;
- use leadership skills to set goals, motivate others, and accomplish objectives;
- communicate economic and financial events to internal and external users through the preparation of financial reports and statements meeting professional and ethical standards; and
- interpret and apply federal tax regulations to the determination of taxable income and the computation of tax liabilities for individuals.

Student Learning Outcomes of the Business Administration Major

Upon completion of the Business Administration major, students will acquire a broadly-based education with a command of business knowledge, skills, and practice in the context of cultural, ethical, legal, and global environments and be able to:

- make business decisions and solve business problems using appropriate methods and models;
- communicate ideas, concepts and quantitative data in oral and written form;
- demonstrate collaboration and cooperation skills through participation in team-based projects as a team member and team leader;

- use ethical principles to make business decisions; and
- use leadership skills to set goals, motivate others, and accomplish objectives.

Student Learning Outcomes of the Concentration in Human Resource Management

Upon completion of the Business Administration major with a concentration in human resource management, students will acquire a broadly-based education with a command of business knowledge, skills, and practice in the context of cultural, ethical, legal, and global environments and be able to:

- make business decisions and solve business problems using appropriate methods and models;
- communicate ideas, concepts, and quantitative data in oral and written form;
- demonstrate collaboration and cooperation skills through participation in team-based projects as a team member and team leader;
- use ethical principles to make business decisions;
- use leadership skills to set goals, motivate others, and accomplish objectives;
- perform key analyses for HR functions (including return on investment for every functional area, turnover ratios, economic measures, unemployment rates, audits, and benefit comparisons); and
- display an understanding of the legal and ethical implications involved in employee interactions through the use of written and oral communication skills.

Student Learning Outcomes of the Economics Major

Upon completion of the Economics major, students will be able to:

- apply microeconomic and macroeconomic analysis to business and societal issues;
- critically evaluate policy proposals through cost and benefit analysis;
- effectively communicate ideas, concepts, and data in oral and written form;
- apply quantitative skills to describe and analyze economic relationships and test economic theories; and
- integrate historical, political, and ethical perspectives within the framework of economic analysis.

CAREER DIRECTIONS

The Accounting Major prepares students for positions in public accounting, governmental and non-profit organizations, internal auditing, taxation, and management accounting. A major in Business Administration prepares students for a variety of careers in fields such as banking, consulting, human resource management, marketing, and entrepreneurship for students interested in starting or running their own business. Students in the Economics Major prepare for research, planning and management positions in business, financial institutions, non-profit organizations or government agencies. Students with an interest in a particular area may consider completing a minor in the following areas:

- **Accounting**—for positions in public accounting, management accounting, financial analysis, cash management and tax planning;
- **Economics**—for positions involving research and analytical skills;
- **Finance**—for positions in banking and other financial institutions, or in positions involving planning and budgeting;
- **Human Resource Management**—for positions such as Benefits Administrator, Compensation Analyst, HR Generalist, Employee Relations Specialist or Recruiter;
- **International Business**—for positions in various functional areas of multinational corporations;
- **Marketing**—for positions involving direct selling, marketing research, advertising or market planning and promotion.

Additional courses in business and economics are available through the Cooperating Raleigh Colleges.

Students who wish advanced study and research in business and economics should consult with the department head and arrange for it through the special studies options listed on page 42.

Students transferring in credits may not transfer in more than 50% of the credits for the major requirements in the School of Business.

The School of Business also awards the Master of Business Administration. Details of the M.B.A. program are available on the Business School website at <http://www.meredith.edu/graduate/mba/default.htm>.

A special five-year program, the B.S./M.B.A. Option for Accounting, offers accounting majors the opportunity to meet the 150-hour education requirement of Certified Public Accountant (CPA) candidates as recommended by the American Institute of Certified Public Accounting (AICPA) and required by many states. Upon acceptance to the program, Meredith accounting students will begin taking graduate classes in their senior year and complete the M.B.A. in the summer and regular academic year following. Curriculum planning for the five-year program begins when the accounting major is declared.

Majors in the School of Business

All students majoring in Accounting, Business Administration, or Economics must complete at least 50% of the credit hours for that major at Meredith. Students may choose a major in Accounting or Business Administration, but not both.

B.S. Degree with a Major in Accounting 63 hours

ACC 220 Financial Accounting	3
ACC 221 Managerial Accounting	3
ACC 325 Accounting Procedures, Systems, and Controls . .	3
ACC 330 Intermediate Accounting I	3
ACC 331 Intermediate Accounting II	3
ACC 333 Cost Accounting	3
ACC 336 Federal Taxation – Individuals	3
BUS 250 Applied Data Analysis for	3
Business Decisions	
BUS 150 Business and Society	
or BUS 300 Principles of Management	3

BUS 310 International Business 3
 BUS 340 Business Law and Ethics 3
 BUS 343 Operations Management 3
 BUS 348 Organizational Behavior 3
 BUS 360 Principles of Marketing 3
 BUS 370 Corporation Finance 3
 BUS 495 Business Policy 3
 ECO 100 Principles of Macroeconomics 3
 ECO 101 Principles of Microeconomics 3
 Electives chosen from the following 9
 ACC 337 Federal Taxation – Corporations and Partnerships (3)
 ACC 430 Governmental and Non-profit Accounting (3)
 ACC 436 Selected Topics in Accounting (3)
 ACC 437 Advanced Accounting (3)
 ACC 438 Auditing (3)
 BUS 472 Intermediate Financial Management (3)
 BUS 480 Business Internship (3)

**B.S. Degree with a Major in Business Administration
 51-54 hours**

ACC 220 Financial Accounting 3
 ACC 221 Managerial Accounting 3
 BUS 250 Applied Data Analysis for Business Decisions . . . 3
 BUS 150 Business and Society
 or BUS 300 Principles of Management 3
 BUS 310 International Business 3
 BUS 340 Business Law and Ethics 3
 BUS 343 Operations Management 3
 BUS 348 Organizational Behavior 3
 BUS 360 Principles of Marketing 3
 BUS 370 Corporation Finance 3
 BUS 480 Business Internship OR BUS 485 Business
 Experiential Learning 0-3
 BUS 495 Business Strategy 3
 ECO 100 Principles of Macroeconomics 3
 ECO 101 Principles of Microeconomics 3
Electives chosen from the following 12
 Any ACC, BUS, or ECO courses at the 300 level or higher

**B.S. Degree with a Major in Business Administration, Concentration in Human Resource Management
 57-60 hours**

Business Administration Core

ACC 220 Financial Accounting 3
 ACC 221 Managerial Accounting 3
 BUS 250 Applied Data Analysis for Business Decisions . . . 3
 BUS 150 Business and Society
 or BUS 300 Principles of Management 3
 BUS 310 International Business 3
 BUS 340 Business Law and Ethics 3
 BUS 343 Operations Management 3
 BUS 348 Organizational Behavior 3
 BUS 360 Principles of Marketing 3
 BUS 370 Corporation Finance 3
 BUS 481 Human Resource Internship
 or BUS 485 Business Experiential Learning (in HR). 0-3
 BUS 495 Business Strategy 3
 ECO 100 Principles of Macroeconomics 3
 ECO 101 Principles of Microeconomics 3

Human Resource Concentration

BUS 350 Human Resource Management 3
Electives: Select 15 hours from: 15
 BUS 352 Training and Development (3)
 BUS 452 Compensation and Benefits (3)
 BUS 454 Staffing (3)
 BUS 458 Employee Relations (3)
 BUS 499 Undergraduate Research - (HR Audit) (3)
 ECO 320 Gender and the Economy (3)

Note: Students may not earn both a concentration and a minor in Human Resource Management.

B.A. Degree with a Major in Economics 30 hours

ECO 100 Principles of Macroeconomics 3
 ECO 101 Principles of Microeconomics 3

Intermediate Distribution requirement: 6

Must take one of the following intermediate course sequences:

Sequence 1

ECO 301 Intermediate Microeconomics (3) AND
 ECO 302 Intermediate Macroeconomics (3)
 -or-

Sequence 2

ECO 301 Intermediate Microeconomics (3) AND
 ECO 312 Money and Banking (3)
 -or-

Sequence 3

ECO 302 Intermediate Macroeconomics (3) AND
 ECO 311 Environmental Economics (3)

Culminating Experience chosen from: 3

ECO 480 Economics Internship or
 ECO 498 Honors Thesis or
 ECO 499 Research in Economics

Electives chosen from the following 15

ECO 301 Intermediate Microeconomics (3)*
 ECO 302 Intermediate Macroeconomics (3)*
 ECO 311 Environmental Economics (3)*
 ECO 312 Money and Banking (3)*
 ECO 320 Gender and the Economy (3)
 ECO 323 Health Economics and Policy (3)
 ECO 334 International Economics (3)

Up to 6 hours of guided electives approved by the department

* If ECO 301, 302, 311, or 312 are not taken for the Intermediate Distribution requirements, then they may be taken as electives. Courses may not count as both required and elective choices.

Students in the major, particularly those planning to pursue graduate studies, are urged to take MAT 211 and MAT 245.

MINORS IN BUSINESS

The school offers minors in accounting, business administration, economics, finance, human resource management, international business, and marketing. At least 12 of the 21 hours must be taken at Meredith. Minors are available to all students except as noted below.

Accounting 21 hours (Not available to Accounting majors)

ACC 220 Financial Accounting	3
ACC 221 Managerial Accounting	3
ACC 325 Accounting Procedures, Systems, and Controls . . .	3
ACC 330 Intermediate Accounting I	3
ACC 331 Intermediate Accounting II	3
Electives chosen from the following	6
ACC 333 Cost Accounting (3)	
ACC 336 Federal Taxation—Individuals (3)	
ACC 337 Federal Taxation—Corporations and Partnership (3)	
ACC 438 Auditing (3)	

Business Administration 21 hours (Not available to Accounting or Business Administration majors)

ACC 220 Financial Accounting	3
BUS 150 Business and Society or BUS 300 Principles of Management	3
BUS 360 Principles of Marketing	3
ECO 100 Principles of Macroeconomics or ECO 101 Principles of Microeconomics	3
Electives chosen from the following	9
ACC 221 Managerial Accounting (3)	
BUS 310 International Business (3)	
BUS 340 Business Law and Ethics (3)	
BUS 343 Operations Management (3)	
BUS 348 Organizational Behavior (3)	
BUS 350 Human Resource Management (3)	
BUS 370 Corporation Finance (3)	
BUS 474 Investments (3)	
ECO 301 Intermediate Microeconomics (3) or ECO 302 Intermediate Macroeconomics (3)	

Economics 18 hours (Not available to Economics majors)

ECO 100 Principles of Macroeconomics	3
ECO 101 Principles of Microeconomics	3
Select One from: 3	
ECO 301 Intermediate Microeconomics (3)	
ECO 302 Intermediate Macroeconomics (3)	
Electives chosen from the following	9
ECO 301 Intermediate Microeconomics (3)*	
ECO 302 Intermediate Macroeconomics (3)*	
ECO 311 Environmental Economics (3)	
ECO 312 Money and Banking (3)	
ECO 320 Gender and the Economy (3)	
ECO 323 Health Economics and Policy (3)	
ECO 334 International Economics (3)	

*Either ECO 301 or ECO 302 may be taken as electives. Courses may not count as both required and elective choices.

Finance 21 hours

*ACC 220 Financial Accounting	3
ACC 221 Managerial Accounting	3
BUS 250 Applied Data Analysis for Business Decisions . . .	3
BUS 370 Corporation Finance	3
BUS 472 Intermediate Financial Management	3
*ECO 101 Principles of Microeconomics	3
Elective chosen from the following	3
ACC 336 Federal Taxation—Individuals (3)	

BUS 474 Investment Analysis and Portfolio Management (3)	
ECO 301 Intermediate Microeconomics (3) OR	
ECO 302 Intermediate Macroeconomics (3)	
ECO 312 Money and Banking (3)	

*Accounting and Business Administration majors must choose two additional electives (6 hours) for this requirement in lieu of ACC 220 and ECO 101 for a total of 9 hours of electives

Human Resource Management 21 hours

ACC 220 Financial Accounting or ECO 101 Principles of Microeconomics	3
BUS 150 Business and Society or BUS 300 Principles of Management	3
BUS 348 Organizational Behavior	3
BUS 350 Human Resource Management	3
Electives chosen from the following	9
BUS 352 Training and Development (3)	
BUS 452 Compensation and Benefits (3)	
BUS 458 Employee Relations Management (3)	
BUS 481 Human Resource Management Internship (3)	
ECO 320 Gender and the Economy (3)	

International Business 21 hours

*ACC 220 Financial Accounting	3
BUS 150 Business and Society or BUS 300 Principles of Management	3
BUS 360 Principles of Marketing	3
BUS 310 International Business	3
BUS 369 International Marketing	3
* ECO 100 Principles of Macroeconomics	3
ECO 334 International Economics	3

*Accounting and Business Administration majors must choose two additional electives (6 hours) from the following list in lieu of ACC 220 and ECO 100.

Electives chosen from the following	
GEO 205 World Regional Geography (3)	
POL 210 International Politics (3) or POL 320 International Political Economy	
SPA 301 Business Spanish (3)	
RES 102 World Religions (3)	

Study Abroad Experience including courses that contain comparative cultural experience (for example: IDS 300 or IDS 301).

Marketing 21 hours

ACC 220 Financial Accounting or ECO 101 Principles of Microeconomics	3
BUS 150 Business and Society or BUS 300 Principles of Management	3
BUS 360 Principles of Marketing	3
BUS 361 Consumer Behavior	3
Electives chosen from the following	9
BUS 365 Marketing Research (3)	
BUS 369 International Marketing (3)	
BUS 466 Sales Management (3)	

BUS 467 Advertising and Sales Promotion (3)
 BUS 468 Marketing Management and Planning (3)

- For Accounting courses, see pages 118–119.
- For Business courses, see pages 129–132.
- For Economics courses, see pages 143–144.

Career Studies

Director Sumerel; Associate Director Sumner, Employer Relations; Assistant Director Losordo, Career Development.

The purpose of Career Studies at Meredith College is to facilitate the career development of Meredith students through classroom and experiential learning. Early and informed career planning can make a vital difference to today's college graduate. Academic and Career Planning programs are designed to equip students with the knowledge, skills, and tools to translate education and experience into rewarding careers.

Career Planning Seminars are one-hour pass/fail courses taught on two levels. CPS 101 for freshmen and sophomores uses self-assessment and career exploration to assist students in selecting academic majors and preparing for internships. CPS 301 helps junior and senior students relate chosen majors to career fields and to develop job search skills and strategies. Cooperative Education (COE) courses provide the opportunity for students to apply academic knowledge in job situations while confirming career choices and gaining valuable workplace experience. Career Studies at Meredith College serve as an important bridge between academic pursuits and career goals.

- For Career Planning Seminar courses, see page 132.
- For Cooperative Education courses, see page 139.

Chemistry, Physics, and Geoscience

Professor Powell; Associate Professor Schmidt; Assistant Professors Mies, Parker-Sibert and Stutz; Emeriti Shiflett, Lewis and Hazard; Laboratory Technician Sen.

The **purpose** of the Department of Chemistry, Physics, and Geoscience is to provide courses and programs of academic excellence in chemistry, physics and geoscience that will

- enable majors and minors to attain their educational and career goals; and
- prepare all students to live as informed and responsible citizens with a global and environmental awareness in a world where ideas and events are strongly influenced by science and technology.

Student Learning Outcomes of the Chemistry, Physics, and Geoscience Department

All students completing courses in the department will:

- develop a knowledge of scientific discovery and process;
- improve their ability to reason and critically analyze evidence and support for information; and
- become scientifically literate in one or more of the disciplines in

the department (astronomy, chemistry, physics, or geoscience). In addition, students receiving a Bachelor of Arts or Science in Chemistry, will:

- acquire a knowledge of inorganic, organic, analytical, and physical chemistry;
- develop the skills and knowledge necessary to work competently and safely in a modern chemistry laboratory;
- employ current research tools and strategies;
- acquire the broad base of knowledge and critical thinking skills necessary to pursue graduate or professional studies or chemical careers in research, industry, or teaching; and
- understand the dynamic nature of science and the necessity for continuing education.

The department offers introductory courses in chemistry, physics, geography, and geoscience to satisfy the general education needs of students. Students who desire more advanced study may choose a minor in chemistry, chemical physics, geoscience, or they may pursue a major in chemistry leading to a B.A. or a B.S. degree. The major in chemistry for the B.A. degree is designed to allow maximum flexibility. It is a good option for students treating chemistry as a second major. The major in chemistry for the B.S. degree has more specific requirements than does the major for the B.A. degree.

Engineering Dual Degree

An Engineering Dual Degree Program is available to Meredith College students. In this 5-year program, a student can simultaneously receive a Bachelor of Arts degree from Meredith College in Chemistry and either a B.S. in Chemical Engineering or a B.S. in Environmental Engineering from NCSU. For details of the program see page 52. Other engineering dual degree combinations can be found on page 99 (math). Interested students should contact Dr. Kassy Mies, the Engineering Program Coordinator at Meredith, before registering for the first semester at Meredith College.

Teaching Licensure

Teaching licensure is available in B–K, K–6, 6–9 science concentration and 9–12 chemistry. Middle grades (6 – 9) licensure in science is available to students in any major who complete these minimum requirements: BIO 110, 151, CHE 111, 141, PHY 100, GEO 240, and SCI 764. Comprehensive licensure in Chemistry is available to students who satisfy the requirements for either a BA or a BS in Chemistry following the Program Requirements for Secondary Teacher Education listed on page 82. See licensure requirements in the Department of Education listing.

Career Opportunities

A major in chemistry, in addition to providing a well-rounded education, specifically prepares students for advanced study and/or careers in the following areas:

- Graduate/professional school in a variety of disciplines including chemistry, chemical engineering, biochemistry, pharmacology, toxicology, or law,
- Health sciences including dentistry, medicine, or veterinary medicine,

- Allied health sciences such as medical technology, pharmacy, nursing, physician's assistant, or physical therapy,
- Research careers in areas such as chemical industry, chemical engineering, environmental chemistry, pharmaceuticals, or biochemistry, and
- Teaching.

Credit Testing And Advanced Placement

Chemistry Credit

Upon request, the department gives a placement exam to students who wish to receive credit for Chemistry 111. Students who present an AP Chemistry score of 3 or above receive credit for CHE 111 and CHE 141 upon successful completion of CHE 112/142. Students who present an AP Chemistry score of 4 or 5 will receive credit for CHE 111, 112, 141 and 142 upon successful completion of CHE 221/241.

Majors in Chemistry

Core Curriculum 33 hours

CHE 111, 141 General Chemistry I & Lab	4
CHE 112, 142 General Chemistry II & Lab	4
CHE 221, 241 Organic Chemistry I & Lab	4
CHE 222, 242 Organic Chemistry II & Lab.	4
CHE 350 Quantitative Analytical Chemistry	4
PHY 211, 241 General Physics I & Lab.	4
PHY 212, 242 General Physics II & Lab.	4
MAT 211 Calculus I	4
CHE 490 Senior Seminar	1

Bachelor of Arts with a major in Chemistry 46 hours

Core Curriculum 33 hours

Elective chemistry courses numbered 200 or above	7
Elective hours chosen from biology, chemistry, mathematics and physics at the 200 level or above.	6

Bachelor of Science with a major in Chemistry 62-63 hours

Core Curriculum 33 hours

CHE 420 Chemical Thermodynamics & Kinetics	3
CHE 430 Atomic & Molecular Structure	3
CHE 441 Experimental Physical Chemistry I	1
CHE 442 Experimental Physical Chemistry II.	1
Elective chemistry courses numbered 200 or above	10
One course selected from the following.	1
CHE 299 Introduction to Research (1-2)	
CHE 498 Honors Thesis in Chemistry (3)	
CHE 499 Research (1-2)	
CHE 930 Special Studies (1-3)	
or cooperative education	
MAT 212 Calculus II.	4
MAT 220 Linear Algebra or	
MAT 354 Differential Equations	3
Elective chosen from the following	3-4
BIO 110/151 Principles of Biology and Lab (4)	
CS 101 Beginning Programming (3)	
MAT 220 Linear Algebra (3)	
MAT 354 Differential Equations (3)	

Recommended Electives* for a Major in Chemistry in Preparation for a Career in:

Allied Health Sciences (medical technology, nursing, optometry, pharmacy, physician assistant, or physical therapy)

B.A. Degree with a major in Chemistry

Recommended Chemistry Electives

- CHE 436/446 Biochemistry I and Lab (4)
- CHE 438/448 Biochemistry II and Laboratory (4)

Recommended Electives chosen from Chemistry, Biology, Mathematics, and Physics

- BIO 208/248 Human Anatomy and Physiology and Lab (4)
- BIO 251 Cell Biology (3)
- BIO 311 Histology (3)

Biochemistry

B.S. Degree with a major in Chemistry

Recommended Chemistry Electives

- CHE 436/446 Biochemistry I and Lab (4)
- CHE 438/448 Biochemistry II and Laboratory (4)

Recommended Electives chosen from Biology, Mathematics, and Physics

- BIO 251 Cell Biology (3)
- BIO 252 Human Genetics (3)
- BIO 334/344 Microbiology and Lab (4)
- BIO 356 Biotechnology

Dentistry

B.A. or B.S. Degree with a major in Chemistry

Recommended Chemistry Electives

- CHE 436/446 Biochemistry I and Lab (4)
- CHE 438/448 Biochemistry II and Laboratory (4)
- CHE 474 Inorganic and Bioinorganic Chemistry (3)

Recommended Electives chosen from Biology, Mathematics, and Physics

- BIO 321/345 Comparative Vertebrate Anatomy and Lab (4)
- BIO 323/343 Vertebrate Physiology and Lab (4)

Medicine

B.A. or B.S. Degree with a major in Chemistry

Recommended Chemistry Electives

- CHE 436/446 Biochemistry I and Lab (4)
- CHE 438/448 Biochemistry II and Laboratory (4)
- CHE 474 Inorganic and Bioinorganic Chemistry (3)

Recommended Electives chosen from Chemistry, Biology, Mathematics, and Physics

- BIO 321/345 Comparative Vertebrate Anatomy and Lab (4)
- BIO323/343 Vertebrate Physiology and Lab (4)
- BIO 251 Cell Biology (3)
- BIO 252 Human Genetics (3)
- BIO 431/461 Genetics and Lab (4)

Pharmacy

B.A. or B.S. Degree with a major in Chemistry

Recommended Chemistry Electives

- CHE 436/446 Biochemistry I and Lab (4)
- CHE 438/448 Biochemistry II and Laboratory (4)
- CHE 299/499 Research (2)

Recommended Electives chosen from Chemistry, Biology, Mathematics, or Physics

BIO 208/248 Human Anatomy and Physiology and Lab (4)
 BIO 334/344 Microbiology and Lab (4)
 MAT 245 Statistics I (3)

Research or Graduate School in Chemistry**B.S. Degree with a major in Chemistry****Recommended Chemistry Electives**

CHE 436/446 Biochemistry I and Lab (4)
 CHE 438/448 Biochemistry II and Laboratory (4)
 CHE 474 Inorganic and Bioinorganic Chemistry (3)
 CHE 299/498/499 Research

Veterinary Medicine**B.A. or B.S. Degree with a major in Chemistry****Recommended Chemistry Electives**

CHE 436/446 Biochemistry I and Lab (4)
 CHE 438/448 Biochemistry II and Laboratory (4)

Recommended Electives chosen from Biology, Mathematics, and Physics

BIO 222/242 Animal Biology and Lab (4)
 BIO 334/344 Microbiology and Lab (4)
 BIO 431/461 Genetics and Lab (4)
 MAT 245 Statistics (3)

*The electives recommended above provide a strong preparation for careers in the areas listed; however, it is strongly recommended that students interested in graduate and professional schools check the prerequisites at the specific schools where they intend to apply to be sure that all necessary prerequisites are completed.

MINORS IN CHEMISTRY, PHYSICS, AND GEOSCIENCE**Chemistry 20 hours**

CHE 111/141 General Chemistry I & Lab 4
 CHE 112/142 General Chemistry II & Lab 4
 Electives chosen from the following 12
 CHE 221/241 Organic Chemistry I & Lab 4
 CHE 350 Quantitative Analytical Chemistry 4
 CHE 222/242 Organic Chemistry II & Lab
 or CHE 436/446 Biochemistry I and Lab 4
 (Prerequisite: BIO 110/151)
 CHE 420/441 Chem Thermodynamics & Kinetics
 or CHE 430/442 Atomic & Molecular Structure
 or CHE 474 Inorganic & Bioinorganic Chemistry 3
 (Prerequisites: PHY 211/241, PHY 212/242 and MAT 211)

Chemical Physics 19 hours

CHE 111/141 General Chemistry I & Lab 4
 CHE 112/142 General Chemistry II & Lab 4
 PHY 211/241 General Physics I & Lab 4
 (Prerequisite: A "C" grade or better in MAT 211)
 PHY 212/242 General Physics II & Lab 4
 CHE 420 Chem Thermodynamic & Kinetics
 or CHE 430 Atomic & Molecular Structure 3

Geoscience 18 hours

GEO 200/240 Earth Science & Lab 4
 GEO 205 World Regional Geography. 3
 GEO 326 Environmental Resources 3
Electives chosen from geoscience courses at the 200 level or above (at least 3 of these hours must be at the 300 level) . 8

All elective hours must be approved by the department head. Chemistry majors are strongly encouraged to enhance their professional training by participating in internships, undergraduate research, and/or the cooperative education program. Courses in the physical sciences are also available at North Carolina State University under Cooperating Raleigh Colleges. Students who wish to explore advanced study and research in chemistry and physics should consult with the department head and arrange for it through the special studies options.

— For Chemistry courses, see pages 132–134.

— For Geoscience courses, see pages 158–159.

— For Physics courses, see pages 179–180.

Child Development

(see Human Environmental Sciences)

Communication

Associate Professors Grant, Ross and Spero; Assistant Professor Yamada; Instructors Brewer, Hyman, Mayberry, McCormick.

Mission Statement

Communication is central to all human endeavors. The study of communication includes the critical examination and analysis of the format, content, meaning, production, and distribution of messages. Recognizing the power and potential of communication, the Department of Communication strives to educate women to become more proficient practitioners, responsible for making ethical, critical, and effective communication choices. Additionally, as our community becomes more globally integrated, the department is committed to fostering within our students an understanding and respect for diverse and culturally rich communication perspectives. The department's commitment to a rigorous educational environment includes: 1) providing unique and creative communication courses; 2) promoting critical engagement with a variety of viewpoints; and 3) studying the processes involved in creating, analyzing, and disseminating communication. Furthermore, the department cultivates professional and ethical leaders who are formidable candidates for careers in a complex global society.

Communication Programs offer interpersonal and mass communication courses as well as other educational opportunities to give students the communication skills and knowledge needed for personal and professional success.

Student Learning Outcomes of the Communication**Department**

Students in the Communication degree concentrations are prepared to:

- understand multiple theoretical perspectives and diverse intellectual underpinnings in communication as reflected in its philosophy and/or history;
- communicate effectively with diverse others;
- write and speak correctly and clearly in forms and styles appropriate for the communication professions, audiences and purposes they serve;
- create and deliver presentations in several forms such as oral, written, broadcast, online, and/or multimedia;
- analyze and interpret contemporary media;
- reflectively construct and analyze arguments and discourse intended to influence beliefs, attitudes, values, and practices;
- conduct systematic inquiry (the process of asking questions, systematically attempting to answer them, and understanding the limitations of the conclusions reached);
- analyze and practice ethical communication (including an understanding of legal issues in communication);
- apply effective approaches to human relational interaction in various settings; and
- analyze and practice communication that creates or results from complex social organization.

Majors in Communication

Candidates for the Bachelor of Arts with a major in communication must take 29/30 hours of core requirements and 18 hours of their chosen concentration, for a total of 47/48 hours. The concentrations offered are Mass Communication and Interpersonal Communication.

Required Major Courses

COM 100 Introduction to Communication Studies	3
COM 200 Communication Research Methods	3
COM 225 Public Speaking	3
COM 260 Interpersonal Communication	3
COM 290 Introduction to Mass Communication.	3
COM 350 Business & Professional Communication	3
COM 390 Intercultural Communication	3
COM 495 Communication Theory.	3
<i>One of the following:</i>	
COM 410 Communication Senior Thesis.	2
COM 498 Honors Thesis.	3
Select one from (may not also count as elective in the major)	3
COM 315 Event Planning	
COM 385 Persuasion	
COM 400 Special Topics in Communication	
COM 470 Forgiveness and Communication	

Concentration in Mass Communication Studies 18 hours

COM 310 Public Relations	3
COM 320 Media Law	3
COM 360 Writing for the Media.	3
COM 425 Media, Culture and Society.	3
COM 481 Mass Communication Internship.	3
Approved Elective.	3

Mass Communication Electives

Select any of the following three credit-hours of coursework:

- ART 130 Photography I (3)
- ART 242 Graphic Design and Typography (3)
- ART 230 Photography II (3)
- ART 330 Photographic Tech. & Processes (3)
- BUS 360 Principles of Marketing (3)
- BUS 365 Marketing Research (3)
- BUS 466 Sales Management (3)
- BUS 467 Advertising & Sales Promotion (3)
- COM 299 Research Project (1-3)
- COM 315 Event Planning (3)
- COM 325 Oral Interpretation of Literature (3)
- COM 385 Persuasion (3)
- COM 400 Special Topics in Communication (3)
- COM 481 Mass Communication Internship (3-6)
- COM 499 Research Project (3)
- ENG 230 Writing for Campus Publications (1)
- ENG 240 Introduction to Film (3)
- ENG 245 Introduction to Journalism (3)
- ENG 247 Introduction to Professional Editing (3)
- ENG 358 Professional Writing (3)
- POL 301 Constitution and Rights of Americans (3)
- RES 250 Religion and Film (3)
- THE 105/106 Front of House Practica (1)

Concentration in Interpersonal Communication 18 hours

COM 300 Small Group Communication	3
COM 370 Nonverbal Communication	3
COM 375 Gender Communication	3
COM 450 Relational Communication	3
COM 480 Interpersonal Communication Internship	3
Approved Elective.	3

Interpersonal Communication Electives

Select any of the following three credit-hours of coursework:

- BUS 300 Principles of Management (3)
- BUS 348 Organizational Behavior (3)
- BUS 350 Human Resource Management (3)
- BUS 352 Training and Development (3)
- BUS 361 Consumer Behavior (3)
- CD 335 Families and Close Relationships (3)
- COM 299 Research Project (1-3)
- COM 310 Introduction to Public Relations (3)
- COM 315 Event Planning (3)
- COM 325 Oral Interpretation of Literature (3)
- COM 385 Persuasion (3)
- COM 400 Special Topics in Communication (3)
- COM 470 Forgiveness and Communication (3)
- COM 480 Interpersonal Communication Internship (3-6)
- COM 499 Research Project (3)
- PHI 210 Critical Thinking (3)
- PSY 212 Psychology of Gender Roles (3)
- PSY 312 Psych of Exceptional Indiv (3)
- PSY 332 Perception (3)
- PSY 410 Social Psychology (3)
- PSY 432 Memory, Language and Cognition (3)
- SOC 260 Cultural Anthropology (3)
- SOC 335 Race and Ethnic Relations (3)
- THE 105/106 Front of House Practica (1-2)

MINOR IN COMMUNICATION 18 HOURS

COM 100 Introduction to Communication Studies	3
COM 225 Public Speaking	3
COM 260 Interpersonal Communication	3
COM 495 Communication Theory	3
Choice of 2 additional courses in Communication	6

—For Communication courses, see pages 135–137.

Computer Science (see Mathematics and Computer Science)

Criminology (see Sociology)

Dance and Theatre

Professors Finley, Rodgers, Shapiro and Colwell-Waber; Associate Professor Roten; Instructor Van Blommenstein; Accompanist Wilemon.

Overview of the Programs in Dance and Theatre

The Programs in Dance & Theatre offer a major in Dance Studies, a K-12 Licensure to teach Dance, and a major in Theatre, K-12 Licensure to teach Theatre. Our varied performance opportunities include annual dance concerts and main stage theatre productions, plus several studio productions in each program. Auditions for Meredith Dance Theatre, Meredith Jazz and Tap Company, Meredith Ensemble Theatre and Extra Theatre Company are open to all Meredith College students. Many of our courses fulfill general education requirements.

The Meredith Dance and Theatre Programs are collaborative laboratories for exploring the extraordinary power of personal expression, conducting artistic scholarship and developing technical, creative, and critical skills within a liberal arts curriculum. Because the arts play a profound role in how we understand, imagine, and shape our world, our programs prepare students for a productive life in global society. Guided by professionally active faculty, students engage in a broad range of performance, research, and design opportunities throughout their academic careers. The **purpose** of the Dance & Theatre Programs is to:

- Support the Arts and Aesthetics component and the Health & Physical Learning component of general education;
- Offer a major in Dance Studies and a K-12 Licensure to teach Dance;
- Offer a major in Theatre and a K-12 Licensure to teach Theatre;
- Offer preparation for teacher licensure in Dance K-12 and Theatre K-12;
- Offer experiential learning and performance opportunities in dance and theatre;
- Enrich the cultural and aesthetic life of the Meredith College community; and
- Encourage student involvement in dance and theatre beyond the

Meredith community through service learning, internships, travel, participation in productions and arts organizations, and partnerships with lab schools.

The **goals** of the Dance and Theatre Programs are met by:

- Offering classes, performance opportunities, internships and partnerships, and research opportunities that challenge and encourage the creative and intellectual process,
- Creating an active learning environment in which students learn the technological skills necessary for producing and promoting their art,
- Weaving into the curricula and productions the tools for understanding and appreciating diverse cultures and their contributions to the arts,
- Interacting closely with students as advisors and role models to ensure their growth as artistic professionals.

In addition to their courses of study, the Programs of Dance and Theatre offer students unique opportunities to study with renowned guest teachers, choreographers, playwrights, actors, and directors each year. The Dance Program's annual guest artist residency and Master Artist Teaching Series has brought such nationally acclaimed artists such as Bebe Miller, Lisa Race, and Gerri Houlihan to campus to teach and create work with Meredith students. The Theatre Program typically presents a musical, a theatre for youth production, a classical piece, and a contemporary play each year. In addition, several student-led productions are performed. Guest artists often perform or serve as guest directors such as Anne Bogart, Beth Leavel, and Wendy MacLeod.

The Dance Program hosts the annual North Carolina Dance Festival, which offers students the chance to perform with and help produce the work of North Carolina's best choreographers. Dance students also participate in the American College Dance Festival annually, where they attend master classes and present work for adjudication. Each year, the Theatre Program participates in the Kennedy Center American College Theatre Festival. This opportunity allows students to appreciate the work being done at institutions of higher education all over the state and to compete for prestigious graduate school scholarships.

Mission Statement for Dance

The **Dance** program at Meredith prepares women through self discovery, creative exploration, technical training, and scholarship to engage in dance as a profession or through post-graduate study.

Student Learning Outcomes of the Dance Program

Upon completion of the program students will be able to:

- apply artistic, intellectual and physical knowledge of dance in a variety of educational and professional settings;
- write, speak, research, and think critically and creatively about dance;
- perform, create, and teach dance effectively;
- employ appropriate technology related to the fields of dance and education;
- engage professionally and ethically in the field of dance.

CAREER DIRECTIONS

Dance majors are prepared for careers in education, private studio teaching, arts administration, and graduate study. Recent graduates teach in the schools, own and operate studios, are pursuing graduate degrees, and are actively producing their work. Likewise, **Theatre** majors are prepared for careers in education, further graduate studies, performance, design, or directing. Recent graduates are studying for their Master of Fine Arts degrees, teaching in the public schools, and pursuing careers in professional theatre.

Dance Studies Major

The major in Dance Studies focuses students' curriculum through a capstone experience in Private Studio Teaching, Dance Education, or Dance Research. Students who pursue the optional K-12 License will be prepared as candidates for North Carolina K-12 licensure; see specific requirements in the teacher education section of this catalogue.

Dance majors/minors are required to take all dance activity courses which fulfill the requirements for the Dance major for a grade. Activity courses taken to satisfy general education requirements are taken pass/fail. All dance activity courses taken to fulfill requirements for the Dance major may count toward graduation.

Mission Statement for Theatre

The **Theatre** program at Meredith is student-centered and challenges women to strive, struggle, and achieve in the art of theatre. Dedicated, professional faculty guide each individual in an in-depth program of academically rigorous study in performance, production and design.

Student Learning Outcomes of the Theatre Program

Upon completion of the program students will be able to:

- create artistic works and scholarly documents;
- apply a disciplinary and interdisciplinary knowledge base to their own work;
- communicate effectively using written, visual, and physical means;
- evaluate their work in an engaging, artistic and constructive way.

Theatre Majors

Candidates for the **Bachelor of Arts in Theatre** must earn 37-39 hours of credit. The required core courses encourage students to study all aspects of theatrical production. The additional courses provide the opportunity for the individual student to customize her course of instruction in consultation with her major advisor toward a greater overview or toward a focus on performance or production.

The **K-12 Teaching Licensure in Theatre** is designed for those students who wish to pursue the teaching of theatre as a profession. This program prepares students for licensure by the North Carolina Department of Public Instruction to teach theatre in grades K-12.

The **goals** of the curriculum are to insure:

- competency in the teaching of theatre by guiding the student's involvement in public performance of theatre;
- development of visual and aural perceptions related to performance;
- understanding of developmental and activity-oriented production processes such as acting, directing, scenic design, costume design, writing of traditional experimental theatrical forms, and basic technical operations related to productions;
- familiarity with and competence in fundamental theatre techniques;
- acquaintance with the historical and cultural dimensions of theatre as they include the works of leading playwrights, actors, directors, and designers, both past and present;
- understanding and evaluation of contemporary thinking about theatre and related arts; and,
- informed assessment of quality in works of theatre.

The **objectives** for the curriculum are to develop theatre teachers who would help students by:

- communicating what playwrights seek to convey and how that is intensified through theatrical production;
- assisting them in using and controlling the emotions for communication, strengthening the imagination, expanding intellectual horizons to include an aesthetic awareness, and providing a basic understanding and critical appreciation of theatre arts;
- promoting skills in observation and communication and the ability to exercise critical thinking and make decisions through theatrical experiences;
- encouraging their confidence, creative potential, personal discipline, involvement in the creative process, and ability to work effectively with others; and,
- preparing them for future education, avocational and/or vocational theatre arts experiences.

Majors in Dance and Theatre

Dance Studies (57 credit hours)

The requirements for a major in dance studies shall include fulfillment of general education requirements, the 45 credit hour core curriculum in dance studies, and 12 credit hours of electives:

Dance Studies Core Curriculum 45 credit hours

DAN 150 Perspectives in Dance	1
DAN 159 Improvisation I	2
DAN 200 Dance in Society	3
DAN 256 Composition I	3
DAN 260 Movement Analysis	3
DAN 261 Music for Dance	1
DAN 290 Production for Dance	3
DAN 297 Methods of Research in Dance	3
DAN 352 Dance Repertory	1
DAN 356 Dance Composition II	3
DAN 360 Movement Structure and Function	3
DAN 359 Dance History	3
DAN 761 Theory and Approaches to Dance Education	3
DAN 762 Methods of Teaching Dance, K-12 OR	
DAN 455 Performing Arts Administration	3

Dance Technique: Total of 7 credits to include:
 DAN 253, 353 or 453; DAN 358; or DAN 456 3
 Modern II, III or IV; Move. Studio for Somatics or MDT
 DAN 251, 351, and/ or 451 3
 Ballet II, III, and/ or IV
 DAN 254, 354, 454; or DAN 156 1
 Jazz II, III, or IV; World Dance

Capstone: 3 credit hours from:

DAN 763 Reflective Teaching OR
 DAN 464 Practicum in Private Studio Teaching OR
 DAN 499 Dance Research. 3

Dance Studies Electives

Choose 12 credit hours from the following courses.

Additional Dance Technique (300 level and above, DAN 156,
 DAN 358 or DAN 456) (1-6)
 DAN 252 Participation in Choreographic Projects (2)
 DAN 258 Mind Body Integration (2)
 DAN 259 Improvisation II (2)
 DAN 352 Dance Repertory (up to 2 credits) (1)
 DAN 361 Creative Arts Touring Company (3)
 DAN 457 Pedagogy in Dance Technique (1)
 DAN 460 Dance Practicum (1-2)
 DAN 461 Dance Practicum in Performance (1-2)
 DAN 462 Dance Practicum in Choreography (1-2)
 DAN 463 Dance Practicum in Technical Theatre (1-2)
 DAT 430 Selected Topics in Dance and Theatre (1-3)
 BUS 150 Business Today OR
 BUS 300 Principles of Management (3)
 ESS 282 Care and Prevention of Movement Injuries (2)
 THE 224 Acting I (3)
 EDU 490 Observation and Directed Teaching (with placement
 in Dance) (9)

Optional K-12 License in Dance (75 credit hours)

DAN 150 Perspectives in Dance 1
 DAN 159 Improvisation I 2
 DAN 200 Dance in Society 3
 DAN 256 Composition I 3
 DAN 260 Movement Analysis 3
 DAN 261 Music for Dance 1
 DAN 290 Production for Dance 3
 DAN 297 Dance Research. 3
 DAN 352 Dance Repertory 1
 DAN 356 Dance Composition II. 3
 DAN 359 Dance History 3
 DAN 360 Movement Structure and Function. 3
 DAN 361 Creative Arts Touring Company 3
 DAN 761 Theory and Approaches to Dance Education 3
 DAN 762 Methods of Teaching Dance, K-12. 3
 DAN 763 Reflective Teaching 3
 Proficiency at Intermediate Levels in Ballet, Jazz and Modern
 Dance
 EDU 232 Schools and Social Change 3
 EDU 234 Teaching and Learning 3
 EDU 305 Web 2.0 Technologies for Public School Classrooms 1
 EDU 434 Inclusion and the Adolescent Learner 3
 EDU 436 Literacy and Learning in the Content Areas. 3

EDU 460 Colloquium in Education 3
 EDU 490 Observation and Directed Teaching 9
 PSY 210 Developmental Psychology OR
 PSY 310 Child/Adolescent Psychology 3
 PSY 312 Psychology of Exceptional Individuals. 3
 SOC 335 Race and Ethnic Relations OR EDU 345 Language
 Minorities in Public Schools 3
 Proof of First Aid

Professional Performance Certificate - Dance Track

Students currently enrolled in a BA program with a declared major in Dance Studies or Theatre are eligible to apply for enrollment in the Professional Performance Certificate program. Audition or portfolio review required. The certificate is designed to be an addition to the major; therefore credit hours earned as part of the certificate may count toward the 124 hour graduation requirement but may not count toward the corresponding major.

Dance Track (16 hours)

Technique credits (choose up to 10 hours)
 DAN 351 Ballet III 1-2*
 DAN 353 Modern III. 1-2*
 DAN 354 Jazz III 1-2*
 DAN 451 Ballet IV 1-2*
 DAN 453 Modern IV 1-2*
 DAN 454 Jazz IV 1-2*
 DAN 456 Meredith Dance Theatre 1*
Other credits (choose up to 10 hours)
 DAN 352 Dance Reportory 1*
 DAN 590 Advanced Practicum in Dance. up to 6
 DAN 580 Internship in Professional Performance . . . up to 6
 Approved off-campus professional study** 1-9

*can be repeated for credit

**study must be with an accredited institution

Theatre

Theatre 37-39 hours

THE 101 or 102 Performance Practica. 1
 THE 103 or 104 Production Practica 1
 THE 105 or 106 Front of House Practica 1
 THE 114 Introduction to Theatre 3
 THE 224 Acting I 3
 THE 245 Stagecraft 3
 THE 316, 317 History of Theatre Classic and Modern 6
 ENG/THE 350 Modern Drama or ENG 355 or
 356 Shakespeare 3
 THE 425 Directing 3
 THE 490 Project: Area of Specialization 1-3

Electives chosen from the following 12

Performance Focus:

THE 150 Voice and Articulation (3)
 THE 214 Creative Dramatics (3)
 THE 324 Acting II (3)
 THE 480 Internship (1- 3)

Production Focus:

THE 246 Lighting and Sound OR THE 335 Scenic Design
 and Painting (3)

THE 247 Costume and Makeup (3)
 THE 320 Puppetry (3)
 THE 103-106 Theatre Practica (1 hour each)

Musical Theatre Focus:

MUA 154 Voice (2)
 Dance Technique (two areas) (DAN 251, 253, 254, 351, 353, 354, 451, 453, 454 or Tap) (4)
 THE 324 Acting II (3)
 THE 496 Seminar in Musical Theatre (3)

Students majoring in theatre are expected to participate in all aspects of departmental productions.

K–12 Licensure in Theatre 82-84 hours

The general education requirements of the College which must include these specific courses in the following areas:

Social and Behavioral Sciences 9 hours

PSY 210 Developmental Psychology or
 PSY 310 Child and Adolescent Development. 3
 PSY 312 The Psychology of Exceptional Individuals. 3
 SOC 335 Race and Ethnic Relations OR EDU 345 Language
 Minorities in the Public Schools. 3

Theatre Licensure Requirements (K–12) 45–47 hours

DAN 159 Improvisation I 2
 THE 150 Voice & Articulation 3
 THE 101 or 102 Performance Practica. 1
 THE 103 or 104 Production Practica 1
 THE 105 or 106 Front of House Practica 1
 THE 114 Introduction to Theatre. 3
 THE 214 Creative Dramatics 3
 THE 224 Acting I. 3
 THE 245 Stagecraft 3
 THE 246 Lighting & Sound 3
 THE 247 Costume & Makeup 3
 THE 316 317, History of Theatre Classic and Modern 6
 THE 350 Modern Drama or ENG 355 or 356 Shakespeare. 3
 THE 370 Playwriting. 3
 THE 425 Directing. 3
 THE 490 Project: area of specialization 1–3
 THE 496 Seminar in Musical Theatre. 3

Professional Education, General

EDU 232 Schools and Social Change 3
 EDU 234 Teaching and Learning 3
 EDU 305 Web 2.0 Technologies for Public School Classrooms 1
 EDU 434 Inclusion and the Adolescent Learner 3
 EDU 436 Literacy and Learning in the Content Areas. . . . 3

Professional Education, Methods

THE 735 Methods of Teaching Theatre K–12 3

Internship- Last Semester of Teacher Education Program beginning Fall 2011:

EDU 460 Colloquium in Education. 3
 EDU 490 Observation and Directed Teaching 9

The K–12 teaching licensure in theatre is designed for those students who wish to pursue the teaching of theatre as a profession. This

program will result in licensure by the North Carolina Department of Public Instruction to teach theatre in grades K–12. See specific requirements in the Department of Education section that follows.

Professional Performance Certificate

Students currently enrolled in a BA program with a declared major in Dance Studies or Theatre are eligible to apply for enrollment in the Professional Performance Certificate program. Auditions or portfolio review required. The certificate is designed to be an addition to the major, therefore credit hours earned as part of the certificate may count toward the 124 hour graduation requirement but may not count toward the corresponding major.

Theatre Track (15-27 hours)*Musical Theatre Track (17-27 hours)*

DAN 151, 251, 351 or 451 1-2
 DAN 153, 253, 353 or 453 1-2
 DAN 154, 254, 354 or 454 1-2
 DAN 940, Tap 1-2
 Applied Voice. 2-4
 1 semester of piano lessons or keyboard 1
 MUS 150 & 151 Elementary Ear Training. 2
 THE 324 Acting II 3
 THE 496 Seminar in Musical Theatre. 3
 THE 580* Advanced Internship in Theatre 1-3
 THE 590* Advanced Practicum in Theatre 1-3

Performance Track (15-21 hours)

THE 150 Voice and Articulation. 3
 THE 214 Creative Dramatics 3
 THE 324 Acting II 3
 THE 496 Seminar in Musical Theatre. 3
 THE 499 Research in Theatre 1-3
 THE 580* Advanced Internship in Theatre 1-3
 THE 590* Advanced Practicum in Theatre 1-3

Technical/Design Track (15-21 hours)

THE 246 Lighting and Sound 3
 THE 247 Costume and Make-up 3
 THE 320 Puppetry 3
 THE 335 Scenic Design and Painting. 3
 THE 499 Research in Theatre 1-3
 THE 580 Advanced Internship in Theatre 1-3
 THE 590 Advanced Practicum in Theatre 1-3

MINORS IN DANCE AND THEATRE**Dance Studies 19 Hours**

DAN 150 Perspectives in Dance 1
 DAN 159 Improvisation I 2
 Theory in Dance (choose 3 credits). 3
 DAN 200 Dance in Society (3)
 DAN 297 Methods of Dance Research (3)
 DAN 359 Dance History (3)
 Choreography and Performance in Dance (Choose 3 credits) 3
 DAN 252 Participation and Choreographic Projects (2)
 DAN 256 Composition (3)
 DAN 352 Dance Repertory (1)
 DAN 361 Creative Arts Touring Company (3)

Dance Technique (Total of 6 credits chosen from at least 2 of the following categories) 6
 DAN 253, 353 and/or 453 Modern II, III and/or IV
 DAN 251, 351 and/or 451 Ballet II, III and/or IV
 DAN 254, 354 and/or DAN 454 Jazz II, III and/or IV
 Electives (Total of 4 approved credits from all DAN courses)*

*At least 6 credits of the minor must include coursework at the 300 or 400 level.

Theatre 18 hours

THE 114 Introduction to Theatre 3
 Approved courses in Theatre 15

—For Dance courses, see pages 140–143.

—For Theatre courses, see pages 193–195.

Meredith College also offers an interdisciplinary minor in Arts Management. Please see page 64–65 of the catalog for information.

Economics (see Business)

Education

Professors Gleason, McKinney and Parker; Associate Professors Delaney, Olson, Schrock, Terhaar-Yonkers, Toole; Assistant Professors Duncan, George.

Mission Statement

The **mission** of the Teacher Education program is to prepare educators who have the knowledge, skills and values to effectively teach all students. With a foundation in the liberal arts, Meredith College students are transformed by a rigorous education that fosters leadership, promotes reflective practice, and cultivates passion for learning and the art of teaching. We develop teachers who appreciate their significant role in a diverse society.

The Department provides undergraduate programs which lead to the North Carolina Standard Professional I (SPI) license.

The Department offers the following licensure program options at the undergraduate level:

- Birth through kindergarten (B–K)
- Elementary education (K–6)
- Middle grades education (6–9): English/language arts, mathematics, science, and social studies
- Secondary education (9–12): English/language arts, mathematics, comprehensive science, and social studies
- Special subject area education (K–12): art, music, dance, theatre, Spanish, and health and physical education
- Family and Consumer Sciences (7-12)

Although there are common elements among the licensure areas, each is a distinct program and is designed for a specific purpose. The requirements for each program are outlined on pages 80-87.

Graduate Programs in Education

The **Master of Education** degree program is for the K–12 teacher who has a baccalaureate degree and a teaching license. The areas offered, which lead to a North Carolina M-level license, include: elementary education, English as a second language, reading, special education (general curriculum) and academically and intellectually gifted education. Add-on licensure options include Reading (K–12), ESL (K–12), special education (general curriculum) (K-12), and academically/intellectually gifted (K-12).

The **Master of Arts in Teaching** degree program is designed for the individual who has a baccalaureate degree and is seeking an initial teaching license. The three licensure areas offered, which lead to a North Carolina M-level license, are Elementary Education, Special Education (general curriculum), and ESL. A graduate catalogue, which provides complete information about the program, can be obtained on-line from the John E. Weems Graduate School website (<http://www.meredith.edu/graduate/education/>).

Qualified seniors who are interested in pursuing a career in special education may take up to two specified graduate courses in the Master of Arts in Teaching, Special Education program, during the senior year. Students who are interested in applying to this program should contact the Department of Education during spring registration of the junior year. This program is also open to CRC students.

Conceptual Framework

Courses in the Department of Education provide the developing teacher or interested student with the knowledge, skills, and dispositions required to understand, analyze, and participate as leaders in schools. In accordance with our conceptual framework, the courses and fieldwork prepare our students to be teachers who:

- Demonstrate leadership
- Understand content
- Practice connected pedagogy
- Exhibit culturally relevant and inclusive teaching
- Utilize continuous assessment
- Engage in reflective teaching

Student Learning Outcomes of the Department of Education

Upon completion of any undergraduate licensure program, our students will:

- Demonstrate ethical leadership in the classrooms, schools, and the profession;
- Establish respectful environments for a diverse population of students;
- Know the content they teach and make instruction relevant for students;
- Facilitate learning for their students through planning, teaching, and assessment; and
- Reflect on their practice.

Accreditation and Program Approval

Meredith College is an accredited institutional member of the National Council for Accreditation of Teacher Education (NCATE). Meredith College teacher education programs are approved by the state of North Carolina. Program requirements are subject to change.

Admission to Teacher Education Program

Admission to teacher education is open to both degree and non-degree women students who meet the standards established by the college.

Meredith Degree Students (Students enrolled in a program of study that will lead to a degree awarded by Meredith.)

A student who plans to teach should consider the available teacher education programs, confer with her advisor, and select one as early as is feasible but no later than the second semester of the sophomore year.

Students who plan to be middle grades education (6–9) teachers should confer with their advisors and select and declare a major compatible with one of the concentrations available to middle grades education (6–9) students at Meredith. (A second concentration is recommended.)

Students who plan to be secondary education (9–12) teachers, special subject area education (K–12) teachers, or occupational education teachers should confer with their advisors and select and declare a major compatible with the subject area in which they want to be licensed.

After selecting a major and the desired teacher education program, the student formally declares the major and indicate the desired teacher education program through the Office of the Registrar.

The Registrar's Office will send a copy of the student's completed Declaration of Major form to the Department of Education. Upon receipt of the form, the Department will send to the student a packet of materials for Admission to Teacher Education and a letter of notification to the student's advisor. The student should file the Application for Admission to Teacher Education and all supporting materials with the Department of Education as soon as possible. (The specific requirements for completing the Application for Admission to Teacher Education packet are subject to change.) Completion of the application is interpreted as a strong indication of the student's serious intent and commitment to a career in teaching. **An applicant's overall grade point average must be 2.50 or above for admission to the program.**

Each completed application is reviewed in the Department of Education and the **applicant is notified of the admission decision by the department head.** An applicant can appeal the admission decision to the Academic Vice President by letter.

Non-degree Students (Students with at least a baccalaureate degree who are enrolled in a program of study that does not lead to a

degree awarded by Meredith College but does lead to an initial or additional N.C. teaching license.)

All non-degree students seeking initial North Carolina education licensure or an additional North Carolina teaching license should contact the Department of Education.

Students with a baccalaureate degree from another institution who are seeking a North Carolina education license through Meredith College must meet teacher competency requirements through a program of study approved by the Department of Education. They must take a minimum of 30 semester hours of course work at Meredith, which may include additional courses in general education and will include courses in the specific licensure areas and in professional education. Exceptions to these requirements will be determined on an individual basis.

A student may take only one-half of the professional education requirements (excluding student teaching) prior to program admission.

Before a student enrolls in a middle, secondary or K–12 methods class, she must be formally admitted to the teacher education program or have the permission of the instructor. If a student has a question about this policy, she should contact the Department of Education.

Student Teaching Requirements

The following requirements must be met before a student is admitted to the student teaching semester:

1. Meet with the director of the program during the semester prior to the internship. There is a required meeting (date and time to be announced), during which the application for internship placement is reviewed with instructions for its completion.
2. Earn an overall GPA of 2.50 or better on a 4-point scale at the end of the semester or summer session prior to the semester in which student teaching is done. Students seeking 6–9, 9–12 or K–12 licenses must have a cumulative GPA of 2.50 or better in their content area courses.
3. Observe or participate with children in the public schools.
4. Achieve those competencies necessary for effective teaching which have been established by the N.C. Department of Public Instruction (NCDPI) and that have been adopted by the Teacher Education Committee of Meredith College.
5. Earn a C or P grade or better in all professional education requirements: general, methods, and practicum courses. A P grade in professional education courses requires a minimum grade of C.
6. Submit the completed Health Certificate for a physical exam to the Department of Education.
7. Submit to an up-to-date criminal background check and receive clearance by the appropriate school system.
8. Submit a speech competency evaluation from a faculty member of an OC course. The student's advisor with the Department of Education will determine if her plan of study should be adjusted. Students and advisors wanting to follow speech screening recommendations should do so prior to the student's internship.

9. If applicable, it is recommended that the honors thesis be completed prior to the student’s internship.

Program Guidelines

Teacher education programs are approved by the NC State Board of Education. Meredith College teacher education program requirements are subject to change.

All college requirements for graduation must be met by each **degree** student seeking a N.C. teaching license. Courses taken to meet college graduation requirements are also applicable to specific requirements in all education programs. Prior to student teaching, all students must have a C or P grade or better in all professional education requirements: general, methods, and practicum courses. A P grade in professional education courses requires a minimum grade of C.

All professional Education courses must be taken for a grade unless specifically designated as Pass/Fail.

Admission to Teacher Education for all programs includes required submission of acceptable scores on the PRAXIS I, Preprofessional Skills Tests (Reading, Writing, Mathematics) or acceptable scores on the SAT or ACT. The minimum score requirements are established by the State Board of Education and are subject to change.

Before or during the semester of student teaching, elementary education candidates are required to take the appropriate specialty area tests, PRAXIS II. The minimum score requirements are established by the NC State Board of Education and are subject to change. All required examinations may be taken more than once. Minimum score requirements are available from the Department of Education. Unless hours in the content area warrant, PRAXIS II tests for other licensure areas are not required, but are strongly recommended. Information concerning licensure in other areas is available from the Department of Education.

Beginning with the 2012-2013 school year, PRAXIS II Principles of Learning and Teaching is required for licensure in all grades 7-12 areas.

Recommendations

Most professional education courses, including most methods courses taught in departments other than Education, require extensive school observations/field experiences outside scheduled class hours. Most of these observations occur in a public school setting between the hours of 7:30 a.m. to 3:00 p.m. Planning for these observations should include travel time of 30 minutes each way.

EDU 232 and EDU 234 are recommended as first courses. However, because of the number of field experience hours for each course, they should not be taken in the same semester or prior to the sophomore year.

In order to be recommended for licensure, a student must complete

a professional teaching e-portfolio. Written guidelines for completing the portfolio are distributed/explained in the appropriate class. A student who may not be proficient in basic computer skills, such as word processing or presentation graphics is advised to take the appropriate computer classes.

Internship placements are made with the Wake County Public Schools.

Programs for Licensure

Teacher education programs are approved by the NC Board of Education. The requirements of the teacher education program at Meredith College are subject to change. If there are any questions concerning program requirements, please consult with the Director of Teacher Education or the Head of the Department of Education.

Birth through Kindergarten (B–K) Teacher Education Program

The general education requirements of the College including these specific courses in the following areas:

Social and Behavioral Sciences 9 hours

- PSY 210 Developmental Psychology
- or PSY 310 Child and Adolescent Psychology 3
- PSY 312 Psychology of Exceptional Individuals. 3
- (Prerequisite: PSY 100)

Additional requirement: SOC 335, Race and Ethnic Relations, for students who do not complete all US and Global Perspectives courses in the General Education requirements (e.g. licensure only or some transfer students)

Health and Physical Learning 2 hours

- HED 200 Responding to Emergencies 2

Major Study Program Requirements in an Area Other than Education Variable hours

Professional Education Requirements for BK Education

Professional Education, General 27 hours

- MAT 160 Fundamental Concepts of Mathematics I 3
- EDU 232 Schools and Social Change. 3
- *EDU 304 Learning & Teaching Mathematics in the Primary Grades. 3
- CD 234 Development of the Young Child 3
- CD 334 Infant Development 3
- CD 340 Developing Relationships and Learning Environments 3
- CD 440 Readings in Early Education and Early Intervention 3
- BK 341 Variations in Early Development. 3
- BK 350 Emergent Literacy and Technology Integration. 3

Professional Education, Methods 20 hours

- BK 337 Observations of Young Children 3
- BK 342 Seminar: Meeting Individual Needs 1
- BK 445 Advanced Curriculum 3
- BK 465 Teaming, Collaboration, and Consultation 3
- CD 345 Curriculum for Young Children. 4
- CD 434 Infant Curriculum. 3
- CD 438 Supporting and Strengthening Families 3

Professional Education, Practicum 15 hours

BK 460 Clinical Internship: Infant-Toddler	3
*BK 469 Teaching and Leading	3
*EDU 490 Observation and Directed Teaching	9

*Must be admitted to the Teacher Education Program to enroll

Elementary Teacher Education (Grades K–6) Program

The general education requirements of the College including these specific courses in the following areas:

Social and Behavioral Sciences

HIS 214, HIS 270, HIS 314, HIS 333, or HIS 343	3
ENG 320 Young Adult Literature	3
PSY 312 The Psychology of Exceptional Individuals.	3
<i>(Prerequisite: EDU 234 or PSY 100)</i>	
SOC 335 Race and Ethnic Relations	
<i>(prerequisite of a 200-level sociology course or EDU 232)</i>	
Or EDU 345 Language Minorities in Public Schools.	3

Natural and Mathematical Science

BIO 105/145 Modern Biological Concepts and Lab	
Or BIO 110/151 Principles of Biology and Lab	4
GEO 200/240 Earth Science and Lab.	4
MAT 245 Statistics I.	3
MAT 160 Fundamental Concepts of Mathematics I	3
MAT 260 Fundamental Concepts of Mathematics II.	3

Arts and Aesthetics

EDU 244 Fundamental Concepts in the Arts in Education.	4
--	---

Major Study Program Requirements in Area Other than Education

Variable hours

Professional Education Requirements for Elementary Education (K–6) Students 38 hoursProfessional Education, General

EDU 232 Schools and Social Change	3
EDU 234 Teaching and Learning	3
*EDU 305 Web 2.0 Technologies for Public School Classrooms1	

Professional Education, Methods

ESS 742 Healthful Living in the Elementary School.	3
*EDU 303 Learning and Teaching Literacy at the Primary Elementary Level	3
*EDU 304 Learning and Teaching Mathematics in the Primary Grades.	3
EDU 358 Social Studies in the Elementary School	2
*EDU 359 Science in the Elementary School	2
<i>(Prerequisite: BIO 105/141 or BIO 110/151 and GEO 200 and 240)</i>	
*EDU 403 Learning and Teaching Literacy at the Intermediate Level.	3
*EDU 404 Learning and Teaching Mathematics in the Intermediate Grades	3

INTERNSHIP - Last semester of the Teacher Education Program

beginning Fall 2011:

*EDU 460 Colloquium in Education	3
*EDU 490 Observation and Directed Teaching	9

*Must be admitted to the Teacher Education Program to enroll.

Middle Grades Teacher Education (Grades 6–9) Program

The general education requirements of the College including these specific courses in the following areas:

Social and Behavioral Sciences

ENG 320 Young Adult Literature	3
PSY 312 The Psychology of Exceptional Individuals.	3
<i>(Prerequisite: EDU 234 or PSY 100)</i>	

Cultural Elective.

EDU 345 Language Minorities in the Public Schools	3
---	---

Arts and Aesthetics

Choose from any Arts and Aesthetics elective, including:	
DAN 200 Dance and Society	
DAN 359 Dance History	
THE 114 Introduction to Theatre	
THE 214 Creative Dramatics	
THE 320 Puppetry	
Or EDU 244 Fundamental Concepts of the Arts in Education.	4

Health and Physical Learning

HED 100, Contemporary Health Issues.	2
--	---

Major Study Program Requirements in an Area Other than Education

Variable hours

Professional Education Requirements for Middle Grades Education (6–9) 28–29 hoursProfessional Education, General

EDU 232 Schools and Social Change.	3
EDU 234 Teaching and Learning	3
*EDU 305 Web 2.0 Technologies for Public School Classrooms1	
*EDU 350 Teaching in the Middle School.	3
*EDU 434 Inclusion and the Adolescent Learner.	3
*EDU 436 Literacy and Learning in the Content Areas.	3

Professional Education, Methods

Methods as appropriate to the required concentration	3-5
--	-----

INTERNSHIP - Last semester of teacher education program beginning Fall 2011

*EDU 460 Colloquium in Education.	3
*EDU 490 Observation and Directed Teaching	9

*Must be admitted to the Teacher Education Program to enroll

A concentration chosen from English/language arts, mathematics, science, or social studies. Two concentrations are recommended. Requirements for each concentration follow.

Requirements for Licensure in 6–9 with an English/Language Arts Concentration

The general education program requirements of the College and the specific requirements within the general education program for 6–9. A major study program in an area other than education.

Requirements for Licensure in 6–9 with an English Language Arts Concentration

Concentration in English/Language Arts 22-24 hours

ENG 111 Principles of Writing	3
ENG 275 Advanced Grammar	3
ENG 240 Introduction to Film	3
ENG 330 African American Literature	3
COM 225 Fundamentals of Public Speaking	3
ENG 499 or 498 Thesis	1-3
*ENG 764 The Teaching of English	3
Select one from the following	3
ENG 220 Creative Nonfiction (3)	
ENG 235 Writing of Poetry (3)	
ENG 236 Writing of Fiction (3)	
ENG 245 Introduction to Journalism (3)	
ENG 247 Introduction to Professional Editing (3)	
ENG 250 Document Design (3)	
ENG 280 Special Topics in Professional Writing (3)	
ENG 358 Professional Writing (3)	
Additional Electives from approved list for majors (suggested only)	

Requirements for Licensure in 6–9 with a Mathematics Concentration

A Concentration in Mathematics 27-28 hours

MAT 144 Functions and Graphs	3
MAT 211 Calculus I	4
MAT 220 Linear Algebra or MAT 212 Calculus II	3-4
MAT 248 Statistical Concepts and Methods for Mathematicians	3
MAT 250 Mathematical Reasoning	3
MAT 334 Modern College Geometry	3
CS modules or CS 101 Beginning Programming	3
*MAT 760 Mathematical Knowledge for Teaching	2
*MAT 764 Methods of Teaching Middle/Secondary Mathematics	3

Requirements for Licensure in 6–9 with a Science Concentration

Concentration in Biology/Chemistry including the following 27-29 hours:

BIO 110/151 Principles of Biology and Lab	4
BIO 254 Evolution of Biological Systems	3
BIO 326/346 Principles of Ecology and Lab OR BIO 225 Environmental Science	3-4
CHE 111/141 General Chemistry I and Lab	4
PHY 202 Astronomy OR PHY 211/241 General Physics I	3-4
GEO 200/240 Earth Science	4
GEO 206 Meteorology	3
*SCI 764 The Teaching of Science	3

Requirements for Licensure in 6-9 with a Social Studies Concentration

Concentration in Social Studies 27 hours

HIS 101 Emergence of Western Civilization or HIS 102 Modern Western Civilization	3
HIS 214 American History to 1876	

or HIS 215 American History Since 1876	3
Two courses which study either	
a) two different areas of non-Western history and culture or	
b) one area of non-Western history and culture and HIS 103, The World in the 20th Century to be selected from the following:	6
HIS 103, The World in the 20th Century	
HIS 224 Introduction to Asian History	
HIS 281 Introduction to African History	
HIS 282 The Modern Middle East	
HIS 310 Modern China	
IDS 280 China Today	
Any 940–49 courses that may be offered on non-Western topics by the History and Politics Department in non-Western History	
HIS 343 History of North Carolina	3
Economics course selected from	3
ECO 100 Principles of Macroeconomics	
ECO 101 Principles of Microeconomics	
ECO 274 Consumer Economics	
Geosciences course selected from	3
GEO 203 Global Information Systems	
GEO 205 World Regional Geography	
GEO 322 Economic Geography	
Politics course selected from	3
POL 100 American Political Systems	
POL 210 International Politics	
*HIS 764 The Teaching of Social Studies	3

*Must be admitted to the Teacher Education Program to enroll

Secondary Grades Teacher Education (Grades 9–12) Program

The general education requirements of the College, including these specific courses in the following areas:

PSY 312 Psychology of Exceptional Individuals	3
(Prerequisite: EDU 234 or PSY 100)	
SOC 335 Race and Ethnic Relations Or EDU 345 Language Minorities in the Public Schools	3
(Students should take EDU 232 first)	

The major study requirements variable hours

Professional Education, General

EDU 232 Schools and Social Change	3
EDU 234 Teaching and Learning	3
*EDU 305 Web 2.0 Technologies for Public School Classrooms	1
*EDU 434 Inclusion and the Adolescent Learner	3
*EDU 436 Literacy and Learning in the Content Areas	3

Professional Education, Methods

Methods as appropriate to the required concentration	3-5
--	-----

INTERNSHIP - Last semester of the teacher education program beginning Fall 2011

*EDU 460 Colloquium in Education	3
*EDU 490 Observation and Directed Teaching (9–12)	9

Additional Program Requirements for area of licensure (See specific requirements).

Program Requirements for Secondary Teacher Education for Comprehensive Science (9-12) with Biology Major

Bachelor of Arts, Science in Biology with 9 –12

Comprehensive Science Licensure

All courses leading to a major in biology must include:

BIO 110/151 Principles of Biology and Lab	4
BIO 211/241 Plant Biology w/ lab	4
BIO 222/242 Animal Biology w/lab	4
BIO 251 Cell Biology	3
BIO 334/344 Microbiology w/Lab.	4
BIO 254 Evolution of Biological Systems	3
BIO 358 Aquatic Field Studies	2
Or BIO 359 Terrestrial Field Studies	2
BIO 326/348 Principles of Ecology w/Lab.	4
Or BIO 225 Environmental Science.	4
CHE 111/141 General Chemistry I w/Lab	4
CHE 112/142 General Chemistry II w/Lab	4
CHE 221/241 Organic Chemistry I w/Lab	4
GEO 200/240 Earth Science w/Lab	4
Physics 211/241 General Physics I w/Lab.	4
Physics 202, Astronomy	3
MAT141/MAT 144 Or competency	0-3
MAT 211 Calculus (if calculus-based physics).	4
MAT 245 Statistics I Or	
MAT 248 Statistical Concepts and	
Methods for Mathematicians	3
*SCI 764 The Teaching of Science.	3

Program Requirements for Secondary Teacher Education for Comprehensive Science (9-12) with Chemistry Major

Bachelor of Arts, Science in Chemistry with 9 –12 Comprehensive Science Licensure

All courses leading to a major in chemistry must include:

CHE 111/141 General Chemistry I/Lab.	4
CHE 112/142 General Chemistry II/Lab	4
CHE 221/241 Organic Chemistry I/Lab.	4
CHE 222/242 Organic Chemistry II/Lab	4
CHE 350 Quantitative Analytical Chemistry	4
CHE 490 Chemistry Seminar.	1
Chemistry Electives	6
BIO 110/151 Principles of Biology and Lab	
Or BIO 105/145 Modern Biological Concepts and Lab	4
BIO 254 Evolution of Biological Systems	3
BIO 326/348 Principles of Ecology/Lab	3
Or BIO 225 Environmental Science.	4
PHY 211/241 General Physics I/Lab	4
PHY 212/242 General Physics II	4
PHY 202 Astronomy	3
GEO 200/240 Earth Science/Lab.	4
MAT 211 Calculus I	4
MAT 245 Statistics I	
Or MAT 248 Statistical Concepts and	
Methods for Mathematicians.	3
*SCI 764 The Teaching of Science.	3

Program Requirements for Secondary Teacher Education (9–12) in English Language Arts

Grades 9–12 Program Requirements

ENG 111 Principles of Writing.	3
ENG 211 or 212 Survey of British Literature I or II	3
ENG 215 or 216 Survey of American Literature I or II	3
ENG 240 Introduction to Film	3
ENG 270 Introduction to Literary Research.	3
ENG 275 Advanced Grammar	3
ENG 330 African-American Writers	3
ENG 351 Old English OR ENG 353 History of the English Language.	3
ENG 499 or 498 Thesis	1-3
*ENG 764 The Teaching of English	3
One course in world literature which is not American or British	3
One seminar (ENG 357, 359, 360 or 495).	3
One course in Shakespeare (ENG 355 or 356)	3
One writing course at the 200 or 300 level.	3

Students strongly encouraged but not required to take an additional course in one of the following:

ENG 242 Romantic Comedy
ENG 300 Special Topics in English
ENG 340 Development of the British Novel
ENG 345 Irish Renaissance
ENG 350/THE 350 Modern Drama
ENG 359 Seminar in American Women Writers
ENG 360 Seminar in Southern Writers
ENG 364 20th Century Poetry in English
ENG 365 English Poetry of the Romantic Period
ENG 367 English Literature of the Victorian Period
ENG 368 English Literature of the 18th Century
ENG 370 20th Century Prose through 1945
ENG 371 20th Century Prose after 1945
Also suggested: ENG 320 Young Adult Literature

Prospective teachers are strongly urged to take one course in communication or theatre.

Program Requirements for Secondary Teacher Education (9-12) in Mathematics

Grades 9-12 Program Requirements

MAT 144 Functions and Graphs.	3
MAT 211 Calculus I	4
MAT 212 Calculus II.	4
MAT 220 Linear Algebra	3
MAT 248 Statistical Concepts and Methods for Mathematicians	3
MAT 250 An Introduction to Mathematical Reasoning	3
MAT 314 Calculus III	4
MAT 321 Modern Abstract Algebra.	3
MAT 334 Modern College Geometry	3
MAT 340 Probability and Mathematical Statistics	3
*MAT 760 Mathematical Knowledge for Teaching	2
*MAT 764 The Teaching of Mathematics	3
Choose from the following:	3
CS modules (3)	
CS 101 Beginning Programming (3)	

Program Requirements for Secondary Teacher Education (9-12) in Social Studies

Grades 9-12 Program Requirements

HIS 101 Emergence of Western Civilization	3
HIS 102 Modern Western Civilization	3
HIS 214 American History to 1876	3
HIS 215 American History Since 1876	3
ECO 101 Principles of Microeconomics	3
POL 100 American Political System	3
*HIS 764 The Teaching of Social Studies	3
Non-Western History chosen from the following:	6
HIS 200 Introduction to Latin America (3)	
HIS 224 Introduction to Asian History (3)	
HIS 281 Introduction to African History (3)	
HIS 282 The Modern Middle East (3)	
HIS 310 Modern China (3)	
Or from special studies courses that may be offered in the history of Africa and the Middle East and other non-Western areas	
Twentieth century history selected from the following: 3	
HIS 308 Twentieth Century Europe (3)	
POL 309 The Politics of the Vietnam War (3)	
HIS 319 Contemporary American History Since 1945 (3)	
HIS 330 Modern US Foreign Policy (3)	
Geography course selected from the following:	3
GEO 203 Global Information Systems	
GEO 205 World Regional Geography (3)	
GEO 326 Environmental Resources (3)	
Courses selected from the following or from the GEO courses above:	12
ECO 100 Principles of Macroeconomics (3)	
POL 300 Law and Society (3)	
POL 301 The Constitution and the Rights of Americans (3)	
POL 340 State and Local Political Systems (3)	
SOC 230 Principles of Sociology (3)	
SOC 335 Race and Ethnic Relations (3)	
or approved electives from anthropology, economics, human geography, politics, or sociology.	

*Must be admitted to the Teacher Education Program to enroll

Workforce Development: Family and Consumer Sciences (7-12)

The general education requirements of the College including these specific courses in the following areas:

Social and Behavioral Sciences

PSY 312 Psychology of Exceptional Individuals	3
(Prerequisite: EDU 234 or PSY 100)	
SOC 335 Race and Ethnic Relations OR EDU 345 Language Minorities in the Public Schools	3

The major study requirements 28 hours

Professional education, General:

EDU 232 Schools and Social Change	3
EDU 234 Teaching and Learning	3
*EDU 305 Web 2.0 Technologies for Public School Classrooms1	
*EDU 350 Teaching in The Middle School	3
*EDU 434 Inclusion and the Adolescent Learner	3
*EDU 436 Literacy and Learning in the Content Areas	3

Professional Education, Methods:

*FCS 764 Methods of Teaching FCS	3
*FCS 765 Family and Consumer Science Education	3

INTERNSHIP - Last semester of teacher education program beginning Fall 2011:

*EDU 460 Colloquium in Education	3
*EDU 490 Observation and Directed Teaching	9

*Must be admitted to the Teacher Education Program to enroll

Minimum semester hours in Family and Consumer Sciences courses: 50 semester hours chosen from the following:

Child Development

CD 234 Development of the Young Child	3
CD 335 Families and Close Relationships	3
CD 436 Administration of Programs for Young Children	3

Clothing and Fashion Merchandising

FMD 115 Principles of Clothing Construction	3
FMD 418 Textiles	3

Foods and Nutrition

FN 124 Principles of Food	3
FN 126 Principles of Food Laboratory	1
FN 227 Nutrition	3
FN 310 Food Service Management 1	3
FN 312 Food Service Management for FCS Majors	1

Interior Design and Housing

ID 245 Housing	3
ID 144 or ART 144 Interior Design I	3

Consumer Resource Management

FCS 355 Family Resource Management	3
FCS/ECO 274 Consumer Economics	3

Additional Required Courses

HED 100 Contemporary Health Issues	2
FCS 290 Foundations in FCS	1
CD 404 Families in a Global Context	3

Special Subject Area Teacher Education (Grades K-12) Programs

Program Requirements for K-12 in Art Education

The general education requirements of the College including these specific courses in the following areas:

Social and Behavioral Sciences

PSY 210 Developmental Psychology	
OR PSY 310 Child and Adolescent Development	3
PSY 312 The Psychology of Exceptional Individuals	3
SOC 335 Race and Ethnic Relations OR EDU 345 Language Minorities in the Public Schools	3

The Art Core Curriculum

ART 101 Drawing I	3
ART 110 2D Design Concepts, Color and Composition	3

ART 111 3D Design Concepts and Structure	3
ART 180 Computer Literacy for Design OR ART 192 Introduction to Concepts in Graphic Design	3
ART 201 Drawing II	3
ART 221 Art History Survey I	3
ART 222 Art History Survey II	3
ART 324 Topics in Modern Art History	3
ART 396 Junior Seminar	2
ART 495 Portfolio Photography	1
ART 497 Senior Exhibition	2

Other Required CoursesArt Courses

ART 160 Ceramics I	3
ART 210 Painting I	3
ART 251 Printmaking I	3
ART 270 Fibers	3
ART 365 Sculpture	3
Art History elective (ART 280 or ART 323)	3

Professional Education, General

EDU 232 Schools and Social Change	3
EDU 234 Teaching and Learning	3
*EDU 305 Web 2.0 Technologies for Public School Classrooms1	
*EDU 434 Inclusion and the Adolescent Learner	3
*EDU 436 Literacy and Learning in the Content Areas	3

Professional Education, Methods

*ART 734 Teaching and Methods: Foundations in Art Education	3
*ART 735 Teaching and Methods: Art Pre K-5.	3
*ART 736 Teaching and Methods: Art in the Secondary School	3

INTERNSHIP - Last semester of teacher education program beginning Fall 2011

*EDU 460 Colloquium in Education	3
*EDU 490 Observation and Directed Teaching	9

*Must be admitted to the Teacher Education Program to enroll.

Program Requirements for K-12 Licensure in Dance

The general education requirements of the College including these specific courses in the following areas:

Social and Behavioral Sciences

PSY 210 Developmental Psychology or PSY 310 Child and Adolescent Development	3
PSY 312 The Psychology of Exceptional Individuals	3
SOC 335 Race and Ethnic Relations OR EDU 345 Language Minorities in Public Schools	3

The Dance Core Curriculum

DAN 150 Perspectives in Dance	1
DAN 159 Improvisation I	2
DAN 200 Dance In Society	3
DAN 256 Composition I	3
DAN 260 Movement Analysis	3
DAN 261 Music for Dance	1
DAN 290 Production for Dance	3
DAN 297 Methods of Research in Dance	3
DAN 352 Dance Repertory	1

DAN 356 Dance Composition II	3
DAN 359 Dance History (WI)	3
DAN 360 Movement Structure and Function	2
DAN 361 Creative Arts Touring Company	3

Proficiency at Intermediate Levels in Ballet, Jazz and Modern Dance

Professional Education, Methods

<u>Methods as appropriate to the required concentration</u>	9
*DAN 761 Theory and Approaches to Dance Education	3
*DAN 762 Methods of Teaching Dance, K-12	3
*DAN 763 Reflective Teaching	3

Professional Education, General

EDU 232 Schools and Social Change	3
EDU 234 Teaching and Learning	3
*EDU 305 Web 2.0 Technologies for Public School Classrooms	1
*EDU 434 Inclusion and the Adolescent Learner	3
*EDU 436 Literacy and Learning in the Content Areas	3

INTERNSHIP - Last semester of teacher education program beginning Fall 2011

*EDU 460 Colloquium in Education	3
*EDU 490 Observation and Directed Teaching	9
Proof of First Aid Certification	

*Must be admitted to the Teacher Education Program to enroll.

Program Requirements for K-12 Licensure in Teaching English as a Second Language**

**Permission of the department head is required to declare ESL licensure.

The general education requirements of the College which must include these specific courses in the following areas:

Social and Behavioral Sciences

HIS 103 The World in the 20th Century	3
RES 102 World Religions	3
COM 390 Intercultural Communication	3
ENG 335 20th Century World Literature	3
PSY 210 Developmental Psychology Or PSY 310 Child and Adolescent Development	3
PSY 312 The Psychology of Exceptional Individuals	3
SOC 335 Race and Ethnic Relations	3
<u>Required Course 3 hours</u> ENG 275 Advanced Grammar	3

Professional Studies

*EDU 303 Learning and Teaching at the Primary Level	3
ENG 320 Young Adult Literature	3
EDU 345 Language Minorities in Public Schools	3

Professional Education, General

EDU 232 Schools and Social Change	3
EDU 234 Teaching and Learning	3
*EDU 305 Web 2.0 Technologies for Public School Classrooms	1
*EDU 434 Inclusion and the Adolescent Learner	3
*EDU 436 Literacy and Learning in the Content Areas	3

Professional Education, Methods

- Methods as appropriate to the required concentration . . . 3-9
- *EDU 745 Intro to Methods of Teaching ESL 3
- INTERNSHIP - Last semester of teacher education program beginning Fall 2011
- *EDU 460 Colloquium in Education 3
- *EDU 490 Observation and Directed Teaching 9

*Must be admitted to the Teacher Education Program to enroll.

Program Requirements for K–12 Licensure in Music

The general education requirements of the College and the Music Education Program including these specific courses in the following areas:

Social and Behavioral Sciences

- RES 104 Religious Ethics and Social Issues 3
- SOC 335 Race and Ethnic Relations OR EDU 345 Language Minorities in the Public Schools. 3
- PSY 312 Psychology of Exceptional Individuals. 3

Music Education Core Curriculum

- MUS 100, 101, 202, 203 Theory I, II, III, IV 12
- MUS 140, 141, 242, 243 Keyboard I, II, III, IV 4
- MUS 150, 151, 252, 253 Ear Training I, II, III, IV 4
- MUS 214 Music Appreciation 3
- MUS 315, 316 History of Musical Styles 8
- MUA 090 Strings and Percussions. 2
- MUA 091 Brass and Woodwinds 2
- MUS 303 Conducting. 3
- MUS 305 Arranging for Voices and Instruments 3
- MUS 494 Seminar in Music Literature 2
- MUS 010 Recital Seminar 0
- Principal Applied Study(ies) 14
- Secondary applied study(ies) 3
- MUA 491 Graduation Recital. 1
- Ensembles. 7 semesters

Professional Education, Methods

- *MUS 724 Materials and Methods in Elementary Schools . 3
- *MUS 725 Materials and Methods in Middle and Secondary Schools 3

Professional Education, General

- EDU 232 Schools and Social Change 3
- EDU 234 Teaching and Learning 3
- *EDU 305 Web 2.0 Technologies for Public School Classrooms . 1
- *EDU 434 Inclusion and the Adolescent Learner 3
- *EDU 436 Literacy and Learning in the Content Areas. . . . 3

INTERNSHIP - Last semester of teacher education program beginning Fall 2011

- *EDU 460 Colloquium in Education 3
- *EDU 490 Observation and Directed Teaching 9

*Must be admitted to the Teacher Education Program to enroll.

Program Requirements for K-12 Licensure in Health and Physical Education

The general education requirements of the College which must include these specific courses in the following areas:

Social and Behavioral Sciences

- PSY 210 Developmental Psychology
- Or PSY 310 Child and Adolescent Development 3
- SOC 335 Race and Ethnic Relations
- OR EDU 345 Language Minorities in K-12 Classroom 3

The Exercise and Sport Science Core Curriculum

- HED 210 Health, Risk, Appraisal and Prevention in Health 3
- HED 400 Influences and Evolution of Global Health 3
- HED 420 Health Education Methods 3
- BIO 322/342 Human Anatomy and Physiology & Lab. 4
- ESS 200 Foundations of Physical Education, Sport and Fitness 3
- ESS 214 Learning and Teaching Team, Individual and Dual Sports 1
- ESS 215 Learning and Teaching Recreation and Leisure Activities 1
- ESS 220 Principles of Strength Training and Conditioning . 2
- ESS 255 Lifespan Motor Development 3
- ESS 300 Issues and Management of Sport and Physical Education. 3
- ESS 310 Exercise Leadership 3
- ESS 475 Motor Learning and Skill Performance 3
- ESS 482 Kinesiology 3
- ESS 485 Exercise Physiology 3
- ESS 487 Exercise Physiology Lab 1

Required Technology Fluency

Submission of electronic technology portfolio due last semester of senior year.

Theory and Practice of Skill Acquisition

Physical Education/dance activity electives beyond general education requirements. Choose at least one activity hour from the list below (must be taken for a grade).

- Aquatics
- Fitness
- Dance

Prior to graduation, the student must show valid proof of First Aid/CPR certification.

Professional Education, General

- EDU 232 Schools and Social Change 3
- EDU 234 Teaching and Learning 3
- EDU 305 Web 2.0 Technologies for Public School Classrooms 1
- *EDU 434 Inclusion and the Adolescent Learner 3
- *EDU 436 Literacy and Learning in the Content Areas. . . . 3

Professional Education, Methods

Teaching Physical Education

- *ESS 743 Teaching P.E. in the Elementary School for the Physical Educator 3
- *ESS 746 Teaching P.E. for Individuals w/Special Needs (K–12) 3
- *ESS 747 Teaching Physical Education in the Middle and Secondary School. 3

INTERNSHIP - Last semester of teacher education program beginning Fall 2011

- *EDU 460 Colloquium in Education 3
- *EDU 490 Observation and Directed Teaching 9

*Must be admitted to the Teacher Education Program to enroll.

Program Requirements for K–12 Licensure in Theatre 81-83 hours

The general education requirements of the College including these specific courses in the following areas:

Social and Behavioral Sciences

- PSY 210 Developmental Psychology OR PSY 310 Child and Adolescent Development 3
- PSY 312 The Psychology of Exceptional Individuals 3
- SOC 335 Race and Ethnic Relations OR EDU 345 Language Minorities in the Public Schools. 3

Theatre Core Curriculum

- DAN 159 Improvisation I 2
- THE 101 or 102 Performance Practica. 1
- THE 103 or 104 Production Practica 1
- THE 105 or 106 Front of House Practica 1
- THE 114 Introduction to Theatre. 3
- THE 150 Voice & Articulation 3
- THE 214 Creative Dramatics 3
- THE 224 Basic Acting 3
- THE 245 Stagecraft 3
- THE 246 Lighting & Sound 3
- THE 247 Costume & Makeup 3
- THE 316–317, History of Theatre Classic and Modern. 6
- THE 350 Modern Drama or ENG 355 or 356 Shakespeare. 3
- THE 370 Playwriting. 3
- THE 425 Directing 3
- THE 490 Project: area of specialization 1–3
- THE 496 Seminar in Musical Theatre. 3

Professional Education, Methods

- *THE 735 Methods of Teaching Theatre K–12 3

Professional Education, General

- EDU 232 Schools and Social Change 3
- EDU 234 Teaching and Learning 3
- *EDU 305 Web 2.0 Technologies for Public School Classrooms1
- *EDU 434 Inclusion and the Adolescent Leaner 3
- *EDU 436 Literacy and Learning in the Content Areas. 3

INTERNSHIP - Last semester of teacher education program beginning Fall 2011

- *EDU 460 Colloquium in Education 3
- *EDU 490 Observation and Directed Teaching 9

*Must be admitted to the Teacher Education Program to enroll.

Program Requirements for K–12 Licensure in Spanish 35 hours

The general education requirements of the College including these specific courses in the following areas:

Social and Behavioral Sciences

- PSY 210 Developmental Psychology
- OR PSY 310 Child and Adolescent Development 3
- PSY 312 The Psychology of Exceptional Individuals. 3
- SOC 335 Race and Ethnic Relations OR EDU 345 Language Minorities in Public Schools 3

Spanish Major Requirements

- SPA 205 Intermediate Spanish I 3
- SPA 206 Intermediate Spanish II. 3
- SPA 207 Intermediate Conversation in Spanish. 3
- SPA 303 Civilization of Spain
- OR SPA 304 Spanish American Civilization. 3
- SPA 305 Phonetics and Phonology. 3
- SPA 306 Advanced Grammar, Composition and Linguistics 3
- SPA 307 Advanced Conversation 3
- SPA 350 Seminar (2 semesters) 2
- HIS 102 Modern Western Civilization OR
- HIS 200 Latin-American History 3
- Electives chosen from the following 12
- SPA 308 Readings in Hispanic Literature (3)
- SPA 351 The Development of Poetry (3)
- SPA 352 The Development of Theater (3)
- SPA 353 The Development of Short Fiction (3)
- SPA 354 The Dev. of Long Narrative in Spanish Literature (3)
- SPA 300 Life and Study Abroad (Study in a country of the target language is highly recommended; credit hours are usually counted as elective.)
- SPA 331 Spanish and Latin American Film (3)

900 numbered courses in Spanish can be substituted for 300 level courses. Substitutions for required literature courses are also possible. See department head for information and approval.

Professional Education, Methods

- *FL 764 The Teaching of a Foreign Language in the Elementary, Middle, and Secondary Schools 4

Professional Education, General

- EDU 232 Schools and Social Change 3
- EDU 234 Teaching and Learning 3
- *EDU 305 Web 2.0 Technologies for Public School Classrooms1
- *EDU 434 Inclusion and the Adolescent Leaner 3
- *EDU 436 Literacy and Learning in the Content Areas 3

INTERNSHIP - Last semester of teacher education program beginning Fall 2011

- *EDU 460 Colloquium in Education 3
- *EDU 490 Observation and Directed Teaching 9

*Must be admitted to the Teacher Education Program to enroll.

—For Education courses, see pages 144–147.

English

Professors Colby, Duncan, Grathwohl, Jackson, Walton, and Webb; Associate Professors Fine and Johnson; Assistant Professor Roberts; Instructor Christopher.

Student Learning Outcomes of the English Department

The courses offered by the Department of English are designed to foster in every student :

- the ability to read critically and to think logically and independently;
- skills in speaking and writing;
- an understanding of and appreciation for the English language;
- an understanding of the responsible use of language;
- an appreciation for and enjoyment of various genres of literature and film;
- an awareness of the cultural context of literature; and
- an appreciation of human values.

We hope that as a result of her experiences in these courses a student will continue her own education — reading widely, thinking critically, and working to improve her speaking and writing.

In addition, the curriculum for English majors is designed to give them an historical sense of the development of literature in the English language from its beginnings to the present; and a knowledge of the themes and approaches of major writers in English.

CAREER DIRECTIONS

A major in English may prepare a student for a variety of careers: administrative positions in businesses, libraries, museums; journalism, professional and technical writing, public relations, and editing; teaching and school administration; personnel work and counseling; and free-lance writing. A major in English also prepares the student for graduate work in English and related fields and is recommended as pre-professional training for law and business.

RESOURCES

Alumnae gifts honoring professors Norma Rose and Mary Lynch Johnson have funded endowed professorships in their names. These professorships allow English faculty to invite eminent poets, writers, and scholars to campus for lectures and discussions with students, and they enrich teaching and scholarship in English by supporting research, travel, and the purchase of books and films.

Students who wish more advanced study and research in literature should consult with the department head and arrange for it through the special studies option listed on page 42. Students may elect courses through the Cooperating Raleigh Colleges.

ENG 111 with a “C” or better is a prerequisite for all other courses in English; ENG 200 is a prerequisite for most literature courses in the department.

Major in English 41-45 hours

ENG 111 Principles of Writing	3
ENG 200 Critical Reading and Writing	3
ENG 211 Survey of British Literature I	3
ENG 212 Survey of British Literature II	3
ENG 215 Survey of American Literature I	3
ENG 216 Survey of American Literature II	3
ENG 270 Literary Research/Critical Theory	3
ENG 498 Honors Research Project or	
ENG 499 Research Project	1–3
One chosen from the following	3
ENG 351 Old English (3)	
ENG 352 Chaucer (3)	
ENG 353 History of the English Language (3)	
One chosen from the following	3
ENG 355 Shakespeare (3)	
ENG 356 Shakespeare (3)	
One chosen from the following	3
ENG 220 Creative Nonfiction (3)	
ENG 230 Writing for Campus Publications (3)	
ENG 235 Writing of Poetry (3)	
ENG 236 Writing of Fiction (3)	
ENG 245 Introduction to Journalism (3)	
ENG 247 Introduction to Professional Editing (3)	
ENG 250 Document Design (3)	
ENG 280 Special Topics in Professional Writing (3)	
ENG 358 Professional Writing (3)	
One chosen from the following	3
ENG 203 World Literature in the 20th Century (3)	
ENG 204 Colonial/Post-Colonial Literature (3)	
ENG 335 20th C. World Lit in Translation (3)	
ENG 495 Seminar in European Literature (3)	
Two chosen from the following	
(one of which must be American)	6
ENG 240 Introduction to Film (3)	
ENG 242 Romantic Comedy (3)	
ENG 300 Special Topics in English (3)	
ENG 320 Young Adult Literature (3)	
ENG 330 African American Writers (3)	
ENG 340 Dev. of the British Novel (3)	
ENG 345 Irish Renaissance (3)	
ENG 350 Modern Drama (3)	
ENG 359 Seminar In Amer. Women Writers (3)	
ENG 360 Seminar in Southern Writers (3)	
ENG 364 20th C. Poetry in English (3)	
ENG 365 English Poetry Romantic Period (3)	
ENG 367 English Lit. Victorian Period (3)	
ENG 368 English Lit. of 18th Century (3)	
ENG 370 20th C. Prose Through 1945 (3)	
ENG 371 20th C. Prose After 1945 (3)	
One experiential component	1
May be satisfied by student teaching, ENG 230, or internship	
Note: English majors must take one seminar (ENG 359, 360, or 495).	

Teacher licensure is available in B–K, K–6, 6–9 communication skills concentration and 9–12 English. See licensure requirements in the Department of Education listing.

MINORS IN ENGLISH AND PROFESSIONAL WRITING**English 21 hours**

English electives beyond ENG 111 and 112	9
English electives at the 300 or 400 level	9
(Prerequisite ENG 111)	

Professional Writing and Presentation Media 21 hours**Core requirements (12)**

ENG111 Principles of Writing (3)
ENG 358 Professional Writing (3)
COM 225 Public Speaking (3)

One course in visual principles and practice. Choose from
 ART 192 Introduction to Concepts in Graphic Design (3)
 ENG 250 Document Design (3)
 CS 156 Web Site Design and Management (3)

Writing electives (3 credits) Choose from among the following:

ENG 220 Creative Nonfiction (3)
ENG 235 Writing Poetry (3)
ENG 236 Writing Fiction (3)
ENG 245 Introduction to Journalism (3)
ENG 247 Introduction to Professional Editing (3)
ENG 280 Special Topics in Professional Writing (3)
COM 360 Writing for the Media (3)

General electives (6 credits) Choose from Writing electives above and/or the following:

ART 110 2D Design Concepts and Color Composition (3)
ART 130 Photography I (3)
ART 230 Photography II (3)
ART 242 Graphic Design and Typography I (3) (Prerequisites ART 110, ART 180 or ART 192)
BUS 360 Principles of Marketing (3)
BUS 466 Sales Management (3) (Prerequisites BUS 300, BUS 360)
BUS 467 Advertising and Sales Promotion (3) (Prerequisites BUS 300, BUS 360)
BUS 468 Marketing Management and Planning (3) (Prerequisites BUS 300, BUS 360)
CS 120 Spreadsheets (1)
CS 140 Databases (1)
COM 350 Business and Professional Communication (3) (Prerequisite COM 225)
COM 400 Special Topics (with prior approval) (3)
ENG 930 Internship

Technology proficiency: Students must submit a portfolio that demonstrates competency in two technology areas. These areas may include databases, spreadsheets, web design, page layout or graphic design (using QuarkXPress or InDesign), or visual editing/design (using Photoshop). Internships of one to four credit hours are encouraged.

— For English courses, see pages 147–150.

Environmental Sustainability

(see Biological Sciences)

Ethics and the Public Interest

Assistant Professor Benko, Coordinator

Students will find the Minor in Ethics and the Public Interest a relevant and valuable complement to most of the major programs of study offered at Meredith, preparing them to become actively engaged and thoughtful leaders in their future public lives. Building upon foundational courses in ethical theory and policy studies, students can choose electives that meet their particular academic interests. While the focus of the minor is determined by the student in consultation with one of the program coordinators, all students enrolled in the minor will gain the following knowledge and skills:

Students will understand the historical development of ethical thought in the western philosophical and religious traditions, and develop the ability to actively participate in the on-going conversations on such perennial questions as: What are the demands of justice? What constitutes the common good and how is it best served? What is the relationship between the public interest and the rights of individuals? What motivates ethical practices and behaviors?

- Students will understand the components of policy process in the United States, develop the ability to analyze contemporary policies from a variety of ethical perspectives, and develop the skills and knowledge to formulate their own policy questions and policy proposals;
- Students will be able to make direct connections between ethical theory and its application and relevance to specific areas of study;
- Students will learn how specific types of theory are used to address issues in different fields of study, e.g. discipline-specific codes of ethics, theories of social justice, economic utilitarianism;
- Students will develop an understanding of the relationship between policy requirements and abstract ethical theorizing to arrive at realizable policy positions that serve the public interest
- Students will develop an appreciation for the multiplicity of ethical perspectives and the complexity of ethical issues in specific areas of study; and
- Students will grasp that ethics is not an isolable aspect of our lives and learn to recognize how it informs and shapes their professional and personal lives.

Eighteen (18) hours of coursework are required for the minor. There are two required courses: RES 220—Ethics of Love and Justice (3 cr) and POL 203—Contemporary American Policy and Politics (3 cr). Students may then choose 12 credits from the list of electives to tailor their minor to match their major studies or particular interests. At least one elective must be taken at the 300-400 level. Students may enroll in EPI 499—Junior/Senior Research (See Course Description, page 149 or meet this requirement with an approved elective at the 300-400 level. Newly declared minors will meet with one of the program coordinators to develop a focused course of study in the choice of electives to complete the minor. The minor will accept up to 9 credits that are counted towards the fulfillment of a particular major at Meredith. Students may petition the Coordinators of the minor to count a relevant course as an elective.

MINOR IN ETHICS AND PUBLIC INTEREST 18 HOURS**Core 6 hours**

RES 220 Ethics of Love & Justice 3
 POL 203 Contemporary American Policy & Politics 3

Electives chosen from the following 12

ART 396 Junior Seminar (2)

(Prerequisites: Junior status and declared major in Art)

BK 337 Observation of Young Children (3)

(Prerequisites: PSY 210 or PSY 310, CD 234, and CD 334)

BUS 340 Business Law & Ethics (3)

BUS 348 Organizational Behavior (3)

(Prerequisite: BUS 300)

BUS 458 Employee Relations Management (3)

CD 404 Families in a Global Context (3)

CD 436 Programs for Young Children (3)

(Prerequisite: CD 234, CD 334, CD 340)

CHE/PHY 203 Science & Human Values (3)

(Prerequisite: CHE 111/142 or lab science)

CS 370 Ethics & Information Technology (1)

HIS 401 Technology & Social Change (3)

ECO 100 Principles of Macroeconomics (3)

ENG 200 Critical Reading and Writing (Duncan Only) (3)

(Prerequisite: ENG 111)

EPI 499 Junior/Senior Research (3)

(Prerequisites: RES 220, POL 203 and two electives)

ESS 300 Issues & Management: Sport & Physical Education (3)

FCS 424 Perspectives in FCS (3)

FCS 765 Family & Consumer Sciences Education (3)

FN 250 Perspectives in Nutrition (2)

(Prerequisite: FN 227)

FN 260 Nutrition in Diverse Populations (3)

(Prerequisite: FN 227)

HIS 305 Holocaust Experiences (3)

HIS/RES 387 Age of Renaissance and Reformation (3)

ID 443 Professional Practices in Interior Design (3)

(Prerequisites: ID-144, ID-243, ID-344)

PHI 201 Introduction to Philosophy (3)

POL 205 Political Ideas Seminar (3)

(Prerequisite: ENG 111)

POL 331 Environmental Politics & Policy (3)

POL 340 State & Local Political Systems (3)

POL 341 Colloquium in NC Politics (3)

(Prerequisite: POL 340)

PSY 424 Theory & Practice in Counseling (3)

(Prerequisite: PSY 100)

RES 104 Religious Ethics & Social Issues (3)

RES 284 Sin, Satan & Evil (3)

(Prerequisite: One 100-level Religion course)

RES 343 Violence, War and Peace (3)

RES 344 Biomedical Ethics (3)

(Prerequisite: One 100-level Religion course)

RES 345 Environmental Ethics (3)

(Prerequisite: One 100-level Religion course)

SOC 231 Social Problems (3)

SOC 374 Social Research Principles (3)

SOC 431 Social Stratification (3)

(Prerequisite: At least 6 credit hours in Sociology)

SWK 100 Introduction to Social Work (3)

Exercise and Sports Science

(see Nutrition, Health, and Human Performance)

Family Consumer Sciences (see Human Environmental Science)**Fashion Merchandising and Design (see Human Environmental Science)****Foods and Nutrition (see Nutrition, Health, and Human Performance)****Foreign Languages and Literatures**

Professor Pitts, Associate Professors Billat, Concha-Chiaraviglio, Machelidon and Maldonado-DeOliveira; Assistant Professors Hunt and Wade; Instructor DeBellis

The Department of Foreign Languages and Literatures offers a major in Spanish, minors in French and Italian, and courses in Chinese. The purpose of the Department of Foreign Languages and Literatures is to promote excellence in the undergraduate foreign language program.

Student Learning Outcomes of the Foreign Languages & Literatures Department

Departmental Goals for all students enrolled in foreign language courses: Upon completion of each level and appropriate to that level, our students will:

- demonstrate level-specific competence in the skills of listening, speaking, reading and writing;
- demonstrate adequate understanding of the targeted cultures and civilizations;
- utilize technological and community resources to explore and practice the target language; and
- use the target language to enrich their knowledge of a second discipline

Advanced Placement and Competency

Please see the General Education Foreign Language Requirement (page 59) for a complete list of methods for satisfying the foreign languages requirement.

You are encouraged to build on your knowledge of the foreign language you studied in high school by taking the appropriate foreign language courses early in your college career. If you have had two or more years of Spanish or French or if you have learned the language fairly well through other life experience, your skill level should be assessed during early registration or orientation through a placement test. Depending on the results of the placement test, the department

will either place you in the level most appropriate for you or you may be invited to take the competency test to determine the advanced course most appropriate for you.

The department encourages you to pursue your study of a foreign language beyond the requirement. When you complete two 3-hour language courses at the 300 level with a grade of C or better, the Registrar will award you six hours of credit for courses “skipped” at the intermediate level (FRE 205/206 or SPA 206/207). You will then have earned a total of 12 credit hours in the language you studied and may decide to pursue a major or minor.

The foreign language requirement may be waived for students whose native language is not English after appropriate documentation is provided. Please see department head for more information.

Students who wish advanced study in a language other than Spanish should consult with the department head and arrange for this through special studies options, such as those listed on page 41. Students may also elect to take courses at other CRC (Cooperating Raleigh Colleges) institutions. Students of Chinese, French, or Italian may arrange for a contract major or minor in consultation with the department head. Majors are advised to study a second language as a related field and are urged to take advantage of the overseas study programs offered through the department and the College. It is strongly recommended that majors work as assistants in the department or in the language lab for two to three semesters or longer. Future teachers are particularly encouraged to pursue an internship as these become available.

Student Learning Outcomes of Majors in Spanish

By the time they graduate, Spanish majors:

- will have the linguistic and cultural skills necessary to function in a foreign language setting;
- will know how to frame questions that illuminate a text and its contexts, including historical, cultural, linguistic, moral and literary;
- will apply foreign language skills in practical settings, including employment;
- will demonstrate skills in planning, executing and presenting research in their own field and across disciplines;
- will demonstrate the advanced language skills necessary to pursue graduate study; and
- those who earn licensure will demonstrate preparedness for effective and competent teaching in a variety of educational settings.

Spanish 32-38 hours

SPA 205 Intermediate Spanish I or placement	0–3
SPA 206 Intermediate Spanish II or placement	0–3
SPA 207 Intermediate Conversation in Spanish	3
SPA 303 Civilization of Spain or	
SPA 304 Spanish American Civilization	3
SPA 305 Spanish Phonetics & Phonology	3
SPA 306 Adv. Grammar, Comp., Linguistics	3
SPA 307 Advanced Conversation	3
SPA 350 Spanish Seminar	2
HIS 103 The World in the 20th Century OR	
HIS 200 Introduction to Latin American History	3

Four courses chosen from the following	12
SPA 308 Readings in Hispanic Literature (3)	
SPA 331 Spanish and Latin American Film (3)	
SPA 351 Development of Poetry (3)	
SPA 352 Development of Theatre (3)	
SPA 353 Development of Short Fiction (3)	
SPA 354 Development of Narrative (3)	
Elective chosen from Spanish courses above the 100 level	0–6

Substitution for Spanish literature courses can be made with the approval of the department head.

MINORS IN FOREIGN LANGUAGES

French 18 hours

The minor in French requires 18 credit hours, at least 9 credit hours in 300 or 400-level FRE and none at the 100-level. Courses taken at other universities, including study abroad, must be at the appropriate levels. All courses applied to the minor must be taught in French, except translation courses.

FRE 205 Intermediate French I	3
FRE 206 Intermediate French II	3
FRE 207 Intermediate French Conversation	3
Electives chosen from 300 and 400-level courses	9

Italian Studies 18 hours

ITA 205 Intermediate Italian I	3
ITA 206 Intermediate Italian II	3
Electives chosen from the following	9
ART 221 Western Art: Ancient-Early Renaissance (3)	
ART 222 Western Art: Renaissance-Modern (3)	
ART 323 Topics in Art History (3)	
HIS 304 Greek and Roman History (3)	
LAT 205 Intermediate Latin I (3)	
LAT 206 Intermediate Latin II (3)	
Study in Italy	
Electives approved by advisor	3

Some courses must be taken either at North Carolina State University or through study abroad.

Spanish 21 hours

SPA 205 Intermediate Spanish I	3
SPA 206 Intermediate Spanish II	3
SPA 207 Intermediate Conversation in Spanish	3
SPA 303 Civilization of Spain	
or SPA 304 Spanish American Civilization	3
SPA 305 Spanish Phonetics & Phonology	3
SPA 306 Adv. Grammar, Comp., Linguistics	3
SPA 307 OR a 300 level Spanish elective	3

Teacher licensure is available in K–12 in Spanish. See licensure requirements in the Department of Education listing.

— For Foreign Language courses, see page 156.

— For Chinese courses, see page 135.

— For French courses, see pages 156–158.

— For Italian courses, see page 165–166

— For Spanish courses, see pages 191–193.

Graphic Design (see Art)

History and Political Science

Professors Frazier and Novak; Associate Professors Vitarbo and Fountain; Assistant Professors Li and Martinson; Instructor Varley.

The department offers majors in History, International Studies, Political Science, Religious and Ethical Studies and Sociology, as well as a concentration in Law and Justice and a program in Public History.

Student Learning Outcomes of the History and Political Science Department

Through the courses and programs offered by the department every student will develop:

- an informed awareness of the modern world in its many historical and political dimensions; and
- the ability to be objective and discerning about other people and cultures.

In addition, all History and Political Science majors will develop:

- the knowledge base appropriate to the fields they have chosen;
- relevant skills in research, analysis and communication; and
- the ability to choose and pursue meaningful careers.

Toward this end, the department will provide each major effective individual advising on personal, academic and career concerns.

Career Directions

History and Political Science majors may go into teaching, graduate study, paralegal professions, law, state and federal government, business, the foreign service, international relations, journalism and editing, and many other occupations supported by a wide knowledge of history and politics. Teacher licensure is available in B–K, K–6, 6–9 social studies concentration and 9–12 social studies. See licensure requirements in the Department of Education listing.

Public History

The department has one of the most complete and successful programs in the state for undergraduates interested in museums, historic sites, archives, documentary editing and historic preservation. Built around the public history minor described below and internships at the numerous sites in the immediate area, it prepares students for entry level positions in the field or for graduate study. Our placement record remains a remarkable 100%, with graduates at the Ronald Reagan Presidential Archives, at the N.C. Museum of History, at Historic Mordecai, at Duke Homestead, and in many offices of the N.C. Division of Archives and History.

Resources

Our location in the state capital gives us unique opportunities for students in History and Political Science. Our proximity to state and

city government affords our politics students wonderful on-site experience and personal connections: one alumna became Assistant to the NC Speaker of the House and another an award-winning lobbyist. Our student teachers gain their experience in the best schools in Wake County. Our majors need only take the Wolfline one mile down the road to N.C. State University, which offers an exceptional array of specialized upper-level courses that no small college department could hope to present.

Internships

All majors should plan to undertake a community internship experience for academic course credit. An internship will help each student to clarify her career choices, to gain valuable skills and establish important contacts, and to secure employment after graduation. Consult departmental advisors for help in making a good choice among the many possibilities available in the immediate area. Recent internships have been at sites such as the N.C. Museum of History, N.C. Supreme Court, N.C. Assembly, Historic Oak View, Duke Homestead and a variety of local law firms and public advocacy offices.

Advanced Placement

The Department offers advanced placement in American History 214, 215; Western Civilization 101,102; Introduction to Asian History 224; and Politics 100.

Majors in History

History 30 hours

Majors will demonstrate a historical awareness of national and international events

HIS 334 Methods of Historical Research	3
HIS 499 Senior Research OR HIS 498 Honors Thesis	3
HIS 101 Emergence of Western Civilization or HIS 102 Modern Western Civilization	3
HIS 214 American History to 1876 or HIS 215 American History since 1876	3
One non-western course chosen from the following.	3
HIS 103 The World in the 20th Century (3)	
HIS 200 Intro to Latin-American History (3)	
HIS 224 Intro to Asian History (3)	
HIS 281 Intro to African History (3)	
HIS 282 Modern Middle East (3)	
HIS 310 Modern China (3)	
HIS 312: India Past and Present (3)	
appropriate special studies courses	
Electives in approved history courses	15
Student must structure 15 hours of elective history courses in consultation with her advisor. 50% of the elective hours must be at the 300-400 level.	

International Studies 36 hours

Majors will demonstrate an understanding of global interactions between contemporary nations and cultures.

HIS 102 Modern Western Civilization	3
HIS 103 World in the 20th Century	3

POL 204 Comparative Politics	3
POL 210 International Politics.	3
HIS 334 Methods of Historical Research Or POL 334 Research Design and Methods.	3
HIS 498/9 Senior Research OR POL 498/9 Senior Research	3
Electives (chosen in consultation with advisor)	18
HIS 200 Introduction to Latin American History (3)	
HIS 224 Introduction to Asian History (3)	
HIS 281 Introduction to African History (3)	
HIS 282 The Modern Middle East (3)	
HIS 285 Women in Global Perspective (3)	
HIS 302 Modern British History (3)	
HIS 306 Russia in the Twentieth Century (3)	
HIS 308 20th Century Europe (3)	
HIS 310 Modern China (3)	
HIS 312 India: Past and Present (3)	
HIS 319 Contemporary American History (3)	
HIS/POL 330 Modern US Foreign Policy (3)	
HIS 375 Warfare, Culture, and Social Change in European History (3)	
HIS 409 Global Slavery in Historical Context (3)	
HIS 930 Internship (3)	
POL 205 Political Ideas Seminar (3)	
POL 309 Politics of the Vietnam War (3)	
POL 320 International Political Economy (3)	
POL 331 Environmental Politics and Policy (3)	
POL 370 Topics in Model United Nations (3)	
Approved electives chosen from business, economics, geography, fine arts, foreign language, and other disciplines that relate to the 20th century world (see Dept. website or available lists)	

It is highly recommended that International Studies majors achieve fluency in at least one foreign language and also that they study abroad.

—For History courses see pages 160–163.

Majors in Political Science

Political Science (General) 36 hours

Majors will also develop a serious acceptance of the obligations of citizenship.

Core: 18 Hours

POL 100 American Political Systems	3
POL 205 Political Ideas Seminar	3
POL 203 Contemporary American Policy.	3
POL 204 Comparative Politics Or 210 International Politics	3
POL 334 Research Design and Methods.	3
POL 499 Senior Research or POL 498 Honors Thesis	3
Electives in courses from at least two different sub fields in Political Science:	18

Political Science with a Concentration in Law and Justice 36 hours

Majors with this concentration will demonstrate an understanding of current legal issues and receive appropriate preparation for postgraduate study in law or paralegal programs.

Core: same as above with LEG 401 instead of POL 334 for Research Methods and the additional core courses below.

POL 300 Law and Society.	3
POL 301 Constitution and Rights of Americans.	3
ENG 358 Professional Writing	3
Electives: chosen from approved courses in POL and related fields	9

—For Political Science courses, see pages 180-182.

MINORS IN HISTORY AND POLITICAL SCIENCE

History 18 hours

HIS 334 Methods of Historical Research	3
Electives approved by the department head.	15

International Studies 18 hours

HIS 103 World in the 20th Century	3
POL 210 International Politics.	3
HIS 334 or POL 334 Methods of Research	3
Electives approved by the department head.	9

Public History 19-21 hours

HIS 214 American History to 1876 or HIS 215 American History Since 1876	3
HIS 300 Introduction to Public History.	3
HIS 333 History of the South or HIS 343 North Carolina History	3
HIS 334 Methods of Historical Research	3
HIS 930 Public History Internship	1-3
Electives chosen from the following	6
HIS 250 Introduction to Archaeology (3)	
HIS 270 Introduction to Native American History and Culture (3)	
HIS 314 Colonial American History (3)	
HIS 315 Civil War and Reconstruction (3)	
HIS 333 History of the South (3) (if not counted above)	
HIS 343 History of North Carolina (3) (if not counted above)	
ART 221 or 222 Survey of Western Art (3)	
ART 130 Photography (3)	
BUS 300 Principles of Management (3)	
BUS 360 Principles of Marketing (3)	
CS 156 Website Design and Management (3)	
FMD 315 History of Costume (3)	
ECO 101 Principles of Microeconomics (3)	
EDU 232 Schools and Social Change (3)	
EDU 234 Teaching and Learning (3)	
EDU 358 Social Studies in the Elementary School (2)	
ENG 215 or ENG 216 Survey of American Literature (3)	
ENG 245 Introduction to Journalism (3)	
ENG 247 Introduction to Professional Editing (3)	
ENG 250 Document Design (3)	
ENG 330 African-American Writers (3)	
ID 142 History of Architectural Interiors and Furnishings (3)	
POL 340 State and Local Political Systems (3)	
SOC 260 Cultural Anthropology (3)	
SOC 335 Race and Ethnic Relations (3)	
COM 260 Interpersonal Communication (3)	
COM 350 Business and Professional Communication (3)	

Other electives may be approved by the department head.

Crime and Justice Studies 21 hours

SOC 230 Principles of Sociology	3
POL 100 American Political Systems	3
SOC 336 Criminology	3
POL 930 or SOC 930 Internship (Open to Juniors and Seniors)	3
Electives chosen from the following	9
SOC 242 Deviance and Society (3)	
SOC 335 Race and Ethnic Relations (3)	
SOC 342 Juvenile Delinquency (3)	
SOC 437 Corrections (3)	
POL 300 Law and Society (3)	
POL 301 Const & Rights of Americans (3)	
POL 305 Intro to Public Administration (3)	
POL 340 State and Local Political Systems (3)	
HIS 215 American History Since 1876 (3)	

Political Science 21 hours

POL 100 American Political Systems	3
POL 205 Political Ideas Seminar	3
Prerequisite: ENG 111	3
Approved electives in politics courses, at least two at the 300 level	12

Human Environmental Sciences

Professors Burpitt, Clark, Ellis, Goode, Tippett; Associate Professors Crowley, Strangis and Winterhoff; Assistant Professors Bostic and Yang

Department Overview

The Department of Human Environmental Sciences uses an interdisciplinary approach to study the relationship among individuals, families and communities and the environments in which they function. As an applied science program, the department focuses on assisting people to improve their quality of life, thereby improving the conditions of society.

Human Environmental Sciences strives to develop in students the knowledge, skills, values, and global awareness necessary to pursue careers and enter graduate programs in the following areas of study: Child Development, Family and Consumer Sciences, Fashion Merchandising and Design and Interior Design.

Student Learning Outcomes of the Human Environmental Sciences Department

Students in the department of HES will:

- apply principles and skills for managing human and material resources for the improvement of the quality of life for individuals, families, and society;
- synthesize knowledge gained from a broad-based liberal arts core at Meredith College and apply it to her major; and
- demonstrate effective communication skills, collaboration skills, research skills, creativity, critical thinking skills, leadership, and professional ethics.

The department offers majors leading to Bachelor of Science degrees in child development, family and consumer sciences, fashion merchandising and design and interior design. Minors are also offered in each area.

Majors may earn licensure to teach family and consumer sciences in public and private schools, they may complete B-K or K-6 licensure combined with a child development degree, and they may also complete a second major or minor in another department.

The Interior Design program is fully accredited by the Council for Interior Design Accreditation (CIDA formerly FIDER). Majors are encouraged to join the student chapter of the American Society of Interior Designers (ASID).

Students earning majors in interior design, child development and fashion merchandising and design may earn a second major in family and consumer sciences by completing 24 hours of course work that does not overlap the first major. Students are advised to begin their majors during their freshman year in order to complete the sequence of courses within four years.

Mission, Goals and Overview of Programs of Study in Human Environmental Sciences

The mission of the Child Development program at Meredith College is to offer an interdisciplinary program of study that prepares students to pursue careers in early childhood settings and agencies serving young children and their families, and to pursue graduate and professional studies. The philosophy underlying this program is that children develop within an ecological framework that includes the complex interrelationships among the child, the family, their diverse culture, and the society at large. The program develops in students the knowledge and skills to promote the application of a developmental perspective to their work with children and families, to establish partnerships between families and child development professionals that reflect family-centered practices, and to provide educational and community programming that is inclusive of all children. Teacher licensure is available in B-K and K-6. See licensure requirements listed in the Department of Education.

Student Learning Outcomes of the Child Development Program

Upon completion of the program the students will:

- demonstrate mastery of professional standards and guidelines as set forth by the National Association for the Education of Young Children, the Division for Early Childhood of the Council for Exceptional Children, and the North Carolina Department of Public Instruction;
- design, adapt, and evaluate integrated curriculum, inclusive environments, teaching practices, and children's learning utilizing developmentally appropriate guidelines and evidence-based practice;
- articulate and demonstrate mastery of family-centered practices and strategies for working with the families of young children;
- use observation, documentation and assessment to support young children and families;
- evaluate, interpret, and translate professional literature and theory into best practices for children and their families;

- advocate for children and their families based on the basics of best practices and policy; and
- participate in professional organizations serving children and families

The **Child Development major** focuses on the physical, social, emotional, linguistic and intellectual development of children, birth through age eight. Students may choose to become eligible to teach in public school programs by completing B–K or K–6 licensure requirements through Meredith’s teacher preparation program.

The **mission** of the **Fashion Merchandising and Design program** is to offer exposure to every aspect of the fashion industry, from concept to consumer and to provide a stimulating academic climate which will meet the needs of students as they prepare for careers in fashion merchandising or fashion design, for graduate school, for community involvement, and for global citizenship. Through rigorous instructional and service learning, study abroad, and experiential learning, Fashion Merchandising and Design students are challenged to strengthen their talents and intellectual skills, expand their knowledge, increase their understanding, and then apply what they have learned for their personal and professional success, for the betterment of their families and communities, and for the greater good of humankind. Fashion Merchandising and Design students may concentrate in either Merchandising or Design, depending on their desired careers, their abilities, and their personal interests.

Student Learning Outcomes of the Fashion Merchandising and Design Program

For the **Merchandising Concentration** — Upon completion of the program, students will be able to:

- apply terms, concepts, and quantitative data important in fashion merchandising and retailing;
- demonstrate a sufficiently high level of problem solving as it relates to fashion retailing and wholesaling;
- think critically, gather information, and communicate effectively;
- apply appropriate technology used in fashion retailing and wholesaling; and
- use ethical principles to make appropriate decisions in fashion retailing and wholesaling.

For the **Design Concentration** — Upon completion of the program, students will be able to:

- apply important concepts and skills in Fashion Design;
- demonstrate a sufficiently high level of creativity and problem solving as related to apparel design and manufacturing;
- integrate knowledge gained from other disciplines and apply that knowledge to the fashion design;
- think critically, gather information, and communicate effectively;
- apply appropriate technology in fashion design and manufacturing;
- participate in the assessment of her own work and the work of others, and
- articulate visual observation skills.

The **mission** of the **Family and Consumer Sciences program** is to develop the knowledge, skills, and practice of professionals whose work will be to

be able to help individuals and families manage the challenges of living and working in a diverse, global society across the life span. This program focuses on empowering individuals, strengthening families, and enabling communities through teaching, research, and service. The program prepares students to assume professional responsibilities in a variety of career fields such as education, business, industry, social agencies, and government, or to enter a graduate program for further study.

Student Learning Outcomes of the Family and Consumer Sciences Program

Upon completion of the program, students will:

- integrate knowledge from the disciplines of Human Environmental Sciences to promote the well-being of families, individuals, and communities;
- promote the personal, social, and economic health of people;
- utilize theories and research to balance personal, home, family, and work lives;
- address problems in diverse family, community, and work environments;
- apply appropriate technology to maximize human potential;
- develop high standards of professional practice; and
- pursue further study through continuing education programs, leadership in the profession, community service, or graduate work.

The **Family and Consumer Sciences major** is designed for students who are entering careers that call for a broad knowledge of all family and consumer sciences areas, such as teaching in public schools and the Cooperative Extension Service, secondary and adult education. When she combines the family and consumer sciences major requirements with those for secondary licensure, the student is qualified to teach 7–12 family and consumer sciences in North Carolina. Students who choose teacher licensure should see the department for specific requirements. When she combines the major with a major or minor in business, the student is prepared for a career in consumer services, utility companies, product and equipment promotion, and government agencies.

The **mission** of the **Interior Design program** is to provide a curriculum that prepares students for a position as an entry-level professional interior designer. The curriculum will equip students with communication, creativity, critical thinking, and problem solving skills that will enable them to assist clients, colleagues and the local and global community. The program will provide graduates with skills and experiences that can lead to academic, professional and personal success.

Student Learning Outcomes of the Interior Design Program

Upon completion of the program, students will be able to:

- Apply critical thinking skills to research and analyze the client’s goals and requirements;
- Utilize a design process to identify and explore complex problems and generate creative solutions supporting human behavior within the interior environment;
- Formulate design concepts and present design recommendations through effective oral, written and visual communications using a range of tools and media;

- Prepare construction drawings and specifications compliant with codes. Apply universal design guidelines to interior spaces;
- Select and specify finishes, furnishings, fixtures and equipment that promote environmentally responsible design and sustainability guidelines;
- Apply ethical and accepted standards of business practices; and
- Interface with contemporary practice through professional development.

The **interior design program** is accredited by the Council for Interior Design Accreditation. The interior design major builds upon Meredith's liberal arts foundation by helping our students prepare for fulfilling and productive careers. The major provides opportunities for students interested in residential, commercial and institutional design. Students are admitted to the interior design degree program after advisement and recommendation of the interior design faculty. The comprehensive curriculum is built upon practical, traditional skills combined with advanced technology with emphasis on function and aesthetics. Students build skills in programming, concept development, space planning, material selection and specification and presentation methods. The program also emphasizes professional practice. An Advisory Board of interior design professionals reviews the curriculum, recommends innovations and identifies career possibilities.

Our location in the Research Triangle provides Interior Design internship opportunities. Leadership development and professional connections are possible through participation in the American Society of Interior Designers and International Interior Design Association. During the senior year students have the opportunity to work closely with an assigned mentor in professional development, portfolio development and job search skills. Meredith's interior design program also offers opportunities for study abroad in Denmark between the junior and senior year and frequent opportunities for study abroad in Sansepolcro, Italy.

Graduates may pursue careers in such settings as design firms, architectural firms, retail furnishings and materials stores, corporate, government, and institutional facilities departments, office furnishings dealerships, hospitality and health care facilities. Students are prepared to continue programs of study at the graduate level as well.

Majors in Human Environmental Sciences

Child Development 31-50 hours

Students must complete the courses in the core curriculum (31-40) plus three courses chosen from the list of electives (0–10) for a total of 31-50 semester hours. Core courses are as follows:

BK 337 Observation of Young Children	3
BK 445* Advanced Curriculum Development	3
CD 234 Development of the Young Child	3
CD 334 Infant Development	3
CD 335 Families and Close Relationships	3
CD 340 Developing Relationships and Learning Environments	3
CD 345 Curriculum for Young Children	4
CD 438 Supporting & Strengthening Families	3
CD 440 Readings in Early Education and Early Intervention	3
CD 450** Adv. Practicum & Seminar	6

FCS 290 Foundations in FCS	1
HED 200 Responding to Emergencies	2
PSY 210 Life Span Developmental Psych or PSY 310 Psych of Children and Adolescents	3
Electives chosen from the following	0–10***
BK 341 Variations in Early Development OR PSY 312 Psychology of Exceptional Individuals (3)	
CD 404 Families in a Global Context (3)	
CD 434 Infant Curriculum (3-4)	
CD 436 Admin. of Prog. Young Children (3)	
CD 498 Honors Thesis in Child Development (3)	
CD 499 Research in Child Development (1-3)	
Approved CD courses from study abroad (Danish Institute or Meredith's program in Italy)	

* K-6 Licensure candidates meet this requirement by completing EDU 300 and EDU 358.

** Licensure candidates meet this requirement by completing EDU 490.

*** Licensure candidates can also meet this requirement by completing nine hours of Professional Education Courses at or above the 400 level,

Fashion Merchandising and Design

Students must take the core curriculum plus additional requirements for one of two concentrations.

The Core Curriculum (30 hours)

FCS 290 Foundations in FCS	1
FMD 114 Apparel Merchandising	3
FMD 115 Prin. Of Clothing Construction	3
FMD 212 Visual Merchandising	3
FMD 213 Clothing and Society	3
FMD 315 History of Costume	3
FMD 318 Apparel Design Development	2
FMD 418 Textiles	3
BUS 360 Principles of Marketing	3
BUS 467 Advertising & Sales Promotion	3
ECO 101 Principles of Microeconomics	3

Merchandising Concentration 45 hours

A minor in business is strongly recommended.

The Core Curriculum (30 hours)

FMD 344 Retail Merchandising	4
FMD 442 Retail Buying	3
FMD 443 Special Problems in Retailing	2
BUS 300 Principles of Management	3
BUS 361 Consumer Behavior	3

Design Concentration 54-55 hours

The Core Curriculum (30 hours)

FMD 227 Flat Pattern	3
FMD 325 Draping	3
FMD 327 Fashion Sketching and Portfolio Development . .	3
FMD 426 Tailoring	3
FMD 428 CAD Apparel Design	3
FMD 495 Senior Exhibition OR FMD 344 Retail Merchandising	3-4
(Seniors may opt to take FMD 344 Retail Merchandising instead of FMD 495 Senior Exhibition)	
ART 101 Drawing I	3
ART 110 2D Design Concepts, Color and Composition	3

Family and Consumer Sciences 37 hours

FCS 290 Foundations in FCS	1
FN 227 Nutrition	3
ECO 274 Consumer Economics	3
CD 335 Families and Close Relationships	3
FCS 355 Family Resource Management	3
FCS 424 Professional Perspectives in FCS (Waived for licensure candidates admitted to the Department of Education)	3
FCS 425 FCS Practicum (Waived for licensure candidates admitted to the Department of Education)	3
One course in fashion merchandising and design	3
One course in interior design	3
Electives chosen from CD, FMD, FN, ID, FCS	12

Interior Design 61 hours

FCS 290 Foundations in FCS	1
ID 142 History of Architectural Interiors & Furnishings	3
ID 144 Interior Design I	3
ID 243 ID Visual Presentation	3
ID 244 Interior Design II	3
ID 245 Housing Issues	3
ID 246 Interior Design Products	3
ID 248 Technology Applications For ID	3
ID 342 Special Problems in CADD	3
ID 343 Construction Technology	3
ID 344 Interior Design III	3
ID 348 Interior Lighting Design	3
ID 443 Professional Practices in ID	3
ID 444 Interior Design IV	3
ID 447 Commercial Interior Design	3
FMD 418 Textiles	3
ART 101 Drawing I	3
ART 110 2D Design Concepts, Color and Composition	3
ART 111 3D Design Concepts and Structure	3
ART 221 Survey W. Art-Ancient-Early Ren or ART 222 Survey W. Art-High Ren-Modern	3
Elective chosen from the following	3
BUS 150 Business and Society (3)	
BUS 360 Principles of Marketing (3)	
BUS 300 Principles of Management (3)	

Interior design students are advised to arrange their courses in the following sequence:

Freshmen: ID 142, 144; ART 101, 110; FCS 290
Sophomores: ID 243, 244, 248, 348; ART 111
Juniors: ID 245, 246, 342, 343, 344; ART 221 or 222
Seniors: ID 443, 444 and 447; FMD 418

MINORS IN HUMAN ENVIRONMENTAL SCIENCES**Child Development 19 hours**

Check the course catalog for any prerequisites.	
CD 234 Development of the Young Child	3
CD 334 Infant Development	3
CD 335 Families and Close Relationships	3
CD 340 Developing Relationships and Learning Environments	3
CD 345 Curriculum for Young Children	4
CD 438 Support & Strength Families	3

Fashion Design 20 hours

FMD 114 Apparel Merchandising	3
FMD 115 Principles Of Clothing Construction	3
FMD 227 Flat Pattern	3
FMD 315 History of Costume	3
FMD 318 Apparel Design Development	2
FMD 325 Draping	3
FMD 418 Textiles	3

Family and Consumer Sciences 21 hours

FN 227 Nutrition	3
CD 335 Families and Close Relationships	3
FCS 355 Family Resource Management	3
FCS 274 Consumer Economics	3
One interior design elective	3
One fashion merchandising and design elective	3
One elective from CD, FMD, FN, ID or FCS	3

Interior Design 18 hours

ART 101 Drawing I OR ART 110 2D Design Concepts, Color and Composition	3
ID 142 History of Architectural Interiors & Furnishings	3
ID 144 Interior Design I	3
ID 245 Housing Issues	3
ID 246 Interior Design Products	3
FMD 418 Textiles	3

Merchandising 21 hours

FMD 114 Apparel Merchandising	3
FMD 212 Visual Merchandising	3
FMD 213 Clothing and Society	3
FMD 344 Retail Merchandising	4
FMD 418 Textiles	3
FMD 443 Special Problems in Retailing	2
Elective chosen from the following	3
FMD 315 History of Costume	
FMD 442 Retail Buying	

Teacher licensure is available in B–K, K–6, and Family and Consumer Sciences. See licensure requirements in the Department of Education listing.

—For Birth–Kindergarten Licensure courses, see pages 128-129.

—For Child Development courses, see pages 134-135.

—For Family and Consumer Sciences courses, see pages 152-153.

—For Fashion Merchandising and Design courses, see pages 153-154.

—For Foods and Nutrition courses, see pages 155-156.

—For Interior Design courses, see pages 164-165.

Interdisciplinary Studies

A department or school may intermittently offer opportunities for interdisciplinary study. These studies are designed to encourage synoptic thinking on themes that cut across several disciplines.

—For Interdisciplinary Study courses, see page 163-164.

Interior Design (see **Human Environmental Sciences**)

International Studies (see **History and Political Science**)

Mathematics and Computer Science

Professors Dietz, Hontz, and Manning; Associate Professor Hendrix; Assistant Professors Burkhead, Koster and Watkins; Instructors Dick, Kolb and Weber; Research Associate Joyner.

Mission Statement:

The Department of Mathematics and Computer Science at Meredith College provides opportunities for faculty and students to engage in the expansion of knowledge in mathematics and computer studies. We provide all Meredith students a foundation for active participation in an increasingly technological society. The department strives to educate our majors and minors to be creative, capable, ethical and confident in applying mathematical reasoning and technology to solve problems and accomplish goals. We prepare our majors and minors for success in careers and graduate school, as well as foster a lifelong appreciation for mathematics and technology.

Student Learning Outcomes of the Mathematics and Computer Science Department

Students will acquire and develop:

- quantitative literacy and technological fluency; and
- the ability to solve problems through a process of conceptual and logical reasoning.

Student Learning Outcomes of the Mathematics Major

A student who completes a degree in mathematics will:

- reason mathematically and work collaboratively to solve problems;
- communicate mathematics both orally and in writing with precision and clarity;
- understand a branch of mathematics in depth;
- make connections within mathematics;
- use technology for conceptual understanding and significant computation; and
- apply mathematics across disciplines (BS only).

Student Learning Outcomes of the Computer Science Major

A student who completes a degree in Computer Science will:

- develop a broad understanding of current technologies and the confidence to expand on this knowledge;
- develop a fundamental knowledge of architecture and operating systems;
- demonstrate strong analytical and critical thinking skills;

- demonstrate interpersonal communication and team skills and strong ethical principles; and
- be able to design and implement programming solutions.

Minors in mathematics, statistics, web development, and mathematics/computer applications are also offered, along with a variety of support courses for other disciplines.

In addition, the department offers the mathematics and methods courses for middle grades and secondary teacher licensure in North Carolina.

Academic credit for supervised professional employment related to mathematics and/or computer science is available through cooperative education, internships, and special studies.

The Vivian Kraines Freshman-Sophomore Mathematics Competition is held each January, and awards are given to the winners. Each spring the Vallie Tillotson Nelson Award is given to the outstanding freshman in mathematics courses. The Canaday Scholarship is given annually to a rising senior majoring in the department, and the Preston Scholarship is given to a student who has excelled in statistics.

Extracurricular activities include participation in national and regional mathematics and computer science competitions. The Canaday Mathematics and Computer Science Club sponsors guest speakers, programs on co-ops and careers, and various other activities. The North Carolina Mu Chapter of Pi Mu Epsilon, a national honor society in mathematics, also organizes events.

ENGINEERING DUAL DEGREE

An Engineering Dual Degree Program is available to Meredith College students. In this 5-year program, a student can receive a Bachelor of Arts degree from Meredith College in Mathematics and a Bachelor of Science degree in Engineering from NCSU. For details of the program see page 53. Other engineering dual degree combinations can be found on page 73 (Chemistry). Interested students should contact Dr. Kassy Mies, the Engineering Program Coordinator at Meredith, before she registers for her first semester at Meredith College.

Mathematics Placement

Students with SAT or ACT scores indicating an inadequate level of preparation for Meredith mathematics courses will be advised to enroll in a non-credit basic skills course before taking a college level mathematics course.

A student without credit and advanced placement from high AP scores may request placement in MAT 212, with credit granted for MAT 211 upon completion of MAT 212 with a grade of C or higher. If a student requests placement in MAT 314, credit is given for MAT 212 and MAT 211 upon completion of MAT 314 with a grade of C or higher.

Majors in Mathematics and Computer Science**Mathematics**Core Curriculum 21 hours*Prerequisite: MAT 144, or MAT 141 and MAT 143, or placement*

MAT 211 Calculus I	4
MAT 212 Calculus II	4
MAT 220 Linear Algebra	3
MAT 248 Statistical Concepts and Methods for Mathematicians	3
MAT 250 Introduction to Mathematical Reasoning.	3
MAT 314 Calculus III	4

Bachelor of Arts in Mathematics 37 hours

Core Curriculum 21 hours

MAT 321 Modern Abstract Algebra Or MAT 410 Advanced Calculus	3
MAT 354 Differential Equations Or MAT 371 Mathematical Modeling	3
MAT 395 Junior Seminar	2
MAT 495 Senior Seminar	2
Elective courses in mathematics at the 200 level or above .	6
Must complete two course pairing from approved list*	
Prerequisite hours: 0–5	

Bachelor of Science in Mathematics 54-62 hours

Core Curriculum 21 hours

MAT 321 Modern Abstract Algebra	3
MAT 371 Mathematical Modeling OR MAT 354 Differential Equations	3
MAT 395 Junior Seminar	2
MAT 410 Advanced Calculus	3
MAT 495 Senior Seminar	2
Elective courses in mathematics at the 200 level or above .	6
Must complete two course pairing from approved list*	
CS 101 Beginning Programming	3
One of the following sequences:	8
BIO 105/145 or BIO 110/151 plus 4 additional hours of BIO at the 200 level or above or CHE 111/141-112/142 General Chemistry I and II or PHY 211/241-212/242 General Physics I and II	

11 hours, with all of the hours in one of the following areas:
Accounting; business and economics; biology; chemistry and
physics (this may include required BIO, CHE, or PHY courses
above); or computer studies (this may include required
CS above) 3–11

Prerequisite hours: 0-5

***Two course pairings**

MAT 220 Linear Algebra and MAT 425 Topics in Algebra
MAT 248 Statistical Concepts and Methods for Mathematicians and MAT 345 Statistics II
MAT 248 Statistical Concepts and Methods for Mathematicians and MAT 348 Nonparametric Statistics
MAT 248 Statistical Concepts and Methods for Mathematicians and MAT 340 Probability and Mathematical Statistics
MAT 321 Modern Abstract Algebra and MAT 425 Topics in Algebra

MAT 334 Geometry and MAT 434 Topics in Geometry and
TopologyMAT 354 Differential Equations and MAT 360 Numerical
AnalysisMAT 354 Differential Equations and MAT 371 Mathematical
ModelingMAT 360 Numerical Analysis and MAT 371 Mathematical
Modeling

MAT 410 Advanced Calculus and MAT 415 Topics in Analysis

MAT 410 Advanced Calculus and MAT 434 Topics in Geometry
and Topology

Other appropriate pairings may be approved by department head

Bachelor of Arts in Computer Science 30 hours

CS 101 Beginning Programming	3
CS 156 Web Site Design and Management	3
CS 203 Foundations of Computer Science	3
CS 212 Object Oriented Programming	3
CS 420 Computer Science Seminar	1
CS 140 Databases	1
CS 301 Data Structures and Algorithms	3
CS 230 Web Programming with Databases	3
CS 326 Networking and Operating Systems	3
CS 370 Ethics and Information Technology	1
CS 407 Software Engineering	3
Cooperative Education or Internship chosen from the following	3
COE 302 Cooperative Education (1-3)	
COE 403 Cooperative Education (1-3)	
CS 930 Internship (1-3)	

Bachelor of Science in Computer Science 54-60 hours*Prerequisite: MAT 144, or MAT 141 and MAT 143, or placement*

CS 140 Databases	1
CS 101 Beginning Programming	3
CS 156 Web Site Design and Management	3
CS 203 Foundations of Computer Science	3
CS 212 Object Oriented Programming	3
CS 230 Web Programming with Databases	3
CS/ MAT 262 Discrete Mathematics	3
CS 301 Data Structures and Algorithms	3
CS 311 Computer Organization	3
CS 326 Network and Operating Systems	3
CS 355 Computer Graphics and Modeling	3
CS 370 Ethics and Information Technology	1
CS 407 Software Engineering	3
CS 420 Computer Science Seminar	1
MAT 211 Calculus I	4
Choose one of the following	3-4
MAT 212 Calculus II	4
MAT 220 Linear Algebra	3
MAT 245 Statistics I	3
MAT 248 Statistical Concepts and Methods for Mathematicians	3
PHY 211/241 General Physics I and Lab	4
PHY 212/242 General Physics II and Lab	4
Cooperative Education or Internship chosen from the following	3
COE 302 Cooperative Education (1-3)	

COE 403 Cooperative Education (1-3)
 CS 930 Internship (1-3)

MINORS IN MATHEMATICS AND COMPUTER SCIENCE

Mathematics 21–26 hours

Prerequisite: MAT 144, or MAT 141 and MAT 143, or placement

- MAT 211 Calculus I 4
 - MAT 212 Calculus II 4
 - MAT 220 Linear Algebra 3
 - MAT 314 Calculus III 4
 - Math electives numbered 200 or above 6
- (Not open to MAT majors. Only MAT 211, MAT 212, and one additional course can count toward minors in both mathematics and statistics, or toward minors in both mathematics and Mathematics and Computer Applications.)

Mathematics and Computer Applications 20–25 hours

Prerequisite: MAT 144, or MAT 141 and MAT 143, or placement

- MAT 211 Calculus I 4
- MAT 212 Calculus II 4
- MAT 245 Statistics I or MAT 248 Statistical Concepts and Methods for Mathematicians 3

- Electives** in CS, MAT as follows approved by the department head 9
- Computer Language (3)
 - CS Elective (200 or above) (3)
 - Applied Math or CS Elective (3)

(The following courses can be applied toward the Applied Math or CS Elective: CS/MAT 262, MAT 290, MAT 345, MAT 354, CS/MAT 360, MAT 371, and any CS course.)

(Not open to CSC or MAT majors. Only the first three courses can count toward minors in both statistics and Mathematics and Computer Applications. Only MAT 211, MAT 212, and one additional course can count toward minors in both mathematics and Mathematics and Computer Applications.)

Statistics 20–25 hours

Prerequisite: MAT 144, or MAT 141 and MAT 143, or placement

- MAT 211 Calculus I 4
- MAT 212 Calculus II 4
- MAT 245 Statistics I or MAT 248 Statistical Concepts and Methods for Mathematicians 3
- MAT 340 Probability and Mathematical Statistics 3
- MAT 345 Statistics II 3
- Elective in statistics approved by the department head. 3

(Note: Only the first three courses can count toward both the minor in statistics and a major in mathematics or toward minors in both statistics and Mathematics and Computer Applications. Only MAT 211, MAT 212, and one additional course can count toward minors in both mathematics and statistics.)

Web Development 19 hours

- CS 101 Beginning Programming 3
- CS 140 Databases 1
- CS 212 Object Oriented Programming 3
- CS 156 Web Site Design and Management 3
- CS 230 Web Programming with Databases 3

- CS Electives 6
- Three credits at the 200-level or above and 3 credits at the 300-level or above from the following list:
 Any CS course, particularly CS 499 (3–6 credits) as a Web project in the student's areas of interest.
 COM 290 Intro to Mass Communication
 ENG 358 Professional Writing
 ART 180 Computer Literacy for Design or ART 192 Concepts in Graphic Design will be accepted in lieu of a 200-level elective (Not open to CSC majors)

Teacher licensure is available in B–K, K–6, 6–9 mathematics concentration and 9–12 mathematics. See licensure requirements in the Department of Education listing.

—For Computer Studies courses, see pages 137-139.

—For Mathematics courses, see pages 166-169.

Medieval and Renaissance Studies

Professor Pitts, Coordinator

Meredith's strong liberal arts tradition makes the College a natural setting for examination of the period that created the university and saw the beginnings of humanistic studies. The interdisciplinary minor in Medieval and Renaissance (MedRen) Studies offers a rigorous, individualized, and cohesive but varied academic program with potentially broad appeal for today's undergraduate students. The program combines traditional coursework in several academic fields with opportunities for directed research, study abroad, and special on-campus events. Faculty for the minor is a corps of teachers from several academic departments.

Because the MedRen Studies minor dovetails neatly with majors and minors in history, religion, English, and art history, it offers a viable, attractive option to the student who otherwise might not complete a first or second minor.

MINOR IN MEDIEVAL AND RENAISSANCE STUDIES 18 HOURS

- MRE 201 Pilgrims, Poets, and Prophets 3
- HIS/RES 385 Europe in the Middle Ages 3
- HIS/RES 387 Age of Renaissance & Reformation 3
- MRE 498 Honors Thesis or MRE 499 Junior/Senior Research 3
- Electives chosen from the following 6
- ART 221 Survey of Western Art Ancient-Early Renaissance (3)
- ART 222 Survey of Western Art High Renaissance-Modern (3)
- ART 323 Topics in Art History (Medieval or Renaissance)(3)
- BIO 203 Death, Disease and Sex in the Medieval Period (3)
- ENG 351 Old English (3)
- (Prerequisite: ENG 111, ENG 200)
- ENG 352 Chaucer (3)
- (Prerequisite: ENG 111, ENG 200)
- ENG 355 Shakespeare (3)
- (Prerequisite: ENG 111, ENG 200)
- ENG 356 Shakespeare (3)
- (Prerequisite: ENG 111, ENG 200)
- ENG 357 Seminar in 17th C. Poetry (3)
- (Prerequisites: ENG 111, ENG 200 and ENG 270)

HIS 304 Greek and Roman History (3)
 MRE 299 Freshman/Sophomore Research (3)
 MRE 499 Junior/Senior Research (3)

— *For Medieval and Renaissance Studies courses, see page 169-170.*

Music

Professors Lyman, Page, Vaglio, and Williams; Assistant Professor Waddelow; Adjuncts Carter, Chung, Evans, Garcia, P. Garriss, Gilmore, Hudson, Jolly, Lohr, Lynch, Neal, Nelson, Rupp, A. Stephenson, E. Stephenson, and Wilsden.

The **Department of Music** respects and celebrates the historic role of music as one of humanity's most ennobling and enriching forces for good. Our mission is to provide skills, training and experiences that educate women to become musicians who uplift the societies in which they live through the practice of music. They will do so as consummate professionals in the studio or classroom, as directors and conductors of ensembles, as performers, as composers, or as enthusiastic supporters.

The study of music at Meredith has a threefold emphasis: **(1)** the importance of music as a basic component of a liberal arts education, available to all students; **(2)** professional training of the highest caliber for students who plan to pursue careers in music; **(3)** involvement in the artistic life of the community.

The student who chooses to major or concentrate in music will be prepared to teach, to perform, to direct, or to serve within her field of study; or she may become a leader in a different field, applying the disciplines she has acquired to master its challenges.

Goals of the Bachelor of Arts in Music are to provide training which will empower the music major student to

- Teach
- Perform
- Conduct
- Apply knowledge, skill, and talent within the field of music
- Utilize and apply skills learned in the discipline of music to any other field which she may choose.

Student Learning Outcomes of the Bachelor of Arts in Music

Upon completion of the programs offered by the Department of Music, the students will:

- develop and demonstrate creativity through performance, composition, and improvisation;
- understand the fundamental importance of music and the arts to human expression;
- pursue careers in the performing arts, music education, business, church, and professional settings;
- develop aesthetic understanding through personal interaction with works of music;
- gain knowledge of basic artistic and philosophical movements in history;

- gain knowledge, skills, and experience necessary to understand contributions of diverse cultures to music;
- understand the theoretical base of music;
- promote active involvement in the artistic life of the community;
- understand and apply technology related to music;
- accumulate the knowledge and experiences necessary to develop reflective thinking;
- demonstrate skill in both oral and written expression and positive and healthy use of the voice;
- demonstrate interactions with other essential facets of general education.

Goals of the Bachelor of Music in Music Education are to provide training which will empower the music major student to

- Teach
- Perform
- Conduct
- Organize and implement music programs of many types
- Apply knowledge, skill, and talent within the field of music
- Utilize and apply skills learned in the discipline of music to any other field which she may choose.

Student Learning Outcomes of the Bachelor of Music in Music Education

Upon completion of the programs offered by the Department of Music, the students will:

- develop and demonstrate creativity through performance, composition, and improvisation;
- understand the fundamental importance of music and the arts to human expression;
- pursue careers in the performing arts, music education, business, church, and professional settings;
- develop aesthetic understanding through personal interaction with works of music;
- gain knowledge of basic artistic and philosophical movements in history;
- gain knowledge, skills, and experience necessary to understand contributions of diverse cultures to music;
- understand the theoretical base of music;
- promote active involvement in the artistic life of the community;
- understand and apply technology related to music;
- accumulate the knowledge and experiences necessary to develop reflective thinking;
- demonstrate skill in both oral and written expression and positive and healthy use of the voice;
- demonstrate interactions with other essential facets of general education.

The department offers the Bachelor of Arts with a major in music and the Bachelor of Music with a major in music education.

The Bachelor of Arts in music is intended for the student who is interested in music as part of a total liberal arts program or for the student who may plan graduate study in the instrument of her choice or musicology, music history, or composition. Some B.A. music stu-

dents also earn elementary and middle grades teaching licensure; some include a second major (such as psychology, biology or business) to prepare for careers which combine a variety of disciplines.

The Bachelor of Music with a major in music education (focus on choral/general or instrumental music) leads to K-12 public school teaching licensure in music, and it also prepares a student for private school teaching, studio teaching and church music.

The study of music in any program, including the B.A. in music, may also prepare the student for specialized study leading to work in the music industry.

While most Bachelor of Music candidates plan a music career, the disciplines required in music provide excellent preparation for other careers. Music graduates often are recruited in such diverse fields as computer programming, personnel management, counseling, real estate, and other professions not directly related to music. Students interested in music therapy are encouraged to choose one of the music major programs available, including courses in psychology, instruments, and music education, in preparation for graduate study and certification in that field.

Accreditation

Meredith College is an accredited institutional member of the National Association of Schools of Music.

Audition and Interview: Potential Music Majors

Because of the highly personal nature of the performing arts, it is important that students who are interested in majoring in music come to the campus for an interview with members of the faculty. An audition at the same time is beneficial for determination of background, special interests, and potential. An acceptable audition is prerequisite for admission into a major program and for scholarship consideration and sometimes, though not always, for admission to the college itself. If entry level work is not exhibited at the entrance audition, a student may be placed in remedial courses and/or applied study until the appropriate level of skill has been attained. Admission into the college does not guarantee admission into the music program; likewise, a successful audition does not always guarantee admission to the college. In cases where distance prohibits a personal visit, a video and/or audio recording may be sent in lieu of a personal audition.

Non-Credit Program

The School of Music provides instruction in applied music to non-credit students of all ages within the Raleigh area. Both faculty members and advanced pedagogy students teach in this program. Registration is on a semester-to-semester basis. An audition is required for admission; continuation from one semester to another is contingent upon satisfactory progress.

Facilities

BUILDINGS

Instruction in the performing arts takes place in the Harriet Mardre Wainwright Music Building, completed in 1977, in adjacent Jones Hall, constructed in 1950 and renovated as a fine arts center in 1978, and in Christina and Seby Jones Chapel, completed in 1982. The principal performing spaces include Jones Auditorium (theatre, organ recitals, choral and orchestral concerts, dance), Clara Carswell Concert Hall (recitals and concerts), the Studio Theatre (more intimate performances and rehearsals), and Jones Chapel (organ, choral and orchestral performances). Teaching and practice space includes two large classrooms, a music education laboratory, two seminar rooms, a rehearsal hall, an electronic/computer studio, two recording studios, 24 faculty offices and studios, and 30 practice rooms.

EQUIPMENT

A large inventory of equipment is available for effective teaching and learning. Musical instruments include a 2006 Steinway concert grand, a Steinway upright, about 20 other grand pianos, 45 upright pianos, two concert organs (a 1970 3-manual Austin in Jones Auditorium and a 1983 2-manual mechanical action Andover in Jones Chapel), four studio and practice organs (two Holtkamps, a Casavant, and a Ryan tracker), a Roland electronic keyboard/synthesizer laboratory, and a collection of orchestral instruments. A complete technology laboratory includes ten stations with computers (connected to the Internet), Roland keyboards, sequencers, other peripherals, and music software (especially the Finale notation program). The department is also well equipped with audio and video recording and playback equipment. The theatre, most recently renovated in 2008, possesses excellent lighting, sound, and stage machine systems, making it one of the best equipped theatrical facilities in the area.

LIBRARY

The Carlyle Campbell Library houses an extensive collection of scores, musical recordings, books, scores reference works, indexes and instructional materials.

Performances

Each year Meredith brings to the campus distinguished performers and lecturers for public performances and special instruction to students. In addition, a large number of artists, ensembles, orchestras, and touring companies perform in Raleigh under sponsorship of local series. Among the series available to Meredith students are the Chamber Music Guild, North Carolina Symphony, Raleigh Little Theatre, North Carolina Theatre, and North Carolina Opera. Many outstanding Meredith students have the opportunity to perform with the Raleigh Symphony Orchestra and with the North Carolina Opera.

Members of the Meredith faculty, including the Meredith Chamber Players, are active as performers. Students themselves, of course, provide the greatest number of musical and theatrical programs.

It is essential that students experience as large and varied a selec-

tion of performances as possible. All undergraduate music majors are expected to attend at least 10 programs per semester, selected in consultation with their instructors, from the large number of performances available on campus and in the Raleigh area. In addition, undergraduate music majors are required to attend all Thursday student recitals. For musicians, regular attendance at public performances is as essential to the learning experience as lessons, literature, history, ensembles, practice, and other classes.

Specific Requirements for Music Majors

PERFORMANCE

Performance is at the core of the music curriculum. Every musician performs regularly—whether on stage, in church, in the classroom, or in the studio—in every way that she puts into action her musical training. Consequently, a great deal of emphasis is placed upon developing skills of performance.

Specifically, the following minimum requirements apply: Bachelor of Arts music majors perform at least once each year in student recitals and present a partial graduation recital. Bachelor of Music students perform at least twice each year (except in the freshman year, when they perform once) in student recitals and present a partial junior recital (lecture-recital for piano pedagogy students) and a full graduation recital. Music education majors present at least a partial graduation recital.

Performances in recitals and jury examinations each semester in all applied music courses are normally given from memory.

Students taking part in any public performances, on or off campus, should consult with their respective principal applied teachers in advance.

ENSEMBLES

The privilege of making music with others develops musicianship, provides the opportunity to work under the leadership of gifted leaders, and enhances the sense of community found in Meredith programs. All music majors are required to participate in ensembles eight semesters (for academic credit or an audit), except during the student teaching semester for music education majors. All music majors must participate in at least two semesters of a choral ensemble. In addition, singers continue to enroll in choral ensembles every semester; instrumentalists play in large instrumental ensembles every semester; and keyboard majors accompany for at least six semesters. In all ensembles, attendance at two to five hours of rehearsal each week and at all performances is required. All music majors are strongly encouraged to participate in additional ensembles to augment their performance experience at Meredith.

Transfer students and 23+ students majoring in music who have had previous ensemble experience may transfer ensemble credits from other accredited colleges and universities. In addition, certain non-collegiate ensemble experiences of professional quality may be accepted as meeting the ensemble requirement on a limited basis. Decisions will be made on a case-by-case basis by the Director of

Choral Activities or the Director of Instrumental Activities in consultation with the department head. Each transfer student or 23+ student must participate in Meredith ensembles for at least four semesters.

Sophomore/Transfer Conference

The sophomore/transfer conference is designed as an advising tool at the time the music student has had basic foundation courses and before she formally declares her major. Normally scheduled early in the fourth semester of full-time study, the conference between the student and a faculty committee will assess past, present, and future work and advise the student regarding her specific choice of major. Full details regarding this conference are available in the music office, the Handbook for Music Students, and from faculty advisors in music.

Portfolio

Music majors are expected to keep such materials as recital programs, jury comments sheets, final projects, examples of computer programs and compositions, curricular checklists and video and audio recordings of performances, which will serve as documentation of their college careers and also as tangible record of skills and abilities that they develop. Students review these materials with their advisors in advising conferences and the sophomore/transfer conference. These materials will serve as the foundation for a digital portfolio, which will be completed by the end of the student's final semester.

Keyboard Proficiency

All students in the Bachelor of Music degree program must pass an examination designed to include basic aspects of practical musicianship needed to be effective in both classroom and studio situations. Music education majors must pass keyboard proficiency before student teaching. The examination includes prepared performance of national songs, cadences, scales, arpeggios, harmonization, transposition, and sightreading.

Specific requirements for keyboard proficiency are available in the departmental office and in the Handbook for Music Students.

Recital Seminar/Repertoire Classes

Because performance is so important in the development of musicianship, all students will take MUS 010 each semester. There are three components of this class: weekly repertoire classes, weekly student recitals and written reflection. On a very limited basis, should a scheduling conflict arise, a student may request in writing from the Department Head, permission to be excused from a portion of the class.

Each student giving a recital (sophomore, junior, lecture-recital, graduation, or graduate) will register for one hour of recital credit, in addition to her hours of applied music, during the semester in which she gives the recital. An additional fee is charged.

Applied Music

Teacher assignments in applied music are made by the department head, in consultation with coordinators in each applied area. Requests for specific teachers will be taken into consideration, if possible.

Applied music instruction is given by any or all of the following methods: class instruction (five or more students in a class), studio group instruction (three or four students in a group), and private instruction. In addition to the repertoire requirements listed in each applied area, students will develop skills of improvisation and sight-reading each semester of applied study.

Each course in applied music requires five hours per week of practice for each semester hour's credit. The following formula applies:

Semester Hours Credit	Weekly/ Lessons Half-Weekly	Practice Hours
1	1	5
2	2	10
3	2	15
4	2–3	20

Because of the individualized nature of private and group lessons, applied music fees are assessed for all applied music courses. Singers and instrumentalists who utilize professional accompanists are also responsible for accompanists' fees.

Piano

Professor K. Lyman

Piano study is offered for the general college student, the music major whose principal applied study is not piano, and the piano major. Repertoire requirements vary accordingly. For detailed information on piano study, consult the Piano Handbook.

Functional piano (for the classroom and in preparation for keyboard proficiency) is available in group instruction.

Music education majors taking piano (as majors or secondaries) will spend time on both performance repertoire and functional skills with classroom teaching material. Both lesson time and jury examinations at the end of each semester will place emphasis on both types of materials.

Each level of study represents a particular stage of advancement. Bachelor of Music students whose principal applied study is piano must attain 144 level before applied credit in piano can be counted toward the graduation requirement.

Other Applied Music	
Cello	<i>Adjunct Hudson</i>
Double Bass	<i>Adjunct Rupp</i>
Clarinet	<i>Adjunct Gilmore</i>
Flute	<i>Adjunct Nelson</i>
Guitar	<i>Adjunct E. Stephenson</i>
Harp	<i>Adjunct Burroughs-Price</i>
Oboe	<i>Adjunct Wilsden</i>
Organ	<i>Adjunct D. Lynch, Coordinator; Adjunct Cherry</i>
Violin	<i>Adjuncts Chung and P. Garriss,</i>
Voice	<i>Professor Williams, Coordinator; Adjunct Carter, Neal; Accompanist Strong</i>

Majors in Music

Bachelor of Arts in Music 52 hours

Music courses 32 hours

MUS 100, 101 Elementary Theory I & II	6
MUS 202, 203 Intermediate Theory I & II	6
MUS 140, 141, 242, 243 Keyboard	4
MUS 150, 151, 252, 253 Ear Training	4
MUS 214 Music Appreciation	3
MUS 315, 316, History of Musical Styles	8
MUS 494 Seminar in Music Literature	2

Applied Music and Electives 16 hours

Minimum in applied music	8
MUA 491 Graduation Recital.	1
Electives in Music	7
Ensembles.	8 semesters
MUS 400 Special Topics in Music	3
MUS 010 Recital Seminar/Repertoire Class	0

Bachelor of Music in Music Education 124 hours

General Education Requirements

For Bachelor of Music students in Music Education, SOC 335 and PSY 312 will satisfy the Social and Behavioral Science requirement.

Education courses 31 hours

MUS 724 Materials and Methods Elementary Schools	3
MUS 725 Materials and Methods Middle and Secondary Schools	3
EDU 232 Schools and Social Change.	3
EDU 234 Teaching and Learning	3
EDU 305 Web 2.0 Technologies for Public School Classrooms	1
EDU 434 Inclusion and the Adolescent Learner	3
EDU 436 Literacy and Learning in the Content Areas.	3
EDU 460 Colloquium in Education	3
EDU 490 Observation and Directed Teaching	9

Music Courses: 70 hours

MUS 100, 101 Elementary Theory I & II	6
MUS 202, 203 Intermediate Theory I & II	6
MUS 140, 141, 242, 243 Keyboard	4
MUS 150, 151, 252, 253 Ear Training	4
MUS 214 Music Appreciation	3
MUS 315, 316 History of Musical Styles	8
MUA 090 Strings and Percussions.	2
MUA 091 Brass and Woodwinds	2
MUS 010 Recital Seminar/Repertoire Class	0
MUS 303 Conducting	3
MUS 305 Arranging for Instruments and Voices	3
MUS 494 Seminar in Music Literature	4
Principal Applied Study	14
Students whose principal applied study is not voice should take 3 hours of voice as secondary applied or elective. Secondary applied study(ies)	3
MUA 491 Graduation Recital.	1
Ensembles.	7 semesters
Keyboard proficiency	

MINOR IN MUSIC 24 HOURS

MUS 100, 101 Elementary Theory I & II	6
MUS 140, 141 Keyboard	2
MUS 150, 151 Ear Training	2
Music courses 200 level or above other than ensembles) . .	6
MUS, MUE or MUA course (with a limit of 4 hours of ensembles)	8

— For Applied Music courses, see pages 172-175.

— For Music courses, see pages 170-172.

— For Music Ensemble courses, see pages 175-176.

Nutrition, Health and Human Performance

Professors Campbell, Chamblee and Landis; Associate Professor Fisher; Assistant Professors Gankofskie, Little, Malley, Myers and Wray; Staff Ostrowski

Mission

The Department of Nutrition, Health and Human Performance prepares students for careers and post-baccalaureate training in food and nutrition, health and wellness, exercise performance, and physical education. Using applied and evidence-based learning, students acquire the knowledge and skills to build a foundation for intellectual growth and professional advancement in their discipline.

Values

The Department of Nutrition, Health and Human Performance (NHHP) and its programs are dedicated to a set of core values that reflect standards of knowledge and practice in the field, and a belief in the role of diet and physical activity to enhance health and enrich lives. These values serve as the guiding curricular and co-curricular elements of NHHP programs:

- Academic excellence: promoting scholarship, curiosity, intellectual rigor and integrity;
- Ethical Practice: embracing professional codes of ethics and standards of practice;
- Professional development: advancing opportunities and participation in the fields of food and nutrition, health and wellness, exercise performance, and physical education, and establishing a basis for life-long involvement in their profession;
- Advocacy: inspiring optimal wellness of individuals and groups across the lifespan; and
- Leadership: incorporating opportunities to demonstrate integrity, trustworthiness, and critical thinking skills to motivate and inspire others.

Health and Physical Education General Education Goals

Courses that meet the criteria for Health and Physical Education Learning will encourage students to lead physically active, health-enhancing lives. These courses will focus on developing interests and behaviors that improve the student's quality of life.

Criteria:

Courses in health and physical education learning will:

1. examine concepts, principles, and strategies as they apply to healthful living;
2. encourage activities that promote health, enjoyment, personal challenge, and self-expression;
3. promote responsible personal and social behavior that respects self and others; and
4. emphasize regular participation in behaviors that support and sustain optimal health.

Student Learning Outcomes for Health Courses

Students will:

1. identify and evaluate their current health behaviors;
2. explain the consequences of behaviors as related to one's health status and quality of life;
3. evaluate activities in terms of social, emotional, psychological or physical benefits; and
4. exhibit the skills and knowledge to independently initiate healthy lifestyle.

Student Learning Outcomes for Physical Education Courses

Students will:

1. demonstrate knowledge and skills of safe and effective movement techniques;
2. demonstrate knowledge of rules, skills, and/or etiquette that promote personal and group success in activity settings;
3. identify physical activity as an opportunity for enjoyment, challenge, self-expression, and social interaction; and
4. reflect on ways to incorporate skills, and knowledge into lifelong physical behaviors.

Policies Related to the Health and Physical Education Learning Component

In meeting her general education requirements, a student may choose from any of the activities offered. All physical education and dance activity courses taken to fulfill the general education requirement will have Pass/fail grading. After a student has met her requirements, she may elect additional activity courses that may be taken for a grade or pass-fail. However, no more than eight credits may be counted in the 124 hours required for graduation except for students majoring / minoring in dance or exercise and sports science.

Students may receive a maximum of two credits for Intercollegiate Athletics (PED 470) or performance groups (PED 313, DAN 456) toward their health and physical learning requirement. An additional two hours of physical education/dance activity credits remain to fulfill their requirements for general education. The courses related to sports team participation (PED 313 and 470) are eligible for Pass/Fail grading only.

Pre-approved permission granted by the department head is required for students to repeat a physical education course for credit.

Exercise and Sports Science majors/minors are required to take all activity courses (note PED prefix) which fulfill the requirements for the Exercise and Sports Science major for a grade. Dance majors/minors are required to take all dance activity courses which fulfill the requirements for the Dance major for a grade. All dance and physical education activity courses taken to fulfill requirements for the Dance and Exercise and Sports Science majors may count toward graduation.

Exercise and Sports Science Major Program Goals

The programs of study leading to majors in Exercise and Sports Science are designed to

- promote a learning environment which is concurrently supportive and challenging;
- promote opportunities for students to gain disciplinary and interdisciplinary knowledge;
- provide opportunities for students to gain experiential knowledge and make connections with what they have learned through practicum experiences;
- provide opportunities for students to gain skills and knowledge in the use of technology as a tool for learning, working and communicating;
- provide experiences that prepare our students to pursue professional careers;
- provide experiences that prepare our students to pursue graduate and professional programs; and
- promote lifelong learning.

Student Learning Outcomes of the Exercise and Sports Science Major

For the **Health and Wellness Concentration** - Upon completion of the program, students will have the knowledge, skills, and dispositions to:

- demonstrate mastery of content knowledge, current disciplinary concepts, and tools of inquiry related to the influence of physical activity and exercise on health and performance;
- develop and communicate exercise prescriptive programs that appropriately address clients' needs, goals, and safety in both individual and group settings;
- demonstrate competence in varied exercise, motor, and sports skills;
- display effective exercise leadership skills for both groups and individuals participating in wellness programs;
- demonstrate proficiency in basic skills pertaining to clinical assessments, laboratory methods, sound experimental and analytical practices in exercise and sport sciences;
- utilize appropriate technology in exercise and sports science, health and wellness;
- exhibit professional dispositions as future leaders in the fields of exercise and sports science, and health and wellness; and
- continue their education, if desired, in graduate programs in exercise and sports science or related fields.

For the **Health and Physical Education Concentration** - Upon completion of the program, students will have the knowledge, skills, and dispositions to:

- exhibit competency in teaching as indicated by national and state beginning health and physical education teacher professional standards;
- demonstrate mastery of content and curricular knowledge, current disciplinary concepts, and tools of inquiry related to the development of a health and physical education professional;
- design and implement learning experiences that reflect best practice in health and physical education at elementary, middle and secondary levels in diverse and safe settings;
- demonstrate effective use of technology in exercise and sports science, health and physical education;
- displays a broad range of communication skills;
- demonstrate competence in varied exercise, motor, and sports skills;
- display continued learning, reflective practice, and professional development in the realm of health and physical education; and
- exhibit professional dispositions as future leaders in the field of health and physical education.

Exercise and Sports Science Major Offerings

The Bachelor of Science degree with a major in Exercise and Sports Science includes a 39 credit hour core curriculum and a concentration in Health and Wellness or Health and Physical Education (which with additional coursework can lead to North Carolina K–12 teaching licensure). The department also offers a minor in exercise and sports science.

CAREER DIRECTIONS

The **Exercise and Sports Science major** is designed for students who wish to pursue careers in exercise and sport, or who wish to seek further specialization through graduate school. The program of study focuses on foundational, as well as organizational and administrative principles, wellness, skilled movement, and sport. Students are provided with opportunities to integrate, reflect, and apply disciplinary concepts and principles in the field of exercise and sports science. Graduates may seek entry-level positions as sports and exercise specialists in wellness centers, corporate/worksites fitness facilities, resorts or clubs, youth recreation programs, and community based sports centers or as physical educators in school settings. With additional education students may seek careers in exercise physiology, physical therapy, cardiac rehabilitation, sports medicine, sports psychology, recreation or occupational therapy, health and physical education teacher education, as well as many other areas of specialization.

The **Health and Wellness Concentration** program of study is designed for students who wish to pursue careers in areas of corporate fitness, health promotion, hospital-based rehabilitation, sport and/or fitness programs for children, youth, or adults, or who wish to seek further specialization through graduate study.

The **Health and Physical Education Concentration** program of study prepares students as health and physical educators. Students may prepare as candidates for North Carolina K-12 licensure; see specific requirements in the teacher education section of this catalogue. In addition to the core curriculum of 39 hours, the student will complete 18-25 credit hours, including skill acquisition, physical education methods, and professional education classes. Additional coursework is required to obtain licensure.

FACILITIES AND RESOURCES

Exercise and Sports Science majors have opportunities to study in various laboratory settings in addition to the classroom. While using varied cardiovascular and strength training equipment, ESS majors have opportunities to gain strength and conditioning concepts and skills in Meredith’s fitness center. The Human Performance Laboratory and the faculty and staff wellness program provide the Meredith community, in addition to area fitness enthusiasts and athletes the ability to receive up-to date evaluation of their cardiovascular risks, fitness and training status, as well as guidance on how to implement or expand physical fitness into their lives. Student majors will have the opportunity to apply valuable knowledge and skills while performing varied physiological assessments in the lab, as well as have opportunities to work with faculty to conduct research projects. Throughout the Exercise and Sports Science program, students have opportunities to apply their knowledge and skills in “real life” settings, including public schools, youth and senior centers, and community organizations.

Food and Nutrition Mission Statement

The Food and Nutrition undergraduate program is grounded in the basic sciences, providing a strong foundation to pursue graduate and professional studies, and a curriculum that promotes student leadership and encourages service to the profession and community. The program strives to inspire students to use the knowledge and skills they gain to promote optimal nutrition and well-being through the application of nutrition science to individuals and groups across the life span in a diverse and changing environment. The program fosters in students a global and holistic understanding of the interrelationships among human nutrition, wellness, food and its systems.

Student Learning Outcomes of the Food and Nutrition Undergraduate Program

Upon completion of the program, students will be able to:

- demonstrate mastery of Didactic Program in Dietetics (DPD) standards and guidelines as articulated by the Accreditation Council for Education in Nutrition and Dietetics (ACEND);
- communicate effectively using appropriate techniques and technology;
- advocate for optimal nutrition and well-being;
- demonstrate critical thinking skills;
- evaluate and interpret professional and lay literature in the field;
- participate in the process of research; and
- demonstrate leadership with integrity and social responsibility.

The **Food and Nutrition major** is designed for students with interests in normal and therapeutic human nutrition, nutrition research, foods, food science, and food service management. Graduates may work in a variety of professional settings, including hospitals and other healthcare settings, sports nutrition and wellness programs, community and public health departments, food and nutrition-related businesses and industries, and research. Majors are encouraged to gain experience in the field of nutrition and dietetics through on and off-campus volunteer and work experiences and with the Meredith College Nutrition and Wellness Association.

The **Didactic Program in Dietetics** at Meredith College is accredited by the Accreditation Council for Education in Nutrition and Dietetics (NCEND) of the Academy of Nutrition and Dietetics (AND), 120 South Riverside Plaza, Suite 2000, Chicago, IL, 60606-6995, (312) 899-0040 or (800) 877-1600. Graduates of this program are eligible to apply for accredited dietetic internship programs, the current pathway for completion of supervised practice requirements leading to registration in the field. AND DPD Verification from Meredith College requires a completed baccalaureate degree. It also requires a minimum QPR of 3.0 in all coursework to meet ACEND accreditation standards and guidelines. There is an internship shortage and acceptance into an internship is not guaranteed.

The **Meredith College Dietetic Internship** is an ACEND accredited program. Students enrolled in the dietetic internship acquire competence for an entry-level position in clinical nutrition, community nutrition, or food service management. Successful completion of the internship program will enable students to take the Registration Examination to become Registered Dietitians. Information is available from the Department of Nutrition, Health and Human Performance, John E. Weems Graduate School, and the College Website.

The department also offers a **Master of Science degree in Nutrition**. Details of the Master of Science Degree in Nutrition Program are published in a separate graduate catalogue. Information is available from the Department of Human Environmental Sciences, John E. Weems Graduate School, and the college website. The program is designed for students with a baccalaureate degree in foods, nutrition and related fields and those from unrelated fields meeting prerequisite coursework who are seeking advanced study in human nutrition. The program requires 34 credit hours, with a thesis or non-thesis option.

Majors in the Department of Nutrition, Health and Human Performance

Majors in Exercise and Sports Science

The Core Curriculum 39 hours

HED 210 Health, Risk, Appraisal and Prevention in Health . . .	3
HED 400 Influences and Evolution of Global Health	3
HED 420 Health Education Methods	3
BIO 322/342 Human Anatomy and Physiology & Lab.	4
ESS 200 Foundations of Physical Education, Sport and Fitness	3

ESS 214: Learning and Teaching Team, Individual and Dual Sports 1
 ESS 215: Learning and Teaching Recreation and Leisure Activities 1
 ESS 220 Principles of Strength Training and Conditioning . 2
 ESS 255 Lifespan Motor Development 3
 ESS 300 Issues and Management of Sport and Physical Education 3
 ESS 310 Exercise Leadership 3
 ESS 475 Motor Learning and Skill Performance 3
 ESS 482 Kinesiology 3
 ESS 485 Exercise Physiology 3
 ESS 487 Exercise Physiology Lab 1

Exercise and Sports Science with a Concentration in Health and Physical Education 57-64 hours

The Exercise and Sports Science Core Curriculum 39
 ESS 743 Teaching Physical Education in the Elem. School for the Physical Educator 3
 ESS 746 Teaching Physical Education for Individuals with Special Needs (K–12) 3
 ESS 747 Teaching Healthful Living in the Middle and Secondary School. 3
 EDU 460 Colloquium in Education or ESS 460 Senior Seminar. 2-3
 EDU 490 Observation and Directed Teaching or ESS 451 Practicum in Exercise and Sports Science. . . 3-9
 SOC 335 Race and Ethnic Relations or EDU 345 Language Minorities in K-12 Classrooms 3
 Physical education/dance activity elective beyond general education requirements:
 Choose 1 activity hour from one of the categories listed below (must be taken for a grade) 1
 Aquatics
 Fitness
 Dance
 ***Prior to graduation, students must show valid proof of First Aid/CPR certification

Additional Professional Education Requirements (for students pursuing K-12 Health and Physical Education licensure)

PSY 210 or 310, Developmental /Psych of Children and Adolescents. 3
 SOC 335 Race and Ethnic Relations or EDU 345 Language Minorities in K-12 Classrooms 3
 (included in health and physical education concentration)
 EDU 232 Schools and Social Change 3
 EDU 234 Teaching and Learning 3
 EDU 460 Colloquium in Education 3
 EDU 305 Web 2.0 Technologies for Public School Classrooms 1
 EDU 434 Inclusion and the Adolescent Learner 3
 EDU 436 Literacy and Learning in Content Area 3
 EDU 490 Observation and Directed Teaching 9
 (included in the health and physical education concentration)

Exercise and Sports Science with a Concentration in Health and Wellness 62 hours

The Exercise and Sports Science Core Curriculum 39
 FN 227 Nutrition 3
 ESS 282 Prevention and Care of Movement Injuries 2
 ESS 350 Topics in Exercise & Sports Science 3
 ESS 451 Practicum in Sport and Exercise Science 3
 ESS 460 Senior Seminar 2
 ESS 486 Exercise Prescription 3
 ESS 499 Research in Exercise and Sports Science 3
 Physical education/dance activity electives beyond general education requirements (must be taken for a grade). 4
 ***Prior to graduation, students must show valid proof of First Aid/CPR certification

Major in Food and Nutrition 76-77 hours

FN 124 Principles of Foods. 3
 FN 126 Principles of Foods Laboratory. 1
 FN 227 Introductory Nutrition 3
 FN 250 Perspectives in Nutrition. 2
 FN 260 Nutrition in Diverse Populations. 3
 FN 310 Food Service Management Systems I 3
 FN 311 Food Service Management System I Lab for FN . . 1
 FN 320 Food Service Management System II 4
 FN 330 Experimental Food Science. 3
 FN 336 Experimental Food Science Laboratory. 1
 FN 340 Nutritional Biochemistry and Metabolism 4
 FN 440 Med Nutr Assess, Thpy & Couns I 4
 FN 450 Med Nutr Assess, Thpy & Couns II. 4
 FN 480 Colloquium in Nutrition 1
 FCS 764 Methods of Teaching FCS 3
 CHE 111/141 General Chemistry I and Lab 4
 CHE 112/142 General Chemistry II and Lab. 4
 CHE 221/241 Organic Chemistry 1 and Lab. 4
 BIO 105/145 Modern Biological Concepts & Lab or BIO 110/151 Principles of Biology & Lab. 4
 BIO 251 Cell Biology 3
 BIO 322/342 Human Anatomy and Physiology and Lab or BIO 323/343 Vertebrate Physiology and Lab. 4
 BIO 334/344 Microbiology and Lab. 4
 MAT 245 Statistics I or MAT 248 Statistical Concepts and Methods for Mathematicians or PSY 200 Statistical Methods in Psychology. 3
 PSY 100 Introduction to Psychology. 3
 Electives chosen from the following 3-4
 BIO/CHE 200 + (3–4)
 PHY 100+ (3–4)
 FN 299 or 499 Research (3)
 FN 498 Honors Thesis (3)
 PSY 324 Conditioning & Behavior Modification (3)
 BUS 360 Principles of Marketing (3)
 ESS 482 Kinesiology (3)
 ESS 485/487 Exercise Physiology and Lab (4)
 RES 344 Biomedical Ethics (3)

MINOR IN EXERCISE AND SPORTS SCIENCE 18-20 HOURS

Core Courses 8 hours

- ESS 200 Foundation of Physical Education, Sport & Fitness (3)
- ESS 220 Principles of Strength Training and Conditioning (2)
- HED 210 Risk, Appraisal and Prevention in Health (3)
- Select from the following:8-10
- ESS 255 Lifespan Motor Development (3)
- ESS 282 Prevention and Care of Movement Injuries (2)
- ESS 300 Issues and Mgmt of Sport and Physical Education (3)
- ESS 310 Exercise Leadership (3)
- ESS 475 Motor Learning and Skill Performance (3)
- ESS 350 Topics in Exercise and Sports Science (3)
- ESS 482 Kinesiology (3)
- Prerequisites: BIO-322, BIO 342*
- ESS 485 Exercise Physiology (3)
- Prerequisites: BIO-322, BIO-342*
- ESS 486 Exercise Prescription (3)
- Prerequisites: BIO-322, BIO-342*
- ESS 487 Exercise Physiology lab (1)
- ESS 499 Research in Exercise and Sports Science (3)
- Prerequisite: MAT 211 or MAT 245*
- HED 400 Influences and Evolution of Global Health (3)
- HED 420 Health Education Methods (3)
- (Students pursuing teacher licensure may select from any of the above and those listed below):
- ESS 743 Teaching Physical Education in the Elementary School for the Physical Educator (3)
- ESS 746 Teaching Physical Education for Individuals w/ Special Needs (K-12) (3)
- ESS 747 Teaching Physical Education in the Middle and Secondary Schools (3)

Additional Physical Education/Dance Activity courses beyond general education requirements: 2 hours (must be taken for a grade)

MINOR IN FOOD AND NUTRITION 18-20 HOURS (assuming prerequisites have been met)

Core Courses 8 hours

- FN 227 Introductory Nutrition 3
- FN 250 Perspectives in Nutrition 2
- (Prerequisite: FN 227 Introductory Nutrition)
- FN 260 Nutrition in Diverse Populations. 3
- (Prerequisite: FN 227 Introductory Nutrition)

Students may select 10-12 additional hours from the following course offerings:

- FN 124 Principles of Foods. 3
- FN 126 Principles of Foods Laboratory 1
- FN 310 Food Service Management Systems I 3
- (Prerequisite: FN 124 (3), FN 126 (1);
- Corequisite: FN 311 (1) = (5))*
- FN 311 Food Svc Mgmt Sys I Lab for FN 1
- (Prerequisite: FN 124 (3), FN 126 (1); *Corequisite: FN 310 (3) = (7)*)
- FN 320 Food Service Management Systems II 4
- (Prerequisites: FN 124 (3), FN 126 (1), FN 310 (3), and FN 311 (1) = (8))
- FN 330 Experimental Food Sciences 3

(Prerequisites: FN 124 (3), FN 126 (1), FN 227 (3), BIO 110/151(4);

Corequisite:FN 336 (1) = (5) = (12))

- FN 336 Experimental Food Sciences Laboratory 1
- FN 340 Nutritional Biochemistry & Metabolism. 4
- (Prerequisites: FN 227 (3), CHE 111/141 (4), CHE 112/142 (4), CHE 221/ 241 (4), BIO 110/151 (4), BIO 251 (3) = (22))
- FN 440 Medical Nutritional Assessment, Therapy and Counseling (MNATC). 4
- (Prerequisites: FN 227 (3), FN 340 (4) or BIO 436/446 (4), BIO 110/151 (4), BIO 251 (3), BIO 322/342 (4) or 323/343 (4), CHE 111/141 (4), CHE 112/142 (4); CHE 221/ 241 (4) = (30))
- FN 450 MNATC II 4
- (Prerequisites: FN 227 (3), FN 340 (4), FN 440 (4), BIO 110/151 (4) BIO 251 (3), CHE 111/141 (4), CHE 112/142 (4); CHE 221/ 241 (4) = (30))

—For Exercise and Sports Science courses, see pages 150-152.

—For Health courses, see page 159-160.

—For Physical Education courses, see pages 177-179.

Political Science (see History and Political Science)

Psychology

Professors Aubrecht, Edwards, and Fairbank; Associate Professor O'Dekirk; Assistant Professor Morris.

Mission

Psychology is the scientific study of behavior and mental processes. In educating women to excel, both within and outside of the classroom, our psychology curriculum offers each student opportunities to develop a solid knowledge base in psychology, written and oral communication skills, information gathering skills, research and analytical skills, and interpersonal skills, plus an awareness of the practical applications of psychology, all of these grounded on an ethical foundation. Our primary goals include encouraging the personal and professional development of each student so that she may come to better understand herself and others. A major in psychology prepares women for a wide variety of careers, as well as for graduate training in psychology and related fields such as human services, education, business or law.

Student Learning Outcomes of the Psychology

Department

Upon completion of her program of study in psychology, a student will:

- demonstrate the appropriate use of important terms and concepts in psychology;
- demonstrate the appropriate use of ethical standards in psychology;
- demonstrate a sufficiently high level of both oral and written communication skills;
- demonstrate proficiency in information gathering skills;
- demonstrate the application of research and analytical skills;

- document the development of interpersonal skills; and
- apply her knowledge and skills in practical settings.

A Major in Psychology is good preparation for a wide variety of jobs, for graduate training in psychology and a desirable adjunct to career training in education, social work, business, art therapy, law, medicine and other fields.

FACILITIES AND RESOURCES

The psychology department is housed in Ledford Hall. It includes laboratory space and equipment for student research. It also includes clinic/laboratory space for the Meredith Autism Program.

The **Meredith Autism Program** provides Meredith students with a special opportunity to learn principles of behavior change and then to apply these principles to help very young children with autism and their families. Providing students with the opportunity to develop professional skills like these -- while they are still undergraduate students -- is very unusual among colleges and universities and makes the Meredith Autism Program a distinguishing feature of Meredith's Department of Psychology.

The psychology department has also established endowment funds to help support the MAP, research in psychology and other department needs.

ACADEMIC PROGRAMS IN PSYCHOLOGY

PSY 100 is a prerequisite for all courses with the exception of PSY 210, PSY 310 and PSY 312, for which either PSY 100 or EDU 234 can serve as a prerequisite.

Major in Psychology

Psychology 31 hours

- PSY 100 Introduction to Psychology. 3
(PSY 100 is a prerequisite for all other courses in psychology)
- PSY 200 Statistical Methods in Psychology. 3
- PSY 300 Research Methods in Psychology 4
- Experimental Psychology chosen from the following. 6
 - PSY 330 Neuropsychology (3)
 - PSY 332 Perception (3)
 - PSY 334 Animal Behavior (3)
 - PSY 430 History and Systems in Psychology (3)
 - PSY 432 Memory, Language and Cognition (3)
- Developmental/Social Psychology chosen from the following 6
 - PSY 210 Life Span Developmental Psychology (3), or
 - PSY 310 Psychology of Children and Adolescents (3)
(Choose PSY 210 or PSY 310 to meet 3 hours of this requirement.)
 - PSY 312 Psychology of Exceptional Individuals (3)
 - PSY 410 Social Psychology (3)
- Clinical Psychology chosen from the following. 6
 - PSY 320 Abnormal Psychology (3)
 - PSY 326 Health Psychology (3)
 - PSY 324 Conditioning and Behavior Modification (3)
 - PSY 420 Theories of Personality (3)
 - PSY 422 Psychological Testing and Evaluation (3)
 - PSY 424 Theory and Practice in Counseling (3)

- Electives in approved psychology courses 3
- Student Portfolio* 0
- Exit Examination*. 0

To help the student review and integrate her study of psychology, the requirements for a major in psychology include the successful completion of a Student Portfolio in Psychology to be compiled by each student, demonstrating her competency in the following areas: **(1)** knowledge base; **(2)** ethics; **(3)** communication skills; **(4)** information gathering skills; **(5)** research and analytical methods; **(6)** interpersonal skills; and **(7)** practical application. The Psychology Portfolio requires the successful completion of a Psychology Exit Examination. The Psychology Exit Examination is normally taken during the semester immediately preceding graduation.

** While the Student Portfolio in Psychology and the Psychology Exit Examination 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 a major in psychology.*

MINOR IN PSYCHOLOGY 18–21 HOURS

- PSY 100 Introduction to Psychology. 3
(PSY 100 is a prerequisite for all other courses in psychology)
- Statistics 3
If the statistics course is PSY 200 (Prerequisite PSY 100), these hours will count toward the 18 hours minimum in Psychology. Other statistics courses will not count as part of the 18 hour requirement
- Electives in psychology 12–15

Teacher licensure is available in B–K and K–6. See licensure requirements in the Department of Education listing.

— For Psychology courses, see pages 182–184.

Religious and Ethical Studies

Associate Professors Grimes and Suarez; Assistant Professor Benko

The department offers an innovative major in religious and ethical studies, a minor in religion and an interdisciplinary minor in ethics and the public interest.

The department's **purpose** is to encourage students to explore and to understand religious and ethical perspectives on human life. The study of religion and ethics in the liberal arts curriculum prepares students to live in our ever-expanding world where multiple religious and ethical perspectives inform the different ways in which people inhabit, experience and ultimately shape the world we all share. Living in a global context requires sensitive understanding and critical evaluation of religious identities: their texts and symbols, their histories and world-views, their social institutions and material practices. It also requires specific skills and methods to analyze the complex ways in which our culture and our various religious and ethical frameworks inform each other, as well as to negotiate interactions between different and often conflicting religious perspectives and values.

Student Learning Outcomes of the Religious and Ethical Studies Department

The department offers general education courses with the goal of developing students' basic religious and ethical literacy. The introductory courses (RES 101, 102, 103, 104 and 105) meet this goal, through enabling students to:

- understand the differences between practitioner perspectives and academic perspectives;
- utilize the common terminology and methodologies applicable to the study of religion and ethical theory;
- demonstrate critical, analytical and comparative thinking skills about the various dimensions of religion and ethical frameworks; and
- develop understanding and appreciation of one's own and others' religious beliefs and ethical perspectives.

The major in religious and ethical studies and minors build on this foundation in religious and ethical literacy through educating students in the various dimensions of scholarship in the field of religious studies and exploring the diversity of ethical values in various aspects of today's society, for example, in medicine and medical research, economics and the environment. Religious and ethical studies courses enable students to:

- demonstrate an ability to apply various methods and approaches to the academic study of religion;
- interpret texts recognizing the relevance of language, history, culture, and symbolism and ethical applications;
- analyze the complex ways religion, culture and history interconnect;
- demonstrate the ability to apply ethical concepts to disciplinary, professional and public issues or policy; and
- develop the ability to conduct and present research using appropriate academic criteria and approaches in the disciplines of religious and ethical studies.

The **major in religious and ethical studies** provides a versatile preparation for graduate study and/or a career in a wide variety of fields. The knowledge and critical thinking skills that students acquire prepares them for assuming leadership roles in careers in law, ministry, business, public policy, psychology, human services, writing, medical research, environmental studies, social work and others. The major is also an ideal second major, enhancing any other major at Meredith with the ability to deepen and expand their understanding of the religious and ethical issues in their area of study.

Students who wish to pursue advanced study or research in religious and ethical studies should consult with the department head and arrange for it through the special studies options listed on page 42.

Students may elect courses through the Cooperating Raleigh Colleges.

Major in Religious and Ethical Studies 30 hours

Required Courses	12
RES-102 World Religions	3
RES-103 Biblical Literature and History	3
RES-104 Religious Ethics and Social Issues OR	
RES-220 Ethics of Love and Justice.	3
RES-498 Honors Thesis in Religion OR	

RES-499 Senior Thesis in Religious and Ethical Studies	3
Elective courses in religious studies (select 9 hours from the following list):	9
RES-200 Intro. Topics in Religious and Ethical Studies.	3
RES-250 Religion and Film	3
RES-253 Judaism, Christianity, and Islam	3
RES-254 Intro to Asian Religions	3
RES-262 Jesus and the Gospels	3
RES-267 Christian Origins: From Cult to Empire	3
RES-268 Women and the Bible.	3
RES-285 Religion and Literature.	3
RES-299 Introduction to Research in Religious & Ethical Studies.	3
RES-342 Psychology of Religion	3
RES-346 Anthropology of Religion	3
RES-352 His. of Christian Thought and Ethics**	3
RES/HIS-385 Europe in the Middle Ages.	3
RES/HIS-387 Age of Renaissance/ Reformation	3
RES-400 Selected Topics in Religious and Ethical Studies	3
Elective courses in ethical studies (select 9 hours from the following list):	9
RES-104 Religious Ethics and Social Issues*.	3
RES-220 Ethics of Love and Justice*	3
RES-284 Sin, Satan and Evil**.	3
RES-343 Violence, War and Peace**.	3
RES-344 Biomedical Ethics	3
RES-345 Environmental Ethics.	3

The department will accept 3 credit hours of department approved Ethical Perspectives courses from other departments in lieu of department courses in ethical studies. Students are encouraged to take both RES 104 and RES 220, but only one of the two is required. Students must take 9 credit hours in courses at the 300-400 level, in addition to the 499/498 research course.

* May be taken as fulfilling either the introductory course requirement for the major, or as an elective, but cannot be counted as fulfilling both.

** May be taken to fulfill either a religious or ethical studies elective, but cannot be counted as fulfilling both.

See pages 89-90 for a description of the interdisciplinary minor in Ethics and the Public Interest.

MINOR IN RELIGION 18 HOURS

Two 100 Level Courses	6
One 200 Level Course.	3
One 300 Level Course.	3
Two electives above the 100 level	6

At least one course must focus on a non-western/eastern religious tradition. Courses which meet this criterion include RES 102 and RES 254. In addition the department may designate RES 200 and RES 400 as meeting this requirement when the topic is appropriate.

— For Philosophy courses, see page 176–177.

— For Religion courses, see pages 184–186.

Social Work

Professor Bishop, Instructor Rabon

Major in Social Work

Meredith offers a Bachelor of Social Work (BSW). The BSW is a professional degree, the only baccalaureate degree that prepares graduates for entry into professional social work practice and into MSW programs at the advanced standing level.

The undergraduate major in social work is accredited by The Council on Social Work Education. Certification for teaching at all levels may be combined with a major in social work.

Student Learning Outcomes for Social Work

Upon successful completion of the Meredith College Social Work Program, each BSW graduate will:

- Identify as a professional social worker and conduct herself accordingly
- Apply social work ethical principles to guide professional practice
- Apply critical thinking to inform and communicate professional judgments
- Engage diversity and difference in practice
- Advance human rights and social and economic justice
- Engage in research-informed practice and practice-informed research
- Apply knowledge of human behavior and the social environment
- Engage in policy practice to advance social and economic well-being and to deliver effective social work services
- Respond to contexts that shape practice
- Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

Social Work graduates have accepted positions in departments of social services, public school systems, hospitals and other health and mental health settings, long-term care facilities, domestic violence and sexual abuse agencies, programs for abused and neglected children, and services to the aging. A growing number of BSW graduates apply and are accepted to advanced standing in MSW programs in North and South Carolina, Virginia, Louisiana, and Maryland.

ACCREDITATION

The BSW degree is fully accredited by the Council on Social Work Education and prepares students for entry level professional generalist social work practice.

Life and Work Experience: The program does not grant credit for life and work experience in lieu of required social work courses.

ADMISSIONS

Students who declare the major in social work must be formally admitted to the social work program before completing more than 12 hours of social work (SWK) courses. See social work program director for admissions criteria and procedures. Only social work majors

who have been formally admitted to the program may enroll in social work practice courses (SWK 390, 394, 398) and the field practicum and concurrent field instruction seminar (SWK 490, 491).

Social Work 61 hours

BIO 105 Modern Biological Concepts	3
BIO 145 Biological Concepts Laboratory	1
SOC 230 Principles of Sociology	3
PSY 100 Introduction to Psychology	3
PSY 200 Statistical Methods in Psychology OR MAT 245 Statistics I	3
POL 100 American Political Systems	3
SWK 100 Introduction to Social Work	3
SWK 200 Human Diversity and Social Justice	3
SWK 220 Human Behavior for Social Work Practice-Birth- Adolescence	3
SWK 225 Human Behavior for Social Work Practice-Adulthood- Death	3
SWK 330 Social Welfare Policy	3
SWK 350 Selected Topics in SWK	2
SOC/SWK 374 Social Research Principles	3
SWK 390 Generalist Social Work Practice with Individuals .	3
SWK 394 Generalist Social Work Practice with Families and Groups	3
SWK 398 Generalist Social Work Practice with Macro Systems	3
SWK 480 Preparation for Social Work Field Practicum . . .	1
SWK 490 Social Work Field Practicum	12
SWK 491 Field Practicum Seminar	3

Social Work Minor 19 hours

SWK 100 Introduction to Social Work	3
SWK 200 Human Diversity and Social Justice	3
SWK 220 Human Behavior for SWK Practice-Birth to Adolescence	3
SWK 225 Human Behavior for SWK Practice-Adulthood through Death	3
SWK 330 Social Welfare Policy	3
SWK 350 Selected Topics in Social Work (select 2 courses)	4

—For Social Work courses, see pages 187–188.

Sociology

Associate Professor L. Brown, Coordinator of Sociology; Assistant Professor Hess

Meredith offers a Bachelor of Arts (BA) with a major in sociology and a major in criminology.

In Criminology, students apply sociological theory and research to the study of crime. The nature and causes of crime, the prevalence of various types of crime, the problems associated with measuring crime, and mechanisms for the control of criminal behavior are relevant to this major. This program seeks to develop a professional orientation that will be relevant both to occupational goals and to participation as a citizen in community affairs.

As part of the Criminology major, students will work in a community internship or service placement with a law enforcement agency or other relevant public or private organization. As a result of these workplace opportunities students will learn more about the field of crime prevention and also make connections that may help them find careers in the field after graduating.

In Sociology, the program encourages within students the development of social consciousness and an understanding of people, both as unique individuals and as members of a particular culture and society. Courses are designed to present multiple perspectives as a solid foundation for employment or for continued study in graduate schools of sociology, social work, and other related fields.

Field projects, community internships, volunteer experiences, service learning and cooperative education placements are available to students to provide them with the knowledge and experience helpful in planning careers. Students are also encouraged to take a career planning seminar offered through the Career Center.

Student Learning Outcomes for Sociology and Criminology

Graduates well grounded in sociology and criminology will be able to:

- know basic and theoretical frameworks within sociology and/or criminology;
- understand and be able to utilize the sociological imagination;
- connect primary supporting research with theoretical positions in the field;
- engage in critical thinking skills that distinguish individual and institutional actions and outcomes; and
- demonstrate the application of research and analytical skills.

RESOURCES

The Dedmon Sociology research lab, located in 205A Joyner Hall, offers several computers for school work, a small library of sociology books and journals, and a meeting place for students to gather casually for study or dialogue between classes.

CAREER DIRECTIONS

Following graduation, sociology majors have entered graduate programs or have found careers in legal services, research institutes, teaching, urban ministries, public relations, job/community development, and in community agencies serving a wide range of target populations or policy issues.

Students seeking community internships or advanced research opportunities in sociology or social work should consult with an appropriate faculty member to arrange for a special studies option. Students may elect courses through the Cooperating Raleigh Colleges in areas of their special interests.

Criminology majors can obtain entry level law enforcement jobs with the federal, state and local agencies. Students can pursue careers in

police work, Department of Corrections, Probation and Parole, victim services, or federal jobs such as Immigration Customs Enforcement (ICE) or with state agencies like the Department of Motor Vehicles (DMV). Students also may choose to attend graduate school or law school.

Major in Criminology

Criminology 48 hours

SOC 230 Principles of Sociology	3
SOC 231 Social Problems	3
SOC 336 Criminology	3
SOC 374 Social Research Methods	3
SOC 489 Social Theory	3
SOC 496 Applied Research	3
MAT 245 Statistics I	3

Criminology Electives chosen from the following. 9

At least 3 hours of Criminology Electives at the 400 level must be chosen.

SOC 242 Deviance and Society (3)
SOC 335 Race and Ethnic Relations (3)
SOC 342 Juvenile Delinquency (3)
SOC 437 Corrections (3)
SOC 442 The Color of Crime (3)
SOC 446 Drugs and Society (3)

General Sociology Electives 6

Courses in SOC, but not listed in Criminology Electives above.

At least 3 hours of General Sociology Electives at the 400 level must be chosen.

Political Science Electives 3

POL 300 Law and Society (3)
POL 301 Constitution and Rights (3)
POL 305 Public Administration (3)
POL 340 State and Local Governments (3)

Related Electives chosen from the following. 9

Electives may not be used to fulfill more than one requirement in the major.

POL 100 American Political Systems (3)
POL 300 Law and Society (3)
POL 301 Constitution and Rights (3)
POL 305 Public Administration (3)
POL 340 State and Local Governments (3)
PSY 320 Abnormal Psychology (3)
CS 101 Beginning Programming (3)
CS 156 Web Site Design and Management (3)
FRE 206 Intermediate French II (3)
SPA 206 Intermediate Spanish II (3)
LEG 400 Legal Survey (3)
LEG 401 Legal Research (3)

Major in Sociology

Sociology 36-39 hours

SOC 230 Principles of Sociology	3
SOC 374 Social Research Principles	3
MAT 245 Statistics I OR PSY 200 Statistical Methods in Psychology	3
<i>Prereq for PSY 200: PSY 100 (3)</i>	
SOC 489 Social Theory	3

SOC 496 Applied Research	3
Electives chosen from the following	21
<i>At least 6 hours SOC electives at the 400 level must be chosen.</i>	
SOC 231 Social Problems (3)	
SOC 260 Cultural Anthropology (3)	
SOC 271 Home & Housing in Mexico (1)	
Or SOC 272 Culture and Family in Mexico (1)	
Or SOC 273 Education and Family in Mexico (1)	
SOC 299 Into to Research in Sociology (1-3)	
SOC 332 Human Sexuality (3)	
SOC 335 Race and Ethnic Relations (3)	
SOC 336 Criminology (3)	
SOC 338 Sociology of Families (3)	
SOC 340 Sociology of Aging (3)	
SOC 341 Sociology of Religion (3)	
Or SOC 346 Anthropology of Religion (3)	
SOC 360 Media, Self and Society (3)	
SOC 420 Gender and Society (3)	
SOC 430 Population Dynamics (3)	
SOC 431 Social Stratification (3)	
SOC 437 Corrections (3)	
SOC 440-449 Selected Topics in Sociology (3)	
SOC 498 Honors Thesis in Sociology (3)	
SOC 499 Research in Sociology (1-3)	

Double Major in Criminology and Sociology 60 hours

SOC 230 Principles of Sociology	3
SOC 231 Social Problems	3
SOC 336 Criminology	3
SOC 374 Social Research Methods	3
SOC 489 Social Theory	3
SOC 496 Applied Research	3
MAT 245 Statistics I	3

Criminology Electives chosen from the following 9

At least 3 hours of Criminology Electives at the 400 level must be chosen.

SOC 242 Deviance and Society (3)
SOC 335 Race and Ethnic Relations (3)
SOC 342 Juvenile Delinquency (3)
SOC 437 Corrections (3)
SOC 442 The Color of Crime (3)
SOC 446 Drugs and Society (3)

General Sociology Electives 18

Courses in SOC, but not listed in Criminology Electives above. At least 6 hours of General Sociology Electives at the 400 level must be chosen.

Political Science Electives 3

POL 300 Law and Society (3)
POL 301 Constitution and Rights (3)
POL 305 Public Administration (3)
POL 340 State and Local Governments (3)

Related Electives chosen from the following. 9

Electives may not be used to fulfill more than one requirement in the major.

POL 100 American Political Systems (3)
POL 300 Law and Society (3)
POL 301 Constitution and Rights (3)
POL 305 Public Administration (3)

POL 340 State and Local Governments (3)
PSY 320 Abnormal Psychology (3)
CS 101 Beginning Programming (3)
CS 156 Web Site Design and Management (3)
FRE 206 Intermediate French II (3)
SPA 206 Intermediate Spanish II (3)
LEG 400 Legal Survey (3)
LEG 401 Legal Research (3)

Minors in Sociology

Crime and Justice Studies Minor 21 hours

SOC 230 Principles of Sociology	3
POL 100 American Political Systems	3
SOC 336 Criminology	3
POL 930 or SOC 930 Internship (Open to Juniors and Seniors).3	

Electives chosen from the following 9

SOC 335 Race and Ethnic Relations (3)
SOC 242 Deviance and Society (3)
SOC 342 Juvenile Delinquency (3)
SOC 437 Corrections (3)POL 300 Law and Society (3)
POL 300 Law and Society (3)
POL 301 Const & Rights of Americans (3)
POL 305 Intro to Public Administration (3)
POL 340 State and Local Government Systems (3)
HIS 215 American History Since 1876 (3)

Sociology Minor 18 hours

SOC 230 Principles of Sociology required	3
At least one SOC elective at the 400-level	3

Open electives in sociology

(see electives with restrictions above) 12

Teacher licensure is available in B–K and K–6. See licensure requirements in the Department of Education listing.

—For Sociology courses, see pages 188-191.

Spanish (see Foreign Language and Literature)

Theatre (see Dance and Theatre)

Course Descriptions

Subject Codes				
ACC . . . Accounting	CS . . . Computer Studies	FMD . . . Fashion Merchandising and Design	ITA . . . Italian	PSY . . . Psychology
ARB . . . Arabic	DAN . . . Dance	FN . . . Foods and Nutrition	LAT . . . Latin	RES . . . Religious and Ethical Studies
ART . . . Art	DAT . . . Dance and Theatre	FRE . . . French	LEG . . . Legal Studies	SCI . . . Science
BIO . . . Biology	ECO . . . Economics	FYE . . . First Year Experience	MAT . . . Mathematics	SOC . . . Sociology
BK . . . Birth–Kindergarten Licensure	EDU . . . Education	GEO . . . Geoscience	MRE . . . Medieval & Renaissance Studies	SPA . . . Spanish
BUS . . . Business	ENG . . . English	GER . . . German	MUA . . . Applied Music	SWK . . . Social Work
CD . . . Child Development	ENS . . . Environmental Studies	HED . . . Health	MUE . . . Music Ensembles	THE . . . Theatre
CHE . . . Chemistry	EPI . . . Ethics in the Public Interest	HIS . . . History	MUS . . . Music	
CHI . . . Chinese	ESS . . . Exercise and Sports Science	ID . . . Interior Design	PED . . . Physical Education	
COE . . . Cooperative Education	FCS . . . Family & Consumer Science	IDS . . . Interdisciplinary Studies	PHI . . . Philosophy	
COM . . . Communication	FL . . . Foreign Language		PHY . . . Physics	
CPS . . . Career Planning			POL . . . Political Science	

Accounting

ACC-220 Financial Accounting (3.00 cr.) *(Fall and Spring, Course Offered Every Year)*

A study of basic accounting principles, accounting cycle, and preparation, interpretation, and analysis of financial statements. Not open to freshmen except by permission of the Department Head.

ACC-221 Managerial Accounting (3.00 cr.) *(Fall and Spring, Course Offered Every Year)*

The analysis of financial data for managerial decision making; interpretation of accounting data for planning and controlling business activities. Prerequisite: ACC-220.

ACC-325 Accounting Procedures, Systems, and Controls (3.00 cr.) *(Fall, Course Offered Every Year)*

A study of the technical aspects of accounting, basic accounting procedures, accounting cycle, and business transactions. Use of special journals and subsidiary ledgers, standard setting, professional ethics, and an introduction to the use of computerized accounting software. Prerequisite: ACC-220.

ACC-330 Intermediate Accounting I (3.00 cr.) *(Fall, Course Offered Every Year)*

The development of corporate financial accounting theory and its application to in-depth problems of financial statement account valuation, analysis of working capital, and determination of net income. Also included is a study of the development of accounting concepts and principles. Prerequisite: ACC-220 with a C or better or with instructor's permission.

ACC-331 Intermediate Accounting II (3.00 cr.) *(Spring, Course Offered Every Year)*

A continuation of ACC-330, featuring topics such as income measurement and valuation issues related to plant assets, short and long-term liabilities, stockholders' equity and dilutive securities. Related professional literature will be analyzed. Prerequisite: ACC-330 with a C or better.

ACC-333 Cost Accounting (3.00 cr.) *(Spring, Course Offered Every Year)*

The analysis of cost factors and their relationships to production, emphasizing cost procedures and information systems; standard costs and variance analysis. Prerequisite: ACC-221.

ACC-336 Federal Taxation of Individuals (3.00 cr.) *(Fall, Course Offered Every Year)*

A comprehensive interpretation and application of the federal income tax code as it pertains to the determination of taxable income and computation of tax liability for individuals. Prerequisite: ACC-220.

ACC-337 Federal Taxation of Corporations and Partnerships (3.00 cr.) *(Spring, Course Offered Every Year)*

A comprehensive interpretation, analysis, and application of the federal income tax code as it pertains to the determination of taxable income and tax liability for corporations, partnerships, estates, and trusts. Prerequisite: ACC-336.

ACC-430 Government and Non-profit Accounting (3.00 cr.) *(Spring, Course Offered Every Year)*

An introduction to the fundamentals of fund accounting and related topics of budgeting, financial reporting, auditing, and effective financial administration of state and local governments, colleges and

universities, health care providers, and voluntary health and welfare organizations. Prerequisite: ACC-220.

ACC-436 Selected Topics in Accounting (3.00 cr.)
(Varies, Contact Department Head)

A study of professional presentation and disclosure requirements related to investments, deferred compensation plans, leases, foreign currency transactions and translation, income tax allocations, pensions, and statement of cash flows; discussion of new and pending pronouncements by the Financial Accounting Standards Board. Prerequisite: ACC-331.

ACC-438 Auditing (3.00 cr.)
(Fall, Course Offered Every Year)

A study of auditing theory, practices, and procedures encompassing audit objectives, standards, evidence, internal control, professional ethics, and legal responsibility. Related materials of professional importance will be used. May be taken without prerequisite class with permission of the instructor. Prerequisite: ACC-325.

ACC-498 Honors Thesis in Accounting (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An in-depth endeavor that complements and enhances classroom learning. It is an active participation by students and faculty in the creation, discovery, and examination of knowledge through various methods of inquiry and analysis within the various disciplines of accounting. The project must meet Honors Program thesis requirements as well as expectations of business faculty. Open to seniors in the Honors and/or Teaching Fellows Programs only.

ACC-499 Research in Accounting (1.00–3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An in-depth endeavor that complements and enhances classroom learning. It is an active participation by students and faculty in the creation, discovery, and examination of knowledge through various methods of inquiry and analysis within the various disciplines of business. It represents a study or investigation conducted by an undergraduate that makes an intellectual contribution to business. Junior or senior standing only. May be repeated for credit for a maximum of six credit hours.

Arabic

This program of offerings is not available in 2012-13. Contact the Department Head for additional information.

ARB 101, Elementary Arabic I (3.00 cr.)
(Varies, Contact Department Head)

The first of two Arabic language courses. Students will focus largely on Arabic script recognition, listening exercises, and proper pronunciation. Students will also study basic grammatical structures and texts in Modern Standard Arabic (MSA), enhancing communication and listening skills (using both MSA and Egyptian Arabic). A proficiency-based course that includes all four language skills (speaking, listening, reading, and writing). Prerequisites: none. (Any student with prior experience in Arabic should contact the instructor for an informal placement test.)

ARB 102, Elementary Arabic II (3.00 cr.)
(Varies, Contact Department Head)

The second of two Arabic language courses. A proficiency-based course covering all four language skills (speaking, listening, reading, and writing). Emphasis is placed on active use of the language in and outside of class. In addition, students will also learn about aspects of Arab culture through Arabic-language media and Arabic-related web sites. Prerequisite: Arabic 101 or equivalent. (Any student with prior experience in Arabic should contact the instructor for an informal placement exam.)

Art

ART-101 Drawing I (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of basic drawing techniques and fundamental concepts and relationships within the pictorial composition. Studio fee assessed.

ART-110 2D Design Concepts, Color and Composition (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An exploratory study of the basic elements and principles of two-dimensional design through creative image generation using a variety of media and the study of the theory of color and light as perceived by the human eye. Color properties, systems, mixing, symbolism and psychology are studied through experimentation with materials and visual elements used by the artist and designer. Studio fee assessed.

ART-111 3D Design Concepts and Structure (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An introduction to the elements and principles of three-dimensional design. The various degrees of three-dimensional form are explored through reliefs to works that are in-the-round. Both fine and applied art objects are constructed in a variety of materials and construction processes. Students develop their sensitivity and awareness of spatial environments that transfer into many other fields and disciplines. Studio fee assessed.

ART-130 Photography I (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Introduces the use of the camera, lighting, and composition; dark-room techniques for developing black and white film, making contact prints and enlargements; print finishing and presentation. Emphasis upon the use of the photographic process as an artistic medium. Students must have a 35mm or 120 film size camera with adjustable focusing, shutter speeds and lens openings. Studio fee assessed.

ART-142 History of Architectural Interiors & Furnishings (3.00 cr.)
(Fall, Course Offered Every Year)

A study of architectural interiors and furnishings from antiquity to present. Relationship of architecture, art, and furniture styles to interiors. Survey of contemporary furniture designers. Also offered as ID-142.

ART-144 Interior Design I (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An exploration of the basic elements and principles of interior

design. Includes application of design principles to human environments. Emphasis on design solutions relevant to human needs. Introduction to architectural drawing. Six studio hours per week. Also offered as ID-144. Prerequisites or corequisites: ART-101 or ART-110. Also offered as ID-144.

ART-160 Ceramics I (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Basic understanding of construction in clay is accomplished through hand building, throwing on the wheel, and experimental techniques. Glazing and firing are integral elements of the course. May be repeated for credit. Studio fee assessed.

ART-180 Computer Literacy for Design (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

In this course students will become knowledgeable about how to use the computer as a tool for design solutions. Students will explore basic design principles with typography and image manipulation. Students will work with their own art and images to learn how to efficiently and economically scan, manipulate, digitize, organize, design, and print their own artwork with the computer. Students will learn basics of the editing software Adobe Photoshop, InDesign, Illustrator and web design software. Successful completion of this course demonstrates technology fluency requirements. Studio fee assessed.

ART-192 Concepts in Graphic Design (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course is designed to provide an introduction to visual principles as the basis of graphic design and typography to convey meaning, strategies for idea generation and development of unique concepts, and the designer's role as visual storyteller. Students will become familiar with a variety of tools and techniques used to produce professional work in the field of graphic design, and they will be introduced to basic skills in industry-standard software applications, such as Adobe Illustrator, Photoshop, and InDesign. Successful completion of this course demonstrates technology fluency requirements. Studio fee assessed.

ART-201 Drawing II (3.00 cr.)

(Fall, Course Offered Every Year)

An extension of the concepts and techniques encountered in Drawing I. Color is introduced through various media. May be repeated once for credit to explore additional media, techniques and processes with permission of instructor. Studio fee assessed. Prerequisite: ART-101.

ART-210 Painting I (3.00 cr.)

(Fall, Course Offered Every Year)

An introduction to basic oil painting techniques. May be repeated for credit. Studio fee assessed. Prerequisites: ART-101, ART-110.

ART-221 Survey Western Art: Ancient-Early Renaissance (3.00 cr.)

(Fall, Course Offered Every Year)

A survey of the history of western architecture, sculpture, and painting from circa 2400 B.C. to 1500 A.D. In addition to examining art within

its historical context and exploring human cultural diversity, students will gain fundamental skills of visual analysis, acquiring the vocabulary and concepts needed to discuss works of art orally and in writing.

ART-222 Survey Western Art: High Renaissance-Modern (3.00 cr.)

(Spring, Course Offered Every Year)

A survey of the history of western architecture, sculpture, and painting from circa 1450 to the post-modern present. In addition to examining art within its historical context and exploring human cultural diversity, students will gain fundamental skills of visual analysis, acquiring the vocabulary and concepts needed to discuss works of art orally and in writing.

ART-230 Photography II (3.00 cr.)

(Spring, Course Offered Every Year)

An extension of the concepts and techniques encountered in ART-130, with an emphasis on the pursuit of photography as a fine art form. May be repeated for credit. Studio fee assessed. Prerequisites: ART-130.

ART-242 Graphic Design and Typography (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course provides students an intensive introduction into the fundamental principles of graphic design and typography with an emphasis on the relationship between form and communication as a means to visual problem-solving. The focus will be on developing the ability to skillfully manipulate communicative tools such as hierarchy, typography, color, composition, scale, and rhythm, to visually communicate a message in a meaningful and powerful way. Visual explorations take place through the creation of theoretical and applied projects, which are designed to aid in the development of a working creative process. These assignments will be supplemented by short readings, lectures, critiques and class discussions aimed at fostering critical engagement with the visual work produced in class, as well as providing an introduction to graphic design theory and history. Studio fee assessed. Prerequisites: ART-110, ART-192 (or ART-180).

ART-248 Illustration (3.00 cr.)

(Varies, Contact Department Head)

The development of technical rendering skills for the illustrator or designer using various media and materials, including ink, colored pencil, and marker. Studio fee assessed. Prerequisites: ART-110 or ID-243.

ART-251 Printmaking I (3.00 cr.)

(Spring, Course Offered Every Year)

An introduction to basic concepts and techniques of printmaking. The students will be challenged to think conceptually, as well as demonstrate their knowledge of the elements and principles of design. Studio fee assessed. Prerequisites: ART-101 and ART-110.

ART-270 Fibers (3.00 cr.)

(Fall, Course Offered Every Year)

An introduction to techniques of surface design on fabric. Through production of one-of-a-kind textile pieces, students learn fabric processes such as dyeing, painting, stamping, stenciling, screen

printing, seriti, batik and tie-dye and digital printing on fabric. The course also includes study of contemporary and historical textiles from around the world. May be repeated for credit. Studio fee assessed. Prerequisite: ART-110.

ART-280 Topics in Art and Architecture (3.00 cr.)

(Fall or Spring, Course Offered Every Year)

Rotating topics focused on the art and architecture or art historical theory and methods from western or non-western cultures. An emphasis is placed on understanding art in context, critical thinking, and building skills of visual literacy as well as oral and written communication. May be repeated for credit.

ART-299 Introduction to Research in Art (1.00–3.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course will provide opportunities for freshmen and sophomores to pursue original research in the field of art. In conjunction with a faculty member, the student will formulate and execute a research project at an intermediate level of complexity. The project will require a culminating experience appropriate to the field of artistic study, such as a paper or artistic object or performance and a presentation or exhibition. A research proposal form completed by the student and the faculty mentor is required. Prerequisites: ART-101, ART-110 and ART-221 or ART-222.

ART-301 Figure Drawing (3.00 cr.)

(Spring, Course Offered Every Year)

This studio course is an introduction to life drawing for the intermediate drawing student. Working from a model, students will develop an understanding of the structure, proper proportion and anatomy of the human figure. This course will also explore the expressive potential of the human form. Prerequisite: ART 101.

ART-310 Painting II (3.00 cr.)

(Fall and/or Spring, Course Offered Every Year)

An extension of the concepts and techniques encountered in ART-210 with an emphasis on furthering skill and individual expression. May be repeated for credit. Studio fee assessed. Prerequisite: ART-101, ART -110, ART-210.

ART-315 History of Costume (3.00 cr.)

(Fall, Course Offered Every Year)

A study of the history of European and American costume in relation to religious, political, technological, and artistic movements from the Egyptian period [2700 B.C.] to the 20th century. Also offered as FMD-315.

ART-323 Topics in Art History (3.00 cr.)

(Spring, Course Offered Every Year)

Designed to provide a variety of specific upper-level art history studies. Topics are chosen from four major periods: ancient, medieval, renaissance, and baroque. Beyond gaining an understanding of the historical and theoretical foundations of the art works from a particular period, students will also become acquainted with many other contextual factors, including aspects of religious, social, political, and economic life. May be repeated for credit. May be taken

without prerequisite courses with instructor's consent. Prerequisites: ART-221 or ART-222.

ART-324 Topics in Modern Art History (3.00 cr.)

(Fall, Course Offered Every Year)

A variety of subjects related to art, women, and contemporary aesthetic and societal issues will be addressed. Beyond gaining a better understanding of the historical and theoretical foundations of modern art, this course seeks to help each student become more proficient in analytical and critical skills of thinking and writing. Topics are on rotation and may be repeated for credit. May be taken without prerequisite courses with instructor's consent. Prerequisites: ART-221 or ART-222.

ART-330 Photographic Techniques & Processes (3.00 cr.)

(Fall, Course Offered Every Year)

The emphasis in this course will vary by semester through exploration of different photographic techniques and processes. The student will work to achieve distinctive personal style for portfolio development. [ART-230 is not required to take this course.] May be repeated for credit. Studio fee assessed. Prerequisite: ART-130.

ART-342 Digital Imaging I (3.00 cr.)

(Fall, Course Offered Every Year)

Developing and executing visual concepts for publications such as magazines, booklets, and newsletters will be the emphasis in this course. Aesthetics, terminology, technical considerations, and materials will be covered. Studio fee assessed. Prerequisites: ART-130 and ART-180 or ART-192.

ART-344 Advanced Graphic Design (3.00 cr.)

(Spring, Course Offered Every Year)

This course hones students' abilities to explore advanced visual communication problems that integrate typographic, photographic, and historical concepts in graphic design with an emphasis on the relationship between form and communication as a means to visual problem-solving. Projects reflect applications with specific audiences, contexts, and production criteria. Visual explorations take place through the creation of theoretical and applied projects. These assignments will be supplemented by short readings, lectures, critiques and class discussions aimed at fostering critical engagement with the visual work produced in class. Studio fee assessed. Prerequisites: ART-110, ART-192 (or ART-180), and ART-242. May be repeated for credit.

ART-345 Advanced Typography (3.00 cr.)

(Fall, Course Offered Every Year)

This course encourages students to solve design problems by creating typographic solutions as the primary vehicle for expressive and functional communication. Students strengthen skills in building typographic relationships and detail and creating sophisticated typographic layouts, including dynamic use of the grid. Emphasis is placed on typographic systems and publication design. Visual explorations take place through the creation of theoretical and applied projects. Studio fee assessed. Prerequisite: ART-242.

ART-351 Printmaking II (3.00 cr.)*(Spring, Course Offered Every Year)*

An in-depth examination of mixed media processes and how contemporary artists are using them. This may include a variety of processes, engraving, pronto plates, aquatints, dry-point and monotype. May be repeated for credit with permission from the instructor. Studio fee assessed. Prerequisites: ART-101, ART-110, and ART-251.

ART-360 Interactive Design (3.00 cr.)*(Fall, Course Offered Every Year)*

This course explores the technical and conceptual aspects of web design and basic animation through a series of problem-solving processes. The course stresses the basics of web graphic and interactive web-based environments that demonstrate an understanding of navigation, design, usability, and functionality within a creative framework. Emphasis will be placed on the research and development of effective graphic interfaces and information architecture. Students will explore ways that animation/interactive design and digital imaging can complement experiences in various disciplines. Studio fee assessed. Prerequisite: ART-180 or ART-192.

ART-362 Ceramics II (3.00 cr.)*(Spring, Course Offered Every Year)*

An extension of the techniques and concepts encountered in ART-160. Emphasis will be placed on gaining depth of experience and a personal approach. May be repeated for credit. Studio fee assessed. Prerequisite: ART-160.

ART-365 Sculpture (3.00 cr.)*(Fall, Course Offered Every Year)*

An introduction to sculptural forms and object making. Traditional and contemporary materials and processes will be explored that may include: clay modeling, hot and cold casting, wood or stone carving, hot and cold metal fabrication and assembling, and mixed-media. Relationships between concept, visual organization and materials are studied. This course may be repeated for credit to investigate additional media, techniques and processes to develop a more advanced body of work and personal narrative. Studio fee assessed. Prerequisites: ART 101, ART-110, ART 111 or ART-160.

ART-396 Junior Seminar (2.00 cr.)*(Spring, Course Offered Every Year)*

All junior level art majors must complete this course prior to taking Art 496 Professional Studio Practices and/or 497 Senior Exhibition. Students will review and assess strengths in their work and identify areas for additional studies in upper level studio courses and/or research during their senior year. This seminar course includes ethical reflection which explores contemporary and historical topics relating to professional careers and ethical codes, aesthetic theory and artistic practices, the creative process, and post graduate studies. This course is Writing Intensive (WI). Art History minors are exempt from taking this course. Prerequisites: The student must have enough credit hours to be deemed a Junior and have declared a major in Art.

ART-400 Circus Design Studio at Meredith (3.00 cr.)*(Fall, Course Offered Every Year)*

This course is a working in-house graphic design studio managed and staffed by advanced graphic design majors and a full-time faculty member to work with campus and community clients. The purpose of Circus Design Studio is to assess needs in the department, college, and local community and to fulfill those needs through the design and implementation of various print and interactive collateral. The Studio's mission is to produce high quality design for events, services, and programs of clients. Studio fee assessed. Prerequisites: ART-242, ART-344, ART-345, Graphic Design major and Senior Status, or permission of instructor. May be repeated for credit.

ART-405 Colton Review (3.00 cr.)*(Spring, Course Offered Every Year)*

This course provides a real-world design experience that includes collaborating with the English Department to produce a printed document, The Colton Review, A Journal of Art and Literature, for Meredith College. Students work in teams to fulfill the roles of art director(s) and graphic designers. Prerequisites: ART-192 or ART-180, ART-242, and ART-444 or permission of instructor. May be repeated for credit.

ART-444 Special Topics in Graphic Design (3.00 cr.)*(Fall, Course Offered Every Year)*

This course provides students with advanced research in graphic design special topics. The topic of this course may vary from semester to semester. Each course focuses on various issues in the field of graphic design and allows students to pursue individual projects related to the subject of the course. Projects reflect applications with specific audiences, contexts, and production criteria. Special emphasis is placed on the social/cultural role graphic designers play in their communities and their world. Visual explorations take place through the creation of theoretical and applied projects. These assignments will be supplemented by short readings, lectures, critiques and class discussions aimed at fostering critical engagement with the visual work produced in class. Studio fee assessed. Prerequisites: ART-110, ART-192 (or ART-180), and ART-242. May be repeated for credit.

ART-460 Advanced Interactive Design (3.00 cr.)*(Spring, Course Offered Every Year)*

This advanced course builds on the fundamentals presented in ART 360 Interactive Design. It is designed to explore creative and communicative experiences as they apply to experimental screen-based projects, digital branding, strategy, and design developed for various content, needs, and audiences. Emphasis will be placed on problem-seeking/problem-solving processes using industry-standard interactive applications. Studio fee assessed. Prerequisite: ART 360. Open to Graphic Design majors; others with permission of instructor.

ART-480 Digital Photography (3.00 cr.)*(Spring, Course Offered Every Year)*

This advanced-level course provides students with a strong foundation in the latest digital workflow methods, from advanced digital

capture and image editing to master digital printing. Emphasis is placed on exploring digital photography as a medium for creative expression. A digital SLR camera with at least 5-megapixel resolution, histogram display and manual capability (adjustable shutter speeds and lens openings) is required for this course. A limited number of digital SLR cameras are available for student use on a rotating basis for students without cameras. Studio fee assessed. Prerequisites: ART-130, ART-180 or ART-192, ART-342 or ART-344.

ART-490 Senior Project in Graphic Design (3.00 cr.)
(Spring, Course Offered Every Year)

The senior project is a capstone class for Graphic Design majors, which integrates the accumulated skills and knowledge obtained and cultivated previously in the curriculum. By developing a unique semester-long project, students have the opportunity to engage present and future professional interests. Student projects are self-initiated, self-defined, and self-directed. The scale of proposed project (scope and reach) and its final articulation (context, content, and form) are to be developed and executed through consultation with the instructor. All Graphic Design majors should register for this course during their senior year. Students graduating in the Spring should take the course in the semester that they graduate. Students who graduate in the Fall should take the course the semester before they graduate. Studio fee assessed. Prerequisites: Graphic Design major and Senior Status.

ART-491 Professional Practices and Portfolio Development in Graphic Design (3.0 cr.)
(Spring, Course Offered Every Year)

In this course, students will develop a professional portfolio of work, create a self-identity system, design a business application suite, and explore graphic design business practices. Working individually with the instructor, each student reviews representative projects that showcase personal methodology and demonstrates overall conceptual abilities and technical competencies within their work. Professional design practices, such as the development of a resume, cover letter and business contracts, preparing for interviews, presenting and selling yourself, working with clients, and producing a unique self-promotional portfolio piece will also be addressed. All Graphic Design majors should register for this course during their senior year. Students graduating in the Spring should take the course in the semester that they graduate. Students who complete their degree in the Fall should take the course the semester before they graduate. Studio fee assessed. Prerequisites: Graphic Design major and Senior Status. Corequisite: ART-490.

ART-494 Senior Project: Art History Thesis (3.0 cr.)
(Fall and Spring, Course Offered Every Year)

Open to junior and senior Art History minors, Medieval & Renaissance Studies minors or others with permission. In conjunction with a faculty mentor, the student will research an in-depth exploration of an art history topic and write a formal research paper. The student will orally present the topic and her conclusions in a public forum.

ART-495 Portfolio Photography (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course provides students with the basic information necessary for making high quality digital photographs of both two-dimensional and three-dimensional artwork. Emphasis is placed on the preparation and presentation of a professional digital portfolio. Topics include use of the digital 35mm SLR camera, the copy stand, lighting, metering with a gray card, exposure, depth-of-field, and preparing digital slide files. Students should complete the course with excellent skills for photographing all types of artwork. Studio fee assessed. Prerequisite: Senior Status.

ART-496 Professional Studio Practices (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

All Studio Art majors should register for this course during their senior year in their last semester. Students will be instructed on the basic business practices of art, understand the legal rights and procedures for the artist, practice presentation and marketing methods, prepare a portfolio of work, be informed about a wide range of art careers and graduate study opportunities, develop strategies for success post-graduate in chosen concentration area, and demonstrate technical mastery by exhibiting work in a juried group exhibition. Prerequisites: ART-396 and Senior status in their last semester.

ART-497 Senior Exhibition (1.00-2.00 cr.)
(Fall and Spring Semesters Offered Every Year)

This course will provide students with practical experience in the installation and exhibition of a juried body of work. They will work collaboratively to execute and delegate the many tasks involved with the implementation of the exhibition. These tasks include work preparation, publication planning, publicity, statement writing, opening food preparations, and all areas of installation- hanging and layout of work, lighting, signage, etc. Students will be responsible for all aspects of exhibition planning and installation. The governing concept of the exhibition is an acknowledgement and celebration of the student's accomplishments in the Department of Art. Studio fee assessed. Prerequisites: ART 396 and senior status, and ART 496 for Studio Art majors. Taken during their last semester.

ART-498 Honors Thesis in Art (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Open to seniors or qualified juniors in the Honors and/or Teaching Fellows programs majoring in art. In conjunction with a faculty mentor, the student will formulate and execute an original research project at an advanced level of complexity that will culminate in a paper, artistic object or performance, and an exhibition or presentation. The project must meet Honors Program thesis requirements as well as the expectations of the art department faculty. Prerequisites: ART-101, ART-110 (for studio-based projects only), ART-221 and ART-222.

ART-499 Junior & Senior Research in Art (1.00-3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Open to junior and senior majors and minors, or others with permission. In conjunction with a faculty mentor, the student will formulate

and execute an original research project at an advanced level of complexity that will culminate in a paper or artistic object or performance and an exhibition or presentation. The precise nature of the culminating activity is dependent upon the artistic field and inquiry of study as deemed appropriate by the faculty mentor. A research proposal form completed by the student and the faculty mentor is required. May be repeated for credit for a total of six semester hours. Prerequisites: ART-101, ART-110 (for studio-based projects only), ART-221 or ART-222.

ART-734 Teaching and Methods: Foundations of Art Education (3.00 cr.)

(Course Offered Every Third Semester)

All Art Education, pre-art therapy, and students working toward licensure in art education are required to complete this course. Students will learn about the history of art education and various educational movements that have impacted the teaching of art in the public schools. Students will investigate various teaching methodologies appropriate for Pre-K – high school students through research, practicum situations, and extensive early field experiences. The developmental stages as they impact artistic development in students, the teaching of art to diverse and exceptional students, theories of art instruction, art room practices, and issues and trends. Prerequisites: 15 hours of studio courses.

ART-735 Teaching and Methods: Art PreK-5 (3.00 cr.)

(Course Offered Every Third Semester)

The relationship between creative behavior and child growth through the visual arts is developed through research, practicum situations, and extensive early field experience. Methods for teaching exceptional children are also studied. Curriculum development is an integral part of the class. Twelve hours of studio art must be completed prior to registering for this class. Offered in rotation with ART-734, ART-736. Studio fee assessed. Prerequisites: ART-221 or ART-222.

ART-736 Teaching and Methods: Art in Grades 6-12 (3.00 cr.)

(Course Offered Every Third Semester)

A study of teaching methodologies appropriate for middle and high school students through research, practicum situations, and extensive early field experiences. Attention is given to adolescent development and its effect on creative visual development and the need for visual expression. Art health hazards, computer competencies and curriculum development are among topics covered. Twelve hours of studio art must be completed before registering for this course. Studio fee assessed. Offered in rotation with ART-734 and ART-735. Prerequisites: ART-221 or ART-222.

Biology

BIO-105 Modern Biological Concepts (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

An introduction to biological concepts designed for non-science majors. This course presents the central principles of biological theory: Cell structure and metabolisms, reproduction, genetics, biodiversity, ecology and evolution in relation to current issues. The

course provides students with an understanding of the living world through the process of science. Three lecture hours per week. Corequisite: BIO-145. Students may only receive credit for one of the following: BIO 105/145 or BIO 110/151.

BIO-110 Principles of Biology (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

An introductory biology course designed for students with interest in pursuing a major in science. This course provides a rigorous scientific basis for the central concepts of biology and prepares students with a foundation for further study. Areas of study include biochemical aspects of cells, eukaryotic cellular structure, principles of cellular reproduction, mechanisms of inheritance, and processes of energy production and utilization. Three lecture hours per week. Corequisite: BIO-151. Students may only receive credit for one of the following: BIO 105/145 or BIO 110/151.

BIO-145 Modern Biological Concepts Laboratory (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

An introductory laboratory designed for non-science majors. Laboratory exercises designed to illustrate the principles considered in BIO-105. Topics include cellular structure, respiration and photosynthesis, ecological relationships, DNA structure and function, cellular reproduction, genetics, and evolution. Meets two hours per week. Corequisite BIO-105. Students may only receive credit for one of the following: BIO 105/145 or BIO 110/151.

BIO-151 Principles of Biology Laboratory (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

An introductory laboratory designed for students with interest in pursuing a major in science. Laboratory exercises designed to illustrate the principles considered in BIO-110. Topics include cellular structure, respiration, photosynthesis, DNA structure and function, cellular and organismal reproduction, and genetics. Meets two hours per week. Corequisite: BIO-110. Students may only receive credit for one of the following: BIO 105/145 or BIO 110/151.

BIO-203 Disease, Death and Sex in the Middle Ages (3.00 cr.)

(Summer, Course Offered Every Year)

This course investigates how epidemic diseases shape human societies, and how continued cultural and technological innovation create conditions favorable for such epidemics. Two disease complexes constitute the primary focus of the course: Black Death for the Middle Ages and Syphilis for the Renaissance. These will also serve as historical models for understanding current emerging diseases such as HIV, SARS, West Nile Virus, Mad Cow, and Ebola. Prerequisite: Any lab science course.

BIO-204 Women in Science (3.00 cr.)

(Fall, Course Offered Odd Numbered Years)

A course that delves into the role of women in science throughout history. Students will examine the relationships of women to society in general and to science as it evolved through changing societies. The lives of an assortment of women who contributed to scientific advance will be examined. Three lecture hours per week. Prerequisite: any Laboratory science.

BIO-205 Biology and Society (3.00 cr.)*(Fall, Spring, and Summer, Course Offered Every Year)*

Recent advances in biology and medicine are creating many new and complex social issues and conflicts. Developing a community of concerned responsibility to resolve these issues requires an understanding of the underlying biological principles involved and of the various potential solutions. Through a series of selected topics Biology and Society will present the pertinent basic biological concepts and will foster discussion of values and issues involved in making personal decisions about each topic. Prerequisite: Any lab science course.

BIO-208 Human Anatomy and Physiology I (3.00 cr.)*(Fall and Summer, Course Offered Every Year)*

A lecture course on the functional anatomy of human cells and tissues, organization of the body, the integument, the skeletal system, muscular system, nervous system and sensory structures. The perspective of the course is on the relationship between structure and function, adaptation through evolution, and homeostasis. Three lectures per week. Corequisites: BIO-248. Students can only receive credit for one of the following: BIO-208/248, BIO-322/342 or BIO-323/343.

BIO-209 Human Anatomy and Physiology II (3.00 cr.)*(Spring and Summer, Course Offered Every Year)*

A lecture course on the functional anatomy of the endocrine system, reproductive system, digestive system, respiratory system, excretory system, and circulatory system. The perspective of the course is on the relationship between structure and function, adaptation through evolution, and homeostasis. Three lectures per week. Prerequisite: BIO-208, BIO-248. Corequisite: BIO-249

BIO-211 Plant Biology (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

This course emphasizes the evolution, morphology, physiology, systematics, and ecology of land plants as well as fungi and algae. Three lectures per week. Prerequisites: BIO-110, BIO-151. Corequisite: BIO-241.

BIO-215 Tropical Ecosystems (3.00-4.00 cr.)*(Summer, Course Offered Odd-Numbered Years)*

An interdisciplinary field biology course with focus on tropical ecosystems, natural history, and conservation. The ecological complexity of the tropics, the patterns of species diversity and the types of species interactions that characterize these systems are discussed, as well as how these ecological processes are affected by human activities. The approach is experiential, with emphasis on developing scientific skills of observation, analysis, and critical thinking, and applying them to field research. Study abroad course. Prerequisites: BIO-110 and BIO-151; or other Lab Science upon permission by instructor.

BIO-222 Animal Biology (2.00 cr.)*(Fall and Spring, Course Offered Every Year)*

A comparative phylogenetic study of protozoans and animalians. For each taxon structural and functional consideration will be given to the systems of maintenance, activity, and continuity. The course will also emphasize the ecology, behavior, and evolution of each

group. Prerequisites: BIO-110, BIO-151. Corequisite: BIO-242. Three lecture hours per week.

BIO-225 Environmental Science (4.00 cr.)*(Fall, Course Offered Even-Numbered Years)*

Application of scientific principles to the study, conservation, and management of the environment with emphasis on critical thinking and problem solving used to study this broad field. Three class hours and three laboratory hours per week. Prerequisite: Any lab science course.

BIO-241 Plant Biology Laboratory (1.00 cr.)*(Fall and Spring, Course Offered Every Year)*

Laboratory study of plants to illustrate and supplement lecture material presented in BIO-211. Laboratory exercises will deal with life cycles and morphology of the major groups of the plant kingdom, anatomy and morphology of higher plants, and experiments in plant physiology. Three laboratory or field trip hours per week. Prerequisites: BIO-110, BIO-151 Corequisite: BIO-211.

BIO-242 Animal Biology Laboratory (2.00 cr.)*(Fall and Spring, Course Offered Every Year)*

Laboratory studies include specific reference to classification, structure, function, ecology and phylogeny of the major animalians. Special emphasis is placed on the observation of living animals. Three laboratory hours per week. Prerequisites: BIO-110, BIO-151. Corequisite: BIO-222.

BIO-248 Human Anatomy and Physiology I Laboratory (1.00 cr.)*(Fall and Summer, Course Offered Every Year)*

Students examine the functional anatomy of cells and tissues; the organization of the body; homeostasis; the integument; the skeletal system, histology and development of bone; micro anatomy and physiology of muscle; origin, insertion and actions of muscles, articulations and body movement; functional organization and histology of the nervous system and sensory structure including the integument, nose tongue, ear and eye; light microscopy; physiological recording of simple muscle contractions, electromyographs, and reflex arcs; bone surface features; and cat or sheep dissection of muscle, the brain, and the eye. Three laboratory hours per week. Corequisites: BIO-208. Students can only receive credit for one of the following: BIO-208/248, BIO-322/342 or BIO-323/343.

BIO-249 Human Anatomy and Physiology II Laboratory (1.00 cr.)*(Spring and Summer, Course Offered Every Year)*

Students examine the functional organization and histology of the endocrine system, reproduction in the male and female; hormonal control of reproduction; functional organization and histology of the digestive system (including digestion, absorption and utilization), gas exchange, urinary system, and circulatory system; physiological recordings to include spirometry, respirometry, urinalysis, blood pressure, plethysmography, and electrocardiography; and, cat or sheep dissection of the heart and kidney. Three laboratory hours per week. Prerequisites: BIO-208, BIO-248. Corequisite: BIO-209.

BIO-251 Cell Biology (3.00 cr.)*(Fall, Spring, and Summer, Course Offered Every Year)*

The fundamental unit of life is the cell; therefore, cell biology forms the base upon which all modern biology and medicine is built. This course provides advanced study of microscopy and associated techniques such as freeze-fracture, fractionation, centrifugation, immunofluorescence, and cell fusion. Both prokaryotic and eukaryotic cells will be covered but the course will emphasize eukaryotic cells. Topics covered will include: cell chemistry, bioenergetics, enzymes, membranes, transport across membranes, endomembrane system, cell junctions, respiration, photosynthesis, cell cycle, cell division, information flow, gene regulation and expression, cytoskeleton, motility, contractility, signal transduction, cellular aspects of the immune response, and the cellular aspects of cancer. Three lecture hours per week. Prerequisites: BIO-110, BIO-151, CHE-111, CHE-141.

BIO-252 Human Genetics (3.00 cr.)*(Fall, Course Offered Odd-Numbered Years)*

A presentation of the basic concepts of human genetics including discussion of fundamental genetic principles, impacts of recent advances, and ethical issues related to human genetics. MAT-144 is a recommended prerequisite. Three lectures per week. Prerequisite: Any laboratory science.

BIO-254 Evolution of Biological Systems (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

A study of the emergence and history of life on earth. Emphasis is put on the mechanisms that result in evolutionary change at the cellular, population, and ecosystem level. Areas covered include genetics, population ecology, speciation, and extinction. Three lecture hours per week. Prerequisites: BIO-110, BIO-151.

BIO-256 Techniques in Microscopy (1.00 cr.)*(Fall, Course Offered Even-Numbered Years)*

The microscope and microscopy [techniques] are central to the development and practice of modern biology. This course provides an historical outline of microscopy and a review of its modern techniques. Topics included are phase-contrast, interference, fluorescence, confocal, scanning electron, and transmission electron microscopy. One practicum hour per week. Prerequisites: BIO-110, BIO-151.

BIO-258 Techniques in Tissue Culture (1.00 cr.)*(Spring, Course Offered Every Year)*

A presentation of current methods in plant tissue culture. Discussion and research experiments to develop understanding and expertise in such areas as: sterile technique, plant propagation, nutritional effects, isolation and fusion of protoplasts, and other current plant tissue culture techniques. Three practicum hours per week. Prerequisites: BIO-110, BIO-151.

BIO-299 Research Development (1.00 - 2.00 cr.)*(Fall and Spring, Course Offered Every Year)*

A research development and seminar course in which freshman and sophomore level students will be introduced to processes and mechanisms for conducting original laboratory, field, or library based

research. Students are required to present their findings orally and in written form. May be repeated for credit for a maximum of four semester hours. Prerequisites: BIO-110, BIO-151.

BIO-311 Histology (4.00 cr.)*(Spring, Course Offered Odd-Numbered Years)*

A combined lecture-laboratory course. The microanatomy of mammalian tissues and organs at both the light and electron microscope level are surveyed. Histology by its nature is highly visual, therefore, lecture and laboratory work will be integrated into a unified format. Students are introduced to the basics of microscopy and micro-technique, and are responsible for tissue and organ recognition and critical interpretation. Students are given a comprehensive set of prepared slides for detailed study. Three lecture-laboratory hours per week. Prerequisites: BIO-110, BIO-151, BIO-222, BIO-242

BIO-314 Medical Parasitology (4.00 cr.)*(Spring, Course Offered Even-Numbered Years)*

A combined lecture-laboratory course. This course is a comprehensive investigation of protozoan, helminth, and arthropod parasites with special emphasis to those of medical and veterinary importance. The techniques of parasitology are covered, including egg sedimentation, life cycle studies, animal necropsy, and the use of taxonomic keys. Students are given a comprehensive set of prepared slides for detailed study. Prerequisites: BIO-110, BIO-151, BIO-222, BIO-242

BIO-321 Comparative Vertebrate Anat. (2.00 cr.)*(Fall, Course Offered Odd-Numbered Years)*

A course in the comparative morphology of protochordates and vertebrates. The sequence of study includes protochordate origin, vertebrate origin, vertebrate diversity, early embryology, and the comparative morphology of vertebrate organ systems. The evolutionary and developmental history of vertebrates will be of major importance. Three lectures per week. Prerequisites: BIO-110, BIO-151, BIO 222, BIO 242. Corequisite: BIO-345.

BIO-322 Human Anatomy and Physiology (3.00 cr.)*(Spring and Summer, Course Offered Every Year)*

Study of the structure and function of the major tissues, organs, and organ systems of the human body. Three lectures per week. Corequisite courses: BIO-342. . Students can only receive credit for one of the following: BIO-208/248, BIO-322/342 or BIO-323/343.

BIO-323 Vertebrate Physiology (3.00 cr.)*(Fall, Course Offered Even-Numbered Years)*

A comprehensive study of the principal processes involved in vertebrate cells, tissues, and organ systems, including circulation, respiration, excretion, acid-base and fluid balances, digestion, reproduction, and muscle-nerve coordination and integration. Anatomy is studied as necessary to understand the functions of the different systems. Three lectures per week. Prerequisites: BIO-110, BIO-151, CHE-111, CHE-141, CHE-112, CHE-142. Corequisite: BIO-343. Students can only receive credit for one of the following: BIO-208/248, BIO-322/342 or BIO-323/343.

BIO-326 Principles of Ecology (3.00 cr.)*(Spring, Course Offered Even-Numbered Years)*

A study of the interactions between plants and animals and their environments. The effects of environmental factors on living systems are considered at the individual, population, and community levels. Three lectures per week. Prerequisites: BIO-110, BIO-151, CHE -111, CHE-141, MAT-211. Corequisite: BIO-346.

BIO-334 Microbiology (3.00 cr.)*(Spring and Summer, Course Offered Every Year)*

A course designed to provide a general understanding of the structure and function of bacterial cell types along with the application of bacteriology to certain medical, food, environmental and industrial processes. Three lectures per week. Prerequisites: BIO-110, BIO-151, BIO-251, CHE-111, CHE-141, CHE-112, CHE-142 Corequisite: BIO-344.

BIO-342 Human Anatomy and Physiology Lab (1.00 cr.)*(Spring and Summer, Course Offered Every Year)*

Students examine the structures of the human body by use of models, charts, and dissection of preserved and fresh animal organs. Also, experiments are used to demonstrate functional aspects of the major organ systems. Three laboratory hours per week. Corequisite: BIO-322. Students can only receive credit for one of the following: BIO-208/248, BIO-322/342 or BIO-323/343.

BIO-343 Vertebrate Physiology Lab (1.00 cr.)*(Fall, Course Offered Even-Numbered Years)*

Includes experimentation in cellular physiology, blood analysis and circulation, respiration, excretion, and neuromuscular function. Some dissection of preserved and fresh animal organs is required as necessary to understand organ functions. Three laboratory hours per week. Prerequisites: BIO-110, BIO-151, CHE-111, CHE-141, CHE-112, CHE-142. Corequisite: BIO-323. Students can only receive credit for one of the following: BIO-208/248, BIO-322/342 or BIO-323/343.

BIO-344 Microbiology Laboratory (1.00 cr.)*(Spring and Summer, Course Offered Every Year)*

A series of laboratory exercises chosen to acquaint students with procedures used in studying bacteria, including aseptic technique, culturing methods and staining techniques. Students isolate strains from natural habitats and also carry out exercises associated with food and medical microbiology. Three laboratory hours per week. Prerequisites: BIO-110, BIO-151, BIO-251, CHE-111, CHE-141, CHE-112, CHE-142 Corequisite BIO-334.

BIO-345 Comparative Vertebrate Anatomy Lab (2.00 cr.)*(Fall, Course Offered Every Year)*

A vertebrate dissection course. A comparative systems approach is used in the detailed dissection of the lamprey, dogfish shark, mudpuppy, and cat. The course also includes the microscopic and gross examination of hemichordates and protochordates. Three laboratory hours per week. Prerequisites: BIO-110, BIO-151, BIO-222, BIO 242. Corequisite: BIO-321.

BIO-346 Principles of Ecology Laboratory (1.00 cr.)*(Spring, Course Offered Even-Numbered Years)*

Laboratory studies of ecosystems to supplement lecture material presented in BIO-326 and illustrate some techniques involved in current ecological studies. Laboratory exercises will combine studies of plant, animal, and environmental interactions with experimental manipulations of selected ecosystems, Three laboratory or field trip hours per week. Prerequisites: BIO-110, BIO-151, CHE-111, CHE-141, MAT-211. Corequisite: BIO-326.

BIO-356 Techniques in Molecular Biology and Biotechnology (4.00 cr.)*(Fall, Course Offered Every Year)*

This course will cover the basic techniques used in molecular biology and biotechnology. The course has both lecture and laboratory components in which fundamental concepts and techniques will be presented and then practiced. The laboratory skill introduced in this class would be useful for students interested in pursuing graduate studies or employment in research laboratories, and those interested in environmental or health issues. Prerequisites: BIO-110, BIO-151, BIO-251, CHE-111, CHE-141, CHE-112, CHE-142.

BIO-358 Aquatic Field Studies (2.00 cr.)*(Fall, Course Offered Even-Numbered Years)*

This course provides experience in the techniques required for research in the aquatic environment. Aspects of organism identification, habitat classification, water chemistry, and sampling techniques will be included. One three-hour field meeting per week. Prerequisites: BIO-110, BIO-151, CHE-111, CHE-141, CHE-112, CHE-142, MAT-245 or MAT-248.

BIO-359 Terrestrial Field Studies (2.00 cr.)*(Spring, Course Offered Even-Numbered Years)*

This course provides experience in the techniques required for research in the terrestrial environment. Aspects of organism identification, community classification, soil study, and sampling techniques will be included. One four-hour field meeting per week. Prerequisites: BIO-110, BIO-151, CHE-111, CHE-141, CHE-112, CHE-142, MAT-245 or MAT-248.

BIO-399 Biology Seminar (1.00 cr.)*(Fall and Spring, Course Offered Every Year)*

An upper level seminar course that focuses on one of the major modern biological themes. One seminar hour per week. Prerequisite courses: Completion of 16 hours in the sciences.

BIO-421 Scanning Electron Microscopy (2.00 cr.)*(Spring, Course Offered Every Year)*

The course is a comprehensive introduction to the theory and use of the techniques of scanning electron microscopy. The course is for students from a variety of disciplines, including but not limited to biology, chemistry, art, and human environmental science. Topics include history of SEM, electron optics (gun, lenses, probes, current), electron beam interactions (scattering and volume), image processing and optimization, critical point drying, and sputter coating. Designed as an instrumentation course it is necessary that students gain hands

on knowledge of the SEM by completing a project. Each student will prepare a poster of her project results for presentation on the Day Celebrating Student Achievement. Three hours instruction per week. Prerequisites: BIO-110, BIO-151 or BIO-105, BIO-145. Junior or Senior status required. Enrollment must be limited to 10 students.

BIO-431 Genetics (3.00 cr.)

(Fall, Course Offered Every Year)

A course designed to provide an understanding of the principles of classical, population, and molecular genetics and the relationship of these principles to human heredity, agriculture, evolution, and selected environmental problems. MAT-144 or the equivalent is a recommended prerequisite. BIO-461 is a corequisite for Biology majors. Prerequisites: BIO-110, BIO-151.

BIO-436 Biochemistry I (3.00 cr.)

(Fall, Course Offered Every Year)

A study of the chemistry of biological systems including metabolic interrelationships, reaction rates, control mechanisms, and integration of these reactions within the structural framework of the cell. Also offered as CHE-436. Three lectures per week. Prerequisites: CHE-111, CHE-141, CHE-112, CHE-142, CHE-221, CHE-241, BIO-110, BIO-151, BIO-251.

BIO-438 Biochemistry II (3.00 cr.)

(Spring, Course Offered Every Year)

The second part of a 2-part course in Biochemistry, this advanced course is designed to prepare students for graduate study and careers in the fields of Biochemistry & Molecular Biology. The course will present topics in modern Biochemistry including bio-molecular structure, enzyme catalysis, bioenergetics, biosynthesis of bio-molecules, and culminate with a discussion of special topics such as cellular signal transduction. Three lectures per week. Prerequisites: BIO-110, BIO-151, BIO-251, CHE-111, CHE-141, CHE-112, CHE-142, CHE-221, CHE-241, CHE-222, CHE-242, BIO/CHE-436, BIO/CHE-446.

BIO-446 Biochemistry I Laboratory (1.00 cr.)

(Fall, Course Offered Every Year)

A collection of laboratory exercises designed to provide practical exposure to some of the general principles and methodology of biochemistry. Techniques include photometry, polarimetry, electrophoresis, centrifugation, and various chromatographic techniques. Also offered as CHE-446. Three laboratory hours per week. Prerequisites: CHE-111, CHE-141, CHE-112, CHE-142, CHE-221, CHE-241, BIO-110, BIO-153, BIO-251. Corequisite: BIO-436.

BIO-448 Biochemistry II Laboratory (1.00 cr.)

(Spring, Course Offered Every Year)

The second of a 2-part laboratory course in Biochemistry, this advanced course is designed to prepare students for graduate study and careers in the fields of Biochemistry & Molecular Biology. A collection of laboratory exercises designed to provide practical exposure to techniques in advanced enzyme kinetics & inhibition, structural biochemistry using mass spectrometry & NMR, and techniques in protein expression, purification & analysis, as well as molecular mod-

eling techniques. Three laboratory hours per week. Prerequisites: BIO 110, BIO-151, BIO-251, CHE-111, CHE-141, CHE-112, CHE-142, CHE-221, CHE-241, CHE-222, CHE-242, BIO/CHE-436, BIO/CHE-446. Corequisite: BIO-438.

BIO-461 Genetics Laboratory (1.00 cr.)

(Fall, Course Offered Every Year)

Collection of laboratory exercises designed to provide practical exposure to some of the general principles considered in BIO-431. Laboratory work will be based upon a number of organisms including bacteria, fungi, higher plants, fruit flies, and man. MAT-144 or the equivalent is recommended. Three laboratory hours per week. Prerequisites: BIO-110, BIO-151. Corequisite: BIO-431.

BIO-498 Honors Thesis in Biology (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

This is a research and seminar course in which junior or senior level students who are members of the Honors and/or Teaching Fellows Programs conduct original laboratory, field, or library based research. Students are required to present their research orally and in written form. The project must meet Honors Program thesis requirements as well as expectations of the biology faculty.

BIO-499 Senior Research (1.00 - 3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Senior Research is a research and seminar course in which junior and senior level students conduct original laboratory, field, or library based research. Students are required to present their research orally and in written form. It is recommended that BIO-299 is taken prior to enrollment in BIO-499. Prerequisite: permission by instructor.

Birth-Kindergarten Licensure

BK-337 Observation of Young Children (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

The history, philosophy, and practice of observing, documenting, and analyzing children's behavior within an ecological framework will be presented. Specific observational techniques to assess adult-child and child-child interactions, assessment of play, and environmental assessment will be presented. Students will develop an assessment portfolio for individual children. Prerequisites: CD-234, CD-334, ,PSY-210 or PSY 310.

BK-341 Variations in Early Development (3.00 cr.)

(Spring, Course Offered Every Year)

An examination of biological and environmental factors and their interactions as they impact the development of young children, and may interfere with typical growth and development. The effects of various risk factors, developmental delays or disabilities on patterns of development in the physical, cognitive, language, social-emotional, and adaptive domains will be discussed. Emphasis will be placed on low-incidence disabilities. Field experiences required. Prerequisites: PSY-210 or PSY-310, PSY-312, CD-234,. Prerequisite or corequisite: CD-340.

BK-342 Seminar: Meeting Individual Needs (1.00 cr.)*(Spring, Course Offered Every Year)*

This seminar gives students the opportunity to investigate current professional literature and integrate content from multiple courses and field experiences focused on meeting a wide variety of individual needs in early childhood environments. Student-led discussions will focus on applying principles of universal design, inclusion, and developmentally appropriate accommodations for children with disabilities and delays. Students will be introduced to Individualized Education Programs and will practice developing appropriate goals and objectives for children. Prerequisites: PSY-210 or PSY-310, PSY-312, CD-234, CD-334. Pre-requisite or corequisite: CD-340. Corequisite: BK-341.

BK-350 Emergent Literacy and Technology Integration (3.00 cr.)*(Spring, Course Offered Every Year)*

This course focuses on the development of reading and writing processes from birth through kindergarten and how technology can be integrated across the curriculum. This course gives students a deeper understanding of the theory, research and recommended practices behind emergent literacy, focusing on the development of reading and writing. Students will develop an initial electronic teaching portfolio and will conduct literacy and technology activities in inclusive preschool and kindergarten settings. Prerequisites: CD-234, CD-334, BK-337, and CD-345.

BK-445 Advanced Curriculum Development (3.00 cr.)*(Fall, Course Offered Every Year)*

This course will focus on the application of developmental theory to curriculum planning and developmentally appropriate practice; on linking assessment and curriculum planning; and on adapting and evaluating curriculum to promote the inclusion of young children of various developmental abilities. Students will examine the underlying theory related to the development of an integrated curriculum for young children and the various strategies that can be employed to develop a comprehensive curriculum. Specific ideas and strategies for planning and implementation will be discussed. Three hours of lecture and three hours of practicum each week. Prerequisites: BK-337, CD-345

BK-460 Clinical Internship: Infant/Toddler (3.00 cr.)*(Fall, Course Offered Every Year)*

Supervised clinical internship with infants and toddlers under the direction of a cooperating teacher with faculty supervision. Full-time teaching assignments with weekly seminars. Course fee assessed. Instructor's consent required. Prerequisites: CD-234, CD-334, CD-340, CD-345, CD-434, BK-337, BK-341, BK-342. Corequisites: BK-465, CD-434.

BK-465 Teaming and Collaboration (3.00 cr.)*(Fall, Course Offered Every Year)*

This seminar will introduce students to the function of interdisciplinary, multidisciplinary and transdisciplinary teams and the primary disciplines involved in the delivery of services to young children and their families. The role of the professional in assessment, planning, intervention, and case management will be examined as will the mechanisms whereby these services are coordinated, and the strategies for implementing interdisciplinary, and multidisciplinary and

transdisciplinary programs. Issues related to ethics and professional conduct will be discussed. Instructor's consent required. Prerequisites: CD-234, CD-334, CD-340, CD-345, CD-434, CD-438, BK-341, BK-342, BK-337. Corequisite: BK-460.

BK-469 Teaching and Leading (3.00 cr.)*(Spring, Course Offered Every Year)*

In this professional seminar, students will explore the role of teacher as leader and advocate by examining current research and recommended practice in BK teaching and leading. Topics will include professional learning communities, Recognition and Response (Response to Intervention for early childhood), preventing overrepresentation of racially diverse students in early intervention, working with children and families who are English language learners, issues in BK curriculum, service-learning with young children, using digital technology, and career paths in birth-kindergarten. In collaboration with the instructor, cooperating teachers and principals, students will select readings, lead discussions and host the seminar one time each in their student teaching sites. In addition, students will construct and lead a service-learning project with their pupils, and will lead one professional discussion or activity with the faculty in their schools. Students will reflect on their teaching and leadership. Corequisite: EDU-490.

Business

BUS-150 Business and Society (3.00 cr.)*(Fall, Course Offered Every Year)*

An introduction to business concepts, how they apply in daily life, and how they can be used to prepare for a career. Topics include leadership and motivation, entrepreneurship, personal financial planning, basic economic and accounting principles, marketing and ethics. BUS 150 fulfills the requirements for BUS 300 for Business School majors and minors. Business School majors and minors may not apply credit for both BUS 150 and BUS 300 toward the major or minor. Open to freshman only.

BUS-250 Applied Data Analysis for Business Decisions (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

The managerial use of statistical concepts and methods to address real world business problems. Emphasis is placed on the utilization of quantitative methods as applied to business decision making and operations. This course covers the applications of quantitative methods including risk statistics, average portfolio return, decision making under uncertainty, process control, customer satisfaction models, marketing research, time series analysis and forecasting, and yield management. Applications of technology for data analysis and management will be included as an integral part. Prerequisites: 3 credits in ACC/BUS/ECO recommended/and one math course – must be MAT 141 or higher.

BUS-300 Principles of Management (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

An introduction to the theory and application of management principles, skills, and functions in the achievement of organizational efficiency and effectiveness. Not open to freshmen.

BUS-310 International Business (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

A study of the policies, institutions, and practices of international business and trade, with emphasis on the global integration of the United States' economy; international commercial and financial practices; international marketing and management techniques; differences in the cultural environment and customary business methods; and the role of multinational corporations. Prerequisites: BUS-150 or BUS-300; BUS-360, ECO-100.

BUS-340 Business Law and Ethics (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

An examination of the legal and regulatory environment of business, including ethics and the place of law in society. Not open to freshmen.

BUS-343 Operations Management (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

The management of operating systems in both goods manufacturing and service producing industries. Topics included are trade-off analysis, process analysis, workplace methods, production and inventory control systems, capacity planning, operations strategies, technology-driven information systems, information technology management, and decision support systems. This course makes extensive use of case studies in operations management. Prerequisites: ACC 220, BUS 250 or MAT-245; BUS-150 or BUS 300, ECO 101.

BUS-348 Organizational Behavior (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

An analysis of individual and work group characteristics and those organizational factors which influence human behavior within the organizational setting. Topics include organizational culture, motivation and reward systems, and leadership practice, with a major focus on business ethics and ethical decision making. Prerequisite: BUS-150 or BUS-300. Not open to freshmen.

BUS-350 Human Resource Management (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

An examination of the principles, practices, and underlying theories of human resource management in relation to employee selection, training, motivation, and remuneration; interpersonal and group relationships; manpower planning. Prerequisite: BUS-150 or BUS-300. Not open to freshmen.

BUS-352 Training and Development (3.00 cr.)*(Fall, Course Offered Every Year)*

A study of the principles of training and development, training needs, assessment, training solutions to organizational problems, skill training, different training options, and ways of integrating new behavior and attitudes into the organizational system. Prerequisite: BUS-300. Not open to freshmen.

BUS-360 Principles of Marketing (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

An introduction to the principles, institutions, and techniques associated with the distribution of goods and services from the producer to the consumer. Not open to freshmen.

BUS-361 Consumer Behavior (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

A study of the impact of such factors as personality, motivation, perception, learning, attitudes, cultural and social influences, and life-style changes on buying behavior. A review of sociological, psychological, and economic models of behavior will be included. Prerequisite: BUS-360.

BUS-365 Marketing Research (3.00 cr.)*(Fall, Course Offered Every Year)*

An examination and application of the process of planning a research project, gathering and analyzing secondary and primary data, and reporting (in writing and orally) the results for decision-making purposes. Applicable to those interested in social and behavioral sciences as well as business. Prerequisites: BUS 250, BUS-360.

BUS-369 International Marketing (3.00 cr.)*(Spring, Course Offered Every Year)*

An examination of the economic, political, legal, and social constraints on marketing abroad and an analysis of the management and operational strategies of firms engaged in international marketing. Special emphasis is on differences between start-up operations and established multinational firms. Prerequisite: BUS-360.

BUS-370 Corporation Finance (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

A study of the principles of optimal financial policy in the acquisition and management of funds by the profit maximizing firm; the application of theory to financial decisions involving cash flows, capital structure, and capital budgeting. Prerequisites: ACC-221, BUS 250, ECO-101.

BUS-380 Business Practicum (2.00 cr.)*(Fall and Spring, Course Offered Every Year)*

Supervised employment which provides students the opportunity to gain practical, professional experience in conjunction with their academic development. Limited to junior or senior majors in the School of Business with a minimum overall GPA of 2.0. May be repeated for credit up to a maximum of 8 hours, of which only 3 credits may count toward a major in Business Administration. May not be taken simultaneously with BUS 480, BUS 481, COE-302 or COE 403. Credit toward the Business Administration major will not be given for both BUS 380 and BUS 480. Pass/Fail grading only. Instructor's consent required.

BUS-452 Compensation and Benefits (3.00 cr.)*(Spring, Course Offered Every Year)*

A study of the principles of compensation and benefits, job analysis and job evaluation, market surveys and their effects on pay structure, performance pay and incentives, benefits, services, and the comparable worth issue. Prerequisite: BUS-350.

BUS-455 Staffing (3.00 cr.)*(Fall, Course Offered Every Year)*

An examination of critical staffing activities including job analysis, job descriptions, performance measurement, recruitment and selection, employment and termination. The primary focus will be on enhancing organizational performance through strategic planning of the recruitment and retention processes. An emphasis on economic volatility and how to adapt employment practices to demographics, competition demands, and changes made by legislation. Considerable use of HR metrics and quantitative analysis of HR functions. Prerequisite: BUS-350.

BUS-458 Employee Relations Management (3.00 cr.)*(Spring, Course Offered Every Year)*

A study of the principles of recruiting, selection, and retention of employees and the laws that pertain to them in the workplace, including the employer-employee relationship, discrimination, affirmative action, and government regulation. Not open to freshmen.

BUS-466 Sales Management (3.00 cr.)*(Fall Course Offered Every Year)*

An analysis of professional selling practices with emphasis on the selling process and sales management. It will include the foundations of selling, the selling process, the difference in selling to organizational customers and to the ultimate customer, and the management of the sales function. Students will be required to make several presentations. Prerequisite: BUS-360.

BUS-467 Advertising and Sales Promotion (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

An examination of the creative process, from strategy to execution, of advertising and promotional materials. Students will be required to develop the strategies, media plans, and draft executions of advertising and promotion materials. Prerequisite: BUS-360.

BUS-468 Marketing Management and Planning (3.00 cr.)*(Varies, Contact Department Head)*

A study of the management and planning required for the development of marketing plans for products and services; a disciplined analysis of the needs, wants, perceptions, and preferences of markets as the basis for setting objectives and developing the plans to accomplish them. Students will be required to develop and present marketing plans for organizations. Prerequisites: BUS-150 or BUS-300, BUS-360.

BUS-472 Intermediate Financial Management (3.00 cr.)*(Spring, Course Offered Every Year)*

An in-depth study of the applications of theory to financial decisions involving optimal capital structure, capital budgeting criteria, and long- and short-term financing. Prerequisite: BUS-370.

BUS-474 Investment Analysis and Portfolio Management (3.00 cr.)*(Fall, Course Offered Every Year)*

A study of the theory and practice of portfolio management; analysis of securities; risk evaluation; alternative investment opportunities; and

optimizing behavior of the individual investor. Prerequisite: ACC-220; ECO-100 or 101; BUS-250 or MAT-245; BUS -370 or ECO-312 or ACC-330.

BUS-480 Business Internship (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

Supervised experience in business or governmental institutions where work is related to student interest. Limited to Business Administration and Accounting majors with a minimum GPA of 2.00 and 15 hours in accounting, business or economics. Can be taken only once. Students may not receive credit for both BUS-480 and BUS-481. May not be taken simultaneously with either COE-302 or COE-403 or ECO-480. Pass/Fail grading only.

BUS-481 Human Resource Management Internship (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

Supervised experience in business or governmental institutions where work is related to student interest. Limited to School of Business majors, with a concentration or minor in Human Resource Management with a minimum GPA of 2.00 and 15 hours in accounting, business or economics. Students may receive credit for only one Business School Internship course chosen from the following: BUS 480, 481 or ECO 480. May not be taken simultaneously with either COE-302 or COE-403. Pass/Fail grading only.

BUS-485 Business Experiential Learning (0.00 cr.)

Work experience of at least 120 hours in an organization where the student gains professional knowledge and skills related to business administration. Students are advised to seek approval of employment plans before starting work. After the experiential learning has been completed, students must submit documentation of the experience. Open only to Business Administration majors.

BUS-495 Business Strategy (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

An in-depth study of managerial policy formulation, strategies, and problems, including the influence of economic, social, and governmental factors. Must have senior standing. Prerequisites: BUS-150 or BUS-300, BUS-360, BUS-370; BUS 343 is a prerequisite or corequisite.

BUS-498 Honors Thesis in Business (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

An in-depth endeavor that complements and enhances classroom learning. It is an active participation by students and faculty in the creation, discovery, and examination of knowledge through various methods of inquiry and analysis within the various disciplines of business. The project must meet Honors Program thesis requirements as well as expectations of business faculty. Open to seniors in the Honors and/or Teaching Fellows Programs only.

BUS-499 Research in Business (1.00–3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

An in-depth endeavor that complements and enhances classroom learning. It is an active participation by students and faculty in the

creation, discovery, and examination of knowledge through various methods of inquiry and analysis within the various disciplines of business. It represents a study or investigation conducted by an undergraduate that makes an intellectual contribution to business. Junior or senior standing only. May be repeated for credit for a maximum of six credit hours.

Career Planning

CPS-101 Career Planning for Freshmen and Sophomores (1.00 cr.)

(Spring, Course Offered Every Year)

This half-semester course offers first- and second-year students the opportunity to investigate, through interest, skill, value, and personality assessments, possible choices of major study and career fields. Career exploration, experiential learning opportunities, resume writing, and professionalism are among the topics presented and practiced. Pass/Fail grading only.

CPS-301 Career Planning for Juniors and Seniors (1.00 cr.)

(Fall, Course Offered Every Year)

This half-semester course is designed to assist upper-level students in relating their chosen academic majors to career fields through self-assessment and occupational exploration. Skill-building activities are used to introduce students to resume writing, interviewing, and job-search strategies, and to the concept of career development as a lifelong process. Pass/Fail grading only.

Chemistry

CHE-100 Chemistry and Society (3.00 cr.)

(Spring, Odd-Numbered Years Only)

A study of the fundamental principles of chemistry including atomic structure, chemical bonding, and the laws of conservation of mass and energy. In addition, this course will emphasize aspects of chemistry relevant to today's society. This course may not be used to satisfy major or minor requirements. Prerequisites: CHE-111, CHE-141.

CHE-111 General Chemistry I (3.00 cr.)

(Fall, Spring and Summer, Course Offered Every Year)

Fundamental concepts of chemistry, emphasizing stoichiometry, thermochemistry, atomic and molecular structure, and chemical bonding. Three class hours per week. High school chemistry or CHE-100 is strongly recommended as a prerequisite to this course. Corequisite courses: CHE-141. Students must pass CHE-111 with a C or better in order for it to fulfill the prerequisite requirement for CHE-112.

CHE-112 General Chemistry II (3.00 cr.)

(Fall, Spring and Summer, Course Offered Every Year)

A continuation of fundamental concepts, with emphasis on kinetics, equilibria, electrochemistry, thermodynamics, and descriptive chemistry. Three class hours per week. MAT-144 is strongly recommended as a prerequisite. Prerequisites: CHE-111 with a grade of C or better, CHE-141. Corequisite courses: CHE-142. Students must pass CHE-112 with a C or better in order to fulfill the prerequisite requirement for other courses in the department.

CHE-141 General Chemistry I Laboratory (1.00 cr.)

(Fall, Spring and Summer, Course Offered Every Year)

Laboratory experiments designed to supplement the work in CHE-111. Three laboratory hours per week. Corequisite: CHE-111.

CHE-142 General Chemistry II Laboratory (1.00 cr.)

(Fall, Spring and Summer, Course Offered Every Year)

Laboratory experiments designed to supplement the work in CHE-112, including qualitative and quantitative analysis. Three laboratory hours per week. Prerequisites: CHE-111, CHE-141. Corequisite: CHE-112.

CHE-203 Science and Human Values (3.00 cr.)

(Fall, Even-Numbered Years Only)

This course provides an overview of the development of some of the great ideas in the natural sciences, the evidence for these ideas, and the process by which these ideas came to be accepted. Students will explore how these ideas have influenced society, our understanding of our place in the universe, our understanding of what it means to be human, and our values. Also offered as PHY 203 and SCI 203. This course may not be used to satisfy major or minor requirements. Prerequisites: One laboratory science course (BIO 110/151, CHE 111/141, GEO 200/240, or PHY 211/241).

CHE-221 Organic Chemistry I (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Essential principles, reaction mechanisms, structures and stereochemistry of carbon compounds. Three class hours per week. Prerequisites: CHE-111 with a grade of C or better, CHE-141, CHE-112 with a grade of C or better, CHE-142. Corequisite: CHE-241.

CHE-222 Organic Chemistry II (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

A continuation of CHE-221, emphasizing reaction mechanisms, stereochemistry, and physical methods of structure determination. Three class hours per week. Prerequisites: CHE-221, CHE-241. Corequisite: CHE-242.

CHE-241 Organic Chemistry I Laboratory (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

Experimental techniques in synthesis and reactions of organic compounds. Three laboratory hours per week. Prerequisites: CHE-111, CHE-141, CHE-112, CHE-142. Corequisite: CHE-221.

CHE-242 Organic Chemistry II Lab (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

Experimental organic chemistry with emphasis on qualitative analysis of organic compounds using chemical tests and instrumental analysis. Three laboratory hours per week. Corequisite: CHE-222.

CHE-299 Introduction to Research (1.00–2.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course will provide opportunities for freshmen and sophomores to participate in original laboratory research. Students will submit their findings in a formal written report and will give an oral presentation. Students will be expected to spend two to three hours per week in the laboratory and one to two hours per week outside the

laboratory for each semester hour credit. CHE-111 is strongly recommended as a prerequisite to this course. Course may be repeated for credit for a maximum of three semester hours.

CHE-350 Quantitative Analytical Chemistry (4.00 cr.)

(Spring, Even-Numbered Years Only)

A study of the principles and techniques of chemical analysis including volumetric, spectrophotometric, chromatographic, and electro-analytic methods. Three class hours and three laboratory hours per week. Prerequisites: CHE-112 with a grade of C or better.

CHE-415 Special Topics in Chemistry (1.00–3.00 cr.)

(Spring, Course Offered Every Year)

Special topics in chemistry such as instrumental analysis, advanced organic chemistry, polymer chemistry, industrial chemistry, or chemometrics. Instructor's consent required.

CHE-420 Chemical Thermodynamics & Kinetics (3.00 cr.)

(Fall, Even-Numbered Years Only)

A study of the states of matter, thermodynamics, chemical equilibria, and reaction rates. Three lectures per week. Prerequisites: CHE-112 with a grade of C or better, PHY-212, MAT-211.

CHE-430 Atomic and Molecular Structure (3.00 cr.)

(Spring, Odd-Numbered Years Only)

A study of the modern theories of atomic and molecular structure, chemical bonding, and spectroscopy. Also offered as PHY-430. Three lectures per week. Prerequisites: CHE-112, PHY-212, MAT-211.

CHE-436 Biochemistry I (3.00 cr.)

(Fall Course Offered Every Year)

A study of the chemistry of biological systems including metabolic interrelationships, reaction rates, control mechanisms, and integration of these reactions within the structural framework of the cell. Also offered as BIO-436. Three lectures per week. Prerequisites: BIO-110/151, BIO-251, CHE-111, CHE-141, CHE-112, CHE-142, CHE-221, CHE-241. Corequisite: CHE-446.

CHE-438 Biochemistry II (3.00 cr.)

(Spring, Course Offered Every Year)

The second part of a 2-part course in Biochemistry, this advanced course is designed to prepare students for graduate study and careers in the fields of Biochemistry & Molecular Biology. The course will present topics in modern Biochemistry including bio-molecular structure, enzyme catalysis, bioenergetics, biosynthesis of bio-molecules, and culminate with a discussion of special topics such as cellular signal transduction. Three lectures per week. Prerequisites: BIO 110, 151, 251, CHE 111, 141, 112, 142, 221, 241, 222, 242, BIO/CHE 436, 446. Corequisite: CHE 448.

CHE-441 Experimental Physical Chemistry I (1.00 cr.)

(Fall, Even-Numbered Years Only)

Laboratory experiments in thermochemistry, equilibria, and kinetics with emphasis on mathematical treatment of data and technical report writing. Corequisite: CHE-420.

CHE-442 Experimental Physical Chemistry II (1.00 cr.)

(Spring, Odd-Numbered Years Only)

Laboratory experiments to accompany the theoretical studies of atomic and molecular structure, chemical bonding and spectroscopy in CHE-430. Corequisite: CHE-430.

CHE-446 Biochemistry I Laboratory (1.00 cr.)

(Fall, Course Offered Every Year)

A collection of laboratory exercises designed to provide practical exposure to some of the general principles and methodology of biochemistry. Techniques include photometry, polarimetry, electrophoresis, centrifugation, and various chromatographic techniques. Also offered as BIO-446. Three laboratory hours per week. Prerequisites: BIO-110, BIO-151, BIO-251, CHE-111, CHE-141, CHE-112, CHE-142, CHE-221, CHE-241. Corequisite: CHE-436.

CHE-448 Biochemistry II Laboratory (1.00 cr.)

(Spring, Course Offered Every Year)

The second of a 2-part laboratory course in Biochemistry, this advanced course is designed to prepare students for graduate study and careers in the fields of Biochemistry & Molecular Biology. A collection of laboratory exercises designed to provide practical exposure to techniques in advanced enzyme kinetics & inhibition, structural biochemistry using mass spectrometry & NMR, and techniques in protein expression, purification & analysis, as well as molecular modeling techniques. Three laboratory hours per week. Prerequisites: BIO 110, 151, 251, CHE 111, 141, 112, 142, 221, 241, 222, 242, BIO/CHE 436, 446. Corequisite: CHE 438.

CHE-474 Inorganic & Bioinorganic Chemistry (3.00 cr.)

(Fall, Odd-Numbered Years Only)

A study of advanced concepts of theoretical and descriptive inorganic chemistry with relevant biochemical examples. CHE-222 is strongly recommended as a prerequisite to this course. Prerequisites: CHE-221, CHE-241.

CHE-490 Senior Seminar (1.00–2.00 cr.)

(Spring, Course Offered Every Year)

This course consolidates the knowledge of chemistry acquired through coursework and provides a bridge to students' post-graduation experience. Students will explore current trends in the field through discussion with peers, written assignments, and oral presentations. Familiarity with chemical research literature and real-world applications of chemistry will be a major focus of the course. Performance will be evaluated based on quality of participation, assignments, and one major presentation. Through reading and discussion, students will not only learn of potential career applications of the Meredith experience, but also prepare to effectively communicate in the professional arena. May be taken for credit more than one semester, Pass/Fail grading option.

CHE-498 Honors Thesis in Chemistry (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Open to senior chemistry majors who are members of the Honors and/or Teaching Fellows Programs. In conjunction with a faculty mentor, the student will formulate and execute an original research

project that will culminate in a paper and a presentation. A research proposal form completed by the student and the faculty mentor is required for registration. The project must meet Honors Program thesis requirements as well as the expectations of the chemistry faculty. Prerequisite: CHE-222.

CHE-499 Research (1.00–2.00 cr.)

(Fall and Spring, Course Offered Every Year)

Open to junior and senior chemistry majors or others by permission. In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. A research proposal form completed by the student and the faculty mentor is required for registration. May be repeated for credit for a total of three semester hours. Prerequisite: CHE-222.

Child Development

CD-234 Development of the Young Child (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

A study of the behavior and development of young children two through eight years of age. Students will participate in the care, guidance, and education of a group of young children in an early childhood classroom. Content includes major developmental theories and research applications. Students are to register for a separate off campus practicum (sections as 234L). Three hours of lecture and three hours of practicum each week.

CD-299 Introduction to Research in Child Development (1.00–3.00 cr.)

(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will participate in a research or creative project investigating topics and questions in Child Development. This course will provide an introduction to research methods in social science and child development. The research experience will culminate in a paper and presentation. Open to freshmen and sophomore majors and others by permission of the instructor. May be repeated for a total of six credit hours. A research proposal form completed by the student and faculty mentor is required for registration. Instructor's consent required. Prerequisite: CD-234.

CD-334 Infant Development (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course will provide the theoretical foundations of infant-toddler development as students examine the current research on the growth and development of very young children from a multidisciplinary perspective. Students will participate concurrently in a field experience in a program serving infants and toddlers. Three hours of lecture and three hours of practica each week. Prerequisite: CD-234.

CD-335 Families and Close Relationships (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

A functional course designed to help the students achieve an understanding of various family structures and interpersonal dynamics. Students will examine theories of family structure, of family function, and of interpersonal and close relationships that can be applied to their personal and professional lives.

CD-340 Developing Relationships and Learning Environments (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course emphasizes strong teacher-child relationships as a foundation for child development in all domains. Students will learn and practice positive interaction strategies to promote young children's development and learning. The course also focuses on how interactions with peers and the structure and organization of indoor and outdoor environments influence the development and learning of children. Students will learn to support and facilitate children's play as the major context for development and learning, create inclusive indoor and outdoor environments, and meet diverse individual needs through sensitive interactions and environmental design. Weekly field experiences required. Prerequisite: CD 234.

CD-345 Curriculum for Young Children (4.00 cr.)

(Fall and Spring, Course Offered Every Year)

Students will design and implement activities that integrate multiple developmental areas and levels of ability that are in accordance with the guidelines of developmentally appropriate practice. Placements will be in preschool programs that provide services for typically and atypically developing children. Instructor's consent required. Course fee assessed. Prerequisites: CD-234, CD-334, CD-340, and BK 337.

CD-404 Families in a Global Context (3.00 cr.)

(Fall, Course Offered Every Year)

This course will analyze the needs of families from a global perspective. Using an interdisciplinary approach, this course will examine the family in various cultures. Major trends that affect families worldwide will be examined. Students will use action research and/or cooperative problem solving to address the United Nations Millennium Development Goals.

CD-434 Infant Curriculum (3.00–4.00 cr.)

(Fall, Course Offered Every Year)

Methods of developing, implementing, and evaluating curriculum experiences which are developmentally based for both typical and atypical infants and toddlers will be addressed. Program issues that relate to the needs of infants and toddlers and their families will be examined. Three hours of field experiences per week. Instructor's consent required. Course fee assessed. Prerequisites: CD-234, CD-334, CD-340.

CD-436 Administration of Programs for Young Children (3.00 cr.)

(Varies, Contact Department)

A study of administration and the role of leadership in programs serving young children. Primarily through project and portfolio work, students will demonstrate competency in understanding the role of developmental theory in establishing and developing programs; the practical needs of programs in terms of staffing, financial management, licensing, environmental design, equipping and furnishing classrooms; working with parents and governing boards; and assessment and development of teaching staff. Health, safety, and nutritional concerns will also be addressed. May be taken without prerequisite course with permission from the instructor. Prerequisites: CD-234, CD-334, CD 340.

CD-438 Supporting & Strengthening Families (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

An overview of current information related to working with families of young children. Family and social systems theories and research provide a foundation for an ecological transactional view of families of diverse structural and sociocultural backgrounds. The emphasis of the course is on providing family-centered services that support and strengthen the family unit. Field experiences required. Prerequisites: CD-234, CD-334, and BK-337.

CD-440 Readings in Early Education and Early Intervention (3.00 cr.)*(Spring, Course Offered Every Year)*

This course will trace the history and supporting theoretical bases of early education and early childhood special education in the United States. Models of early education and early intervention will be examined from a national perspective. Current trends and legislation at the state and national level will also be investigated. Program models designed to serve the needs of economically disadvantaged and at-risk children and families will be a focus of examination. Observations of programs that exemplify different models will be conducted during the semester.

CD-450 Advanced Practicum & Seminar (6.00 cr.)*(Fall and Spring, Course Offered Every Year)*

Supervised student teaching will provide an in-depth opportunity for students to plan and implement developmentally appropriate curriculum and instruction for young children. Student teaching is co-supervised by a cooperating classroom teacher and a member of the Child Development faculty. In addition to 300 contact hours spent in the classroom, students will meet weekly to discuss, analyze, and evaluate their field experiences. Students need to have four consecutive days when they can participate in the classroom on a full-time basis. Course fee assessed. Instructor's consent required. Pre-requisites: CD-234, CD-334, BK-337, CD-340, CD-345, and BK-445.

CD-498 Honors Thesis in Child Development (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

In conjunction with a faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and a presentation. The project must meet Honors Program thesis requirements as well as the expectations of the child development faculty. A research proposal form completed by the student, faculty mentor, and Honors Program director is required for registration. Open to seniors who are members of the Honors and/or Teaching Fellows Programs.

CD-499 Research in Child Development (1.00–3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

In conjunction with a faculty mentor, the student will develop and conduct a research project investigating topics and questions in Child Development. This course will provide an introduction to research methods in social science and child development. The research experience will culminate in a paper and presentation. Open to junior and senior majors and others by permission of the instructor. May be repeated for a total of six credit hours. A research

proposal form completed by the student and faculty mentor is required for registration. Instructor's consent required. Prerequisites: CD-234, CD-334, BK-337.

Chinese

Please see WebAdvisor or consult Department Head for additional offerings.

CHI-100 Introduction to Chinese Language (3.00 cr.)*(Varies, Contact Department Head)*

This course provides students a unique opportunity to study Mandarin Chinese with a native speaker. While writing, reading and culture are important dimensions of this course, the principal focus is on speaking. Since this is a one-semester only course, it does not satisfy the General Education foreign language competency requirement.

Communication

COM-100 Introduction to Communication Studies (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

This team-taught course will include an introduction to the scientific study of various disciplines in the field of communication. These include such topics as interpersonal communication, nonverbal communication, public communication, persuasion, public relations and mass communication.

COM-200 Communication Research Methods (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

An introduction to the basics of research in the field of communication, students learn a variety of research methods including both qualitative and quantitative methods as well as gain hands-on experience in the research process. This course will better prepare students for upper-level communication courses by familiarizing them with the language and process of research done in the field. The course gives students the skills needed to successfully complete their own research for their senior thesis.

COM-225 Public Speaking (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

A basic introduction to communication, primarily through public speaking, that stresses organization and delivery of spoken messages. Units include informative speaking, special occasion speaking, the use of language in oral style, audience analysis, and the use of logic and critical thinking in persuasive communication.

COM-260 Interpersonal Communication (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

An introduction to relational communication. The student should increase her sensitivity to communication skills by questioning habits, traditions, and current ideas and behaviors related to personal perception and communication. Through lectures, discussion, activities, and exercises, students will attain the knowledge and skills to become more effective communicators. They will also increase their awareness of everyday communication behaviors.

COM-290 Introduction to Mass Communication (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

An introduction to the field of mass communication that deals with the examination of radio, newspapers, magazines, film, television and the internet. The course includes historical backgrounds of each division, career opportunities, current trends, and predictions. It is designed to enhance student appreciation of the various components of mass media.

COM-299 Communication Research Project (1.00–3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

In conjunction with a faculty mentor, the student will conduct an original research project that will culminate in a paper and a presentation. A research proposal form completed by the student and the mentor is required for registration. Prerequisite: COM 200.

COM-300 Small Group Communication (3.00 cr.)*(Fall, Course Offered Every Year)*

Theory and practice of effective communication in small groups, including stages of group development, role emergence, leadership functions, decision making strategies, conflict management, and the significance of power.

COM-310 Introduction to Public Relations (3.00 cr.)*(Fall, Course Offered Every Year)*

Students gain an understanding of the scope of public relations by examining many aspects of the field, including writing and types of campaigns. Students create a communication plan that reflects strategic thinking and incorporates core competencies as well as produce written materials that illustrate an understanding of basic public relations writing skills.

COM-315 Event Planning (3.00 cr.)*(Varies, Contact Department Head)*

Students gain an understanding of the fundamentals of event planning to achieve an organization's communication, marketing and public relations goals. Students apply what is learned through lectures and field trips by planning and implementing events for area nonprofit organizations in this service learning course. Four hours of lecture each week.

COM-320 Media Law (3.00 cr.)*(Fall, Course Offered Every Year)*

An introduction to the history and development of media law in the United States since the early 1900s. Readings and lectures include the First Amendment, libel law, copyright protection, different regulations regarding print and electronic media, regulation of obscene and erotic material, the Freedom of Information Act, the regulation of advertising and telecommunication regulation. Covered topics include, to some degree, the role of ethics and morality as they apply to current media practices such as industry mergers and censorship issues.

COM-325 Oral Interpretation of Literature (3.00 cr.)*(Fall, Even-Numbered Years Only)*

An approach to the study of language and literature that uses physi-

cal and vocal performance with analytical writing as the primary means of discovery. Students will develop skills in the analysis and interpretation of selected literary works while developing vocal poise and expressiveness. The process of literary communication will be explored through units on prose, poetry, Shakespearian drama, and literary theory. Principal assignments will be performances along with formal and informal writing assignments. A performance course and a writing intensive course. Prerequisite: ENG-200.

COM-350 Business & Professional Communication (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

The nature of communication theory and practice in business and professional settings. Development of individual, dyadic, group, and organizational communication proficiencies. Supervisory/subordinate and peer communication, active listening, group communication, and presentational speaking. Prerequisite: COM-225.

COM-360 Writing for the Media (3.00 cr.)*(Spring, Course Offered Every Year)*

The theory and practice of writing for print and broadcast media on an introductory level. Areas of study involve writing for newspapers, magazines, radio news, television news, documentaries, film, and public relations. The course is taught in a seminar-workshop environment.

COM-370 Nonverbal Communication (3.00 cr.)*(Fall, Course Offered Every Year)*

Theory and research in nonverbal communication, including environment, space, physical appearance, body movement, eyes and facial expressions, and social cues. Nonverbal communication in personal, workplace, and cultural settings.

COM-375 Gender Communication (3.00 cr.)*(Spring, Course Offered Every Year)*

Effects of gender on the interpersonal communication process. Explanations of gender differences, communication about women and men via language and media, and interpersonal communication.

COM-385 Persuasion (3.00 cr.)*(Fall, Odd-Numbered Years Only)*

This course is designed for students who wish to learn about the contemporary theories and practices of persuasion and negotiation. It is not a persuasive speaking course, but students will learn how to develop and analyze persuasive messages. The bulk of the course focuses on theories of persuasion and their applications to interpersonal, organizational and mediated communication. Alternative explanations for why persuaders and negotiators are successful or unsuccessful at influencing others' beliefs, attitudes, and actions will be examined. As a result, students will become more critical consumers and more skillful producers of persuasive messages, and more skillful negotiators.

COM-390 Intercultural Communication (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

This course examines communication from perspectives grounded in four premises: that culture happens through communication; that by

understanding culture and how it shapes communication, we come to understand communication better; that intercultural communication can happen visibly as well as invisibly; and that knowing about communication and about culture can (sometimes) make intercultural communication go more smoothly.

COM-400 Special Topics in Communication (3.00 cr.)

(Varies, Contact Department Head)

Seminars will investigate a specific topic from a communication perspective, and address the various communication contexts that are the basis of current pedagogy in the field. These contexts include rhetorical criticism, mass communication, interpersonal communication, and organizational communication. Examples of specific topics include conflict management, persuasion, and mediated communication. May be taken on multiple occasions when topics vary.

COM-410 Senior Thesis (2.00 cr.)

(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty instructor, the student will formulate and execute an original research project that will culminate in a paper and presentation. Open to seniors who are majoring in Communication. Prerequisite: COM-200.

COM-425 Media, Culture & Society (3.00 cr.)

(Spring, Course Offered Every Year)

A critical look at the role of contemporary mass media in our society. It examines the relationship of communication media and popular culture. Topics include media mergers, obscenity and indecency issues in television and radio, "reality" TV programming, current advertising and public relations issues, messaging and imaging in media, and changes in FCC regulations.

COM-450 Relational Communication (3.00 cr.)

(Spring, Course Offered Every Year)

An advanced course focusing on the theories of interpersonal relationships by exploring the developmental, maintenance, and deterioration stages. Explores both verbal and nonverbal messages, listening, and conflict resolution. Prerequisite: COM-260.

COM-470 Forgiveness and Communication (3.00 cr.)

(Spring, Course Offered Every Year)

An advanced course focusing on theory, research, and practice of forgiveness and reconciliation strategies in interpersonal relationships including: family, romantic, and friendship relationships. Prerequisite: COM 260. Must be a junior/senior.

COM-480 Interpersonal Communication Internship (3.00-6.00 cr.)

(Fall and Spring, Course Offered Every Year)

Supervised experience in business or governmental institutions where work is related to student interest in communication discipline. Provides students the opportunity to gain practical, professional experience in conjunction with their academic development. Limited to junior or senior majors in the Communication department with a 2.000 or higher GPA. For 3 hours credit, the students must work 120 hours total over the course of the semester in a single location in an approved site.

COM-481 Mass Communication Internship (3.00-6.00 cr.)

(Fall and Spring, Course Offered Every Year)

Supervised experience in business or governmental institutions where work is related to student interest in communication discipline. Provides students the opportunity to gain practical, professional experience in conjunction with their academic development. Limited to junior or senior majors in the Communication department with a 2.000 or higher GPA. For 3 hours credit, the students must work 120 hours total over the course of the semester in a single location in an approved site.

COM-495 Communication Theory (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

An advanced course designed to build critical understanding of the dynamics of human communication in several contexts, including intrapersonal, interpersonal and mass communication. Selected theories will emphasize the functions of language and social interaction in constructing meaning and facilitating communication. Theories about power, gender and the media will help to clarify the subjective nature of perception and culture in human communication. The nature and function of social scientific theory forms a framework for an understanding of classical and contemporary ideas about ethical communication. Prerequisite: COM-225, COM-260.

COM-498 Honors Thesis (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

An honors thesis involves a scholarly scientific project selected by the communication major in consultation with her advisor and subject to departmental approval, which will involve conducting a pilot study focusing on her area of specialization. Research, observation, writing and interpreting results will all be conducted by the student. In addition, the student is required to present her thesis orally in an appropriate setting to an audience.

COM-499 Communication Research Project (1.00-3.00 cr.)

(Fall and Spring, Course Offered Every Year)

In conjunction with a communication faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and presentation. A research proposal form completed by the student and faculty mentor is required for registration. Open to junior and senior majors and others by permission. Prerequisites: COM-410 or COM-495.

Computer Studies

CS-101 Beginning Programming (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Students learn how a computer works and how to make it work as they design, code, debug and document programs to perform a variety of tasks. This course is intended for students who have not programmed a computer before, but may also serve as an introduction to Java (or other language) even if the student DOES know some programming.

CS-120 Spreadsheets (1.00 cr.)*(Fall and Spring, Course Offered Every Year)*

Introduction to and development of skills in the creation and use of spreadsheets. The student will also learn how to set up and create graphs from spreadsheets and to create macros. Extensive use of microcomputer software such as Excel.

CS-121 Spreadsheets II (1.00 cr.)*(Spring, Course Offered Every Year)*

This course is a continuation of CS-120. Students will learn how to use Excel as a practical business tool with in-depth use of formulas and functions and efficient worksheet and workbook design. Some topics in Excel databases and the creation of simple macros will also be covered. Prerequisite: CS-120 or competency in spreadsheets.

CS-140 Databases (1.00 cr.)*(Fall, Course Offered Every Year)*

Creating a database structure, entering and updating data, generating reports based on querying the database. This course includes a project. Hands-on use of software such as MS Access.

CS-156 Web Site Design & Management (3.00 cr.)*(Fall, Spring and Summer, Course Offered Every Year)*

This course requires extensive use of an HTML editor and a web design package to create web pages and web sites. Students will also learn site planning management. This will include learning to plan web sites and planning and assessing visitor involvement. Specific topics and techniques include: tables, frames, forms, cascading style sheets, use of animation and sound, and image creation and manipulation. Additional topics will include dynamic content, JavaScript, XML, file management, file transfer protocol and web site evaluation.

CS-160 SAS Programming (3.00 cr.)*(Varies, Contact Department Head)*

A course in programming in the high-level programming language of SAS which is used extensively in business, government, and education. By the end of the course the student will be able to immediately apply her skills in real-life programming solutions. Applications in data gathering and manipulation, report generation, and elementary statistical procedures. No previous programming experience is required. Prerequisite: computer literacy. Prior experience in statistics is recommended.

CS-203 Foundations of Computer Science (3.00 cr.)*(Spring, Course Offered Every Year)*

A survey course, which emphasizes the algorithmic process and its implications for computer science. Topics include machine architecture [data storage and data manipulation], the human/machine interface [operating systems, algorithms, programming languages, and software engineering], data organization [data structures, file structures, database structures] and the potential of algorithmic machines [artificial intelligence, theory of computation]. Prerequisite: CS-101.

CS-212 Object Oriented Programming (3.00 cr.)*(Spring, Course Offered Every Year)*

A continuation of the development of programming, with introduction

of Objects and Graphical User Interfaces (GUIs), including multiple-file projects, windows, buttons +, mousing, event-handling and principles of Human Computer Interaction (HCI). Prerequisite: CS-101.

CS-230 Web Programming with Databases (3.00 cr.)*(Fall, Course Offered Every Year)*

This course focuses on the server side of client server programming for the Web, especially database programming. There will be a study of fundamentals of databases including normalization and security, and students will apply this knowledge to real web database applications. Current tools: JavaScript (prerequisite), PHP (a programming language), SQL (Structured Query Language). Prerequisites: CS-140, CS-156.

CS-240 Visual Basic (3.00 cr.)*(Varies, Contact Department Head)*

An introduction to programming in Visual Basic. Emphasis will be placed on the event-driven, graphical nature of Visual Basic, as opposed to procedure-oriented programming. Topics include form layout, event-driven Windows programming concepts, variables and data types, objects and properties, control structures, file management, accessing databases, linking applications, Web page development from a Visual Basic application, and developing and using ActiveX controls. This course is intended for those with programming experience. May be taken without prerequisite course with instructor's consent. Prerequisite: CS-101.

CS-262 Discrete Mathematics (3.00 cr.)*(Spring, Odd-Numbered Years Only)*

An introduction to various topics chosen from combinatorics, propositional logic and graph theory. Topics include counting techniques, permutations and combinations, induction and recursion, Boolean algebra, planarity, minimal paths and minimum spanning trees. Recommended for middle grades and secondary mathematics licensure students. Also offered as MAT-262. Prerequisites: MAT-141 and MAT-143 or MAT-144 or competency.

CS-299 Introduction to Computer Studies Research (1.00–4.00 cr.)*(Fall and Spring, Course Offered Every Year)*

This course will provide opportunities for freshmen and sophomores to participate in original research in computer science. Students will submit findings in a formal written report and will give an oral presentation. Students will be expected to work approximately three hours per week on the research project for each semester hour of credit. May be repeated for a maximum of six credit hours.

CS-301 Data Structures & Algorithms (3.00 cr.)*(Fall, Odd-Numbered Years Only)*

Topics include the sequential and linked allocation of lists, stacks, queues, trees, and graphs. Students gain maturity by writing complex algorithms and through studying run time analysis and program integrity. Prerequisite: CS-212.

CS-311 Computer Organization (3.00 cr.)*(Fall, Even-Numbered Years Only)*

The fundamentals of logic design, the organization and structuring of

the major hardware components of computers. Prerequisite: CS 203.

CS-312 Information Systems Management (3.00 cr.)

(Varies, Contact Department Head)

The main theme of the course is solving problems and creating opportunities with technology in an organizational setting. Topics include how information systems affect and are affected by organizational goals and strategies; basic overviews of the components of an information system; hardware, software, data storage and retrieval, and network communications; the Internet; the information systems development process; and systems development as planned organizational change. Prerequisite: Completion of the General Education fundamental computer skills competency requirement.

CS-326 Networking and Operating Systems (3.00 cr.)

(Spring, Even-Numbered Years Only)

In the ever shifting and related fields of operating systems and networking, this course teaches the fundamental aspects of computing systems including security, memory management, job scheduling, synchronization, client-server programming and distributed programming. There will also be significant hands-on application of principles in the lab. Prerequisites: CS-212, CS-203.

CS-355 Computer Graphics and Modeling (3.00 cr.)

(Spring, Odd-Numbered Years Only)

This course is about visualizing models on the computer screen, including 2D and 3D images, perspective, shading, animation and stereo. The course will use and study numerical models of such interesting phenomena as geometric objects, fractals, trajectories and propagation of waves. Prerequisites: MAT-211 and CS-212.

CS-360 Numerical Analysis (3.00 cr.)

(Fall, Even-Numbered Years Only)

A computer-oriented study of analytical methods in mathematics. Topics include solving non-linear equations, least squares approximation, interpolating polynomials, numerical differentiation, and numerical quadrature. Also offered as MAT-360. Prerequisite: MAT-212.

CS-370 Ethics and Information Technology (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

Discussion of the ethical and legal issues created by the introduction of information technology into everyday life. Codes of ethics for computer users. Topics may include, but are not limited to, information ownership, individual privacy, computer crime, communications and freedom of expression, encryption and security.

CS-407 Software Engineering (3.00 cr.)

(Spring, Even-Numbered Years Only)

Introduction to the principles of design, coding, and testing of software projects; the software development cycle; and managing the implementation of large computer projects. Students undertake a large team project. Prerequisites: CS-212 and CS-230.

CS-420 Computer Science Seminar (1.00 cr.)

(Fall, Course Offered Every Year)

Current developments and themes in computer science. An

introduction to industry as it exists in the Research Triangle area, to journals in the field of computer science, and to societies and associations dedicated to the advancement of computing. Includes field trips, speakers and discussions of selected topics. Course open to juniors and seniors only. Prerequisites: 6 credits from CS.

CS-421 Topics in Computer Science (3.00 cr.)

(Varies, Contact Department Head)

Topics of current interest in computer science not covered in other courses. Prerequisites vary with topic studied.

CS-498 Honors Thesis in Computer Studies (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

With a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. The research project must meet Honors Program thesis requirements as well as the expectations of the computer science faculty. Enrollment limited to seniors or second semester juniors in the Honors and/or Teaching Fellows Programs.

CS-499 Computer Studies Research (1.00–4.00 cr.)

(Fall and Spring, Course Offered Every Year)

With a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. Open to juniors and seniors majoring in CSC or others with permission of the department. May be repeated for credit for a maximum of six hours.

Cooperative Education

COE-302 Cooperative Education (1.00–4.00 cr.)

(Fall, Spring, and Summer, Course Offered Every Year)

Supervised professional employment related to student career goals alternating with or paralleling academic study. Students must have sophomore standing and a minimum GPA of 2.00 in order to enroll. The number of hours credit is determined by the number of hours worked. The signature and consent of the Director of Cooperative Education is required to enroll in the course. A maximum of 8 hours may be earned in COE 302 and COE 403 combined. Pass/Fail grading only. This course fulfills the General Education experiential learning requirement.

COE-403 Cooperative Education (1.00–4.00 cr.)

(Fall, Spring, and Summer, Course Offered Every Year)

Supervised professional employment related to student career goals. The number of credit hours is determined by the number of hours worked. The signature and consent of the Director of Cooperative Education is required before enrolling in this course. A maximum of 8 hours may be earned in COE 302 and COE 403 combined. Pass/Fail grading only. Prerequisite: COE 302. This course fulfills the General Education experiential learning requirement.

Dance

DAN-150 Perspectives in Dance (1.00 cr.)

(Fall, Course Offered Every Year)

This course is designed to introduce students to a variety of dance styles, including ballet, modern, jazz, improvisation, and various professions in the performing arts, teaching, and somatic studies. Class material will include lectures, discussions, and movement experiences. Recommended for freshman year.

DAN-151 Ballet I (1.00–2.00 cr.)

(Fall, Course Offered Every Year)

A basic study of ballet including its vocabulary, technique, history and performance. Appropriate for beginning-level students.

DAN-152 Folk and Square Dance (1.00 cr.)

(Fall, Even-Numbered Years Only)

An introduction to international folk dances, American square dances and contemporary Country-Western dances. Appropriate for all levels. Also offered as PED-152.

DAN-153 Modern I (1.00–2.00 cr.)

(Fall, Course Offered Every Year)

A basic study of modern dance including warm-up, alignment, technique, history and performance. Appropriate for beginning-level students.

DAN-154 Jazz I (1.00–2.00 cr.)

(Fall, Course Offered Every Year)

A basic study of jazz dance including warm-up, isolations, technique and history. Appropriate for beginning-level students.

DAN-155 African Dance (1.00–2.00 cr.)

(Varies, Contact Department Head)

A basic study of the movement vocabulary and technique of many of the cultural, social, and ritual dances of Africa. The class will be accompanied with traditional African percussion music. Appropriate for beginning-level students.

DAN-156 World Dance Technique (1.00–2.00 cr.)

(Varies, Contact Department Head)

A basic study of the movement and culture of dance techniques found throughout the world. Techniques studied will include, but not be limited to, Latin, Indian, and Asian dance forms. Each semester course offered will focus on one technique and will be selected by the Dance Program.

DAN-157 Country Line Dance (1.00 cr.)

(Varies, Contact Department Head)

Instruction in country line dancing with emphasis on basic steps, movements, and couple formations. Emphasis on physical and social benefits of dance in this cultural setting. A variety of contemporary dances are used. Appropriate for all levels.

DAN-158 Funk (1.00–2.00 cr.)

(Varies, Contact Department Head)

This dance course will incorporate popular movement derived from jazz, street, funk, and social dance. Appropriate for beginner through advanced dancers.

DAN-159 Movement Improvisation (2.00 cr.)

(Spring, Course Offered Every Year)

An experiential study of the expressiveness of one's own movement vocabulary based on the skill of moving spontaneously.

DAN-200 Dance in Society (3.00 cr.)

(Fall 2012, Then Every Third Semester)

Through a broad survey of different genres of dance, students will gain an appreciation of the way this art form reflects social and historical experiences. The course will include lectures, readings, and opportunities to see dance through video, observations and live performances.

DAN-251 Ballet II (1.00–2.00 cr.)

(Spring, Course Offered Every Year)

A low-intermediate level study of ballet technique. Appropriate for post-beginning students. Dance majors and minors may repeat for credit.

DAN-252 Participation in Choreographic Project (2.00 cr.)

(Spring 2013, Then Every Third Semester)

This is an opportunity for dance students to gain rehearsal and performance experience by working with choreography students who are enrolled in DAN-356, Dance Composition II. Students will learn, rehearse, and perform in assigned compositional studies. Rehearsal time outside of class will be required. May be taken without prerequisite course with instructor's consent. Prerequisite: DAN-159.

DAN-253 Modern II (1.00–2.00 cr.)

(Spring, Course Offered Every Year)

A low-intermediate level study of modern dance technique. Appropriate for post-beginning students. Dance majors and minors may repeat for credit.

DAN-254 Jazz II (1.00–2.00 cr.)

(Spring, Course Offered Every Year)

A low-intermediate level study of jazz dance technique. Appropriate for post-beginning students. Dance majors and minors may repeat for credit.

DAN-256 Dance Composition I (3.00 cr.)

(Fall 2012, Then Every Third Semester)

An introductory course to the basic elements of solo modern dance choreography, including the use of space, time, energy, abstraction, motif and development, basic form, and the selection of music. May be taken without prerequisite course with instructor's consent. Course offered Spring 2004, Fall 2005. Prerequisite: DAN-159.

DAN-258 Mind/Body Integration (2.00 cr.)

(Varies, Contact Department Head)

A unique approach to movement and postural re-education through increasing body awareness, breathing techniques, and stress reduction techniques. Students will learn to identify and correct inefficient

movement patterns and establish better mechanical balance of their skeletal structure. No prior movement experience needed.

DAN-259 Improvisation II (2.00 cr.)
(Varies, Contact Department Head)

A course designed to involve further exploration of spontaneous movement. In the process of honing improvisation skills, students will refine their understanding of improvisation as a medium for both performance and for self-understanding. May be taken without prerequisite course with instructor's consent. Prerequisite: DAN-159.

DAN-260 Movement Analysis (3.00 cr.)
(Fall 2013, Then Every Third Semester)

This class integrates the understanding of concepts within Labanallysis and Bartenieff Fundamentals with the development of intermediate-level modern dance technique. Students will discover the fundamental aesthetic and functional elements of human movement, working toward the thorough embodiment and accurate observation of these elements in dance activities. Learning methods will include discussions, readings, experiential-based movement explorations, observations, and technical practice of modern dance. Prerequisites: Intermediate-level ability in dance technique as evidenced by completion of a 200-level dance technique course or through consultation with the instructor.

DAN-261 Music for Dance (1.00 cr.)
(Spring 2013, Then Every Spring of Odd Numbered Years)

A study of the basic principles underlying the relationship between music and dance. Topics covered will include musical notation, musical terminology, basic accompaniment, teacher/accompanist relationships, and relationships between choreography and music. Students enrolling in the course should have rudimentary experience with dance/movement.

DAN 290 Production for Dance (3.00 cr.)
(Spring 2013, Then Every Third Semester)

An introduction to the process and practice of lighting design, sound design, costume design, stage management, backstage operations, and front of house procedures for dance productions with particular focus on dance in arts education settings. Emphasis will be placed on the relationship between production practices and the artistic process. Prerequisites: Not recommended for Freshmen.

DAN-297 Methods of Research in Dance (3.00 cr.)
(Fall 2011, then Every Third Semester)

An introductory course that surveys modes of inquiry in current dance scholarship. Specific attention is given to research design, methodological approaches and theoretical frameworks in dance research. Recommended to be taken sophomore year. Prerequisite: DAN-150 and ENG-111.

DAN-299 Dance Research (1.00–3.00 cr.)
(Varies, Contact Department Head)

An introduction to theories, methods and ethics of aesthetic inquiry. Students will formulate an original research project that will culminate

in a research paper and/or performance work. This course is open to majors and minors and others with instructor approval.

DAN-351 Ballet III (1.00–2.00 cr.)
(Varies, Contact Department Head)

An advanced-intermediate level study of ballet technique with focus on the fine tuning of physical and performing skills. Appropriate for upper level students. Dance majors and minors may repeat for credit.

DAN-352 Dance Repertory (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course is designed to provide opportunities for student dancers to work with faculty choreographers in the creation of a performance piece for a dance concert. Emphasis is placed on developing performance skills and engaging in the choreographic process from inception to completion. Instructor's consent required. Course may be repeated for credit.

DAN-353 Modern III (1.00–2.00 cr.)
(Varies, Contact Department Head)

An advanced-intermediate level study of modern dance technique with emphasis on the use of dynamics, phrasing, strength and range. Appropriate for upper level students. Dance majors and minors may repeat for credit.

DAN-354 Jazz III (1.00–2.00 cr.)
(Varies, Contact Department Head)

An advanced-intermediate study of jazz dance technique with emphasis on rhythmic phrasing, range and performance skills. Appropriate for upper level students. Dance majors and minors may repeat for credit.

DAN-356 Dance Composition II (3.00 cr.)
(Spring 2013, Then Every Third Semester)

The study of modern dance choreography for groups. Using improvisation, assigned movement problems, and viewings of 20th-century modern dance choreography, students will learn the process of crafting the basic elements of choreography into group form. Prerequisite: DAN-256.

DAN 358 Movement Studio for Somatics (2.00 cr.)
(Varies, Contact Department Head)

This technique class integrates the understanding of somatic principles with the development of intermediate-level modern dance technique. Students will discover ease and efficiency in movement, develop movement virtuosity, adopt practices to prevent injury, and expand their ability to express a wide range of movement dynamics. In deepening one's mastery of modern dance, the application of somatic practice promotes integrating physical, emotional, anatomical, and aesthetic understanding through conceptual and experiential practice. Learning methods will include discussions, readings, experiential-based movement explorations, hands on guidance, and technical practice of modern dance. Prerequisites: Intermediate-level ability in dance technique as evidenced by completion of a 200-level dance technique course or through consultation with the instructor.

DAN-359 Dance History (3.00 cr.)*(Fall, Odd-Numbered Years Only)*

A survey of the historical development of dance as an art form during the 17th through 20th centuries, with particular emphasis on contemporary dance. Content includes in-depth looks at the artists, their philosophies, and the social context within which they worked. Not recommended for freshmen.

DAN-360 Movement Structure and Function (3.00 cr.)*(Fall 2012, Then Every Third Semester)*

This course expands upon the study of aesthetic and functional elements of human movement begun in DAN 260, Movement Analysis. In DAN 360, *Movement Structure and Function* we focus on conceptual and experiential understanding of basic anatomical, mechanical, and somatic principles that underlie dance technique. Through readings, discussions, movement explorations, observations, imagery visualizations, and technical practice of modern dance, we will develop knowledge of anatomical function and deepen kinesthetic awareness. Pre-requisite: DAN 260.

DAN-361 Creative Arts Touring Company (3.00 cr.)*(Fall 2013, Then Every Third Semester)*

This course integrates the understanding and demonstration of dance content knowledge. Students will engage in creating, producing, and performing arts education in public settings. Students will apply knowledge and technical skills in dance technique, technology, production, pedagogy, and leadership to successfully communicate and express current cultural and social issues. The course culminates in an arts performance. Pre Requisite DAN 761 and Pre or Co-Requisite DAN 290.

DAN-451 Ballet IV (1.00–2.00 cr.)*(Varies, Contact Department Head)*

An advanced level study of ballet technique with focus on the refinement of physical and performing skill. Appropriate for upper level students. Dance majors and minors may repeat for credit.

DAN-453 Modern IV (1.00–2.00 cr.)*(Varies, Contact Department Head)*

An advanced level study of modern dance technique with emphasis on the use of dynamics, phrasing, strength and ranges. Appropriate for upper level students. Dance majors and minors may repeat for credit.

DAN-454 Jazz IV (1.00–2.00 cr.)*(Varies, Contact Department Head)*

An advanced level of study of jazz dance technique with emphasis on rhythmic phrasing, range and performance. Appropriate for upper level students. Dance majors and minors may repeat for credit.

DAN-455 Performing Arts Administration (3.00 cr.)*(Spring, Even-Numbered Years Only)*

A survey of arts management and administration techniques, including establishing and running a non-profit organization, grant writing, fund raising, publicity and promotion, budgeting and time management.

DAN-456 Meredith Dance Theatre (1.00 cr.)*(Fall and Spring, Course Offered Every Year)*

A performing company which encourages exploration of the creative process through student choreography, as well as the performance of works by faculty and guest choreographers. Auditions are held the first week of classes. Instructor's consent required.

DAN-457 Pedagogy in Dance Technique (1.00 cr.)*(Fall and Spring, Course Offered Every Year)*

An opportunity for students to gain practical experience in teaching. Students will work one-on-one with a dance faculty member on topics that may include, but are not limited to, structure of a class, student/teacher interaction, anatomy of concepts and movements, verbal and visual imagery, conveying technical and qualitative ideas, and group versus individual feedback. Prerequisites: DAN-159, DAN-260.

DAN-460 Dance Practicum (1.00–2.00 cr.)*(Fall and Spring, Course Offered Every Year)*

An opportunity for students to gain practical experience in such areas as somatics, arts administration, video for dance, and others. All course specifications must be approved by the instructor prior to registration. Course may be repeated for credit.

DAN 461 Dance Practicum in Performance (1.00–2.00 cr.)*(Fall and Spring, Course Offered Every Year)*

An opportunity for students to gain practical experience in performance through rehearsing, contributing to the choreographic process, and reflecting on performance roles in a dance to be performed in a formal concert. All course specifications must be approved by the instructor prior to registration. Course may be repeated for credit.

DAN-462 Dance Practicum—Choreography (1.00–2.00 cr.)*(Fall and Spring, Course Offered Every Year)*

An opportunity for students to gain practical experience in choreography through casting, creating, rehearsing, and producing a dance to be performed in a formal concert. All course specifications must be approved by the instructor prior to registration. Course may be repeated for credit.

DAN-463 Dance Practicum—Technical Theatre (1.00–2.00 cr.)*(Fall and Spring, Course Offered Every Year)*

An opportunity for students to gain practical experience in technical theatre for dance by working on a production team as a stage manager, light board operator, sound board operator, or backstage crew for one or more dance concerts. All course specifications must be approved by the instructor prior to registration. Course may be repeated for credit.

DAN-464 Dance Practicum—Private Studio Teaching (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

This practicum is designed as a field teaching experience in private studio teaching. Emphasis is placed on students gaining experience in observing, assisting, teaching, and evaluating teaching skills. Students will also research marketing, communication, advertising, and performance production within their practicum experience. All

course specifications must be approved by the instructor prior to registration. Pass/Fail grading only.

DAN-498 Honors Thesis in Dance (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An introduction to theories, methods and ethics of aesthetic inquiry. Students will formulate an original research project that will culminate in a research paper and/or performance work. This course is open to seniors who are members of the Honors and/or Teaching Fellows Programs. The project must meet Honors Program thesis requirements as well as the expectations of the dance faculty.

DAN-499 Dance Research (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An introduction to theories, methods and ethics of aesthetic inquiry. Students will formulate an original research project that will culminate in a research paper and/or performance work. This course is open to senior majors and minors and others with instructor approval.

DAN-580 Internship in Professional Performance (1.00-3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course provides an academic connection to and context for students in a supervised internship with a professional or semi-professional dance company as either company assistant, apprentices, or full company members. Students will work 40 hours per credit hour as part of the company in identified performance areas including but not limited to rehearsal preparation, rehearsal, performance preparation, performance, and post production. Prerequisite: Admission to Certificate in Professional Performance Program in dance.

DAN-590 Advanced Practicum in Dance Performance (1.00-2.00 cr.)
(Fall and Spring, Course Offered Every Year)

An advanced experience in dance performance designed for students performing dance repertory by faculty or professional choreographers in on-campus or off-campus venues, or by students in professional venues such as the American College Dance Festival. Students must work 40 hours per credit hour in rehearsal, rehearsal preparation, performance, and post performance reflection. Prerequisite: Admission to Certificate in Professional Performance Program in dance.

DAN-761 Theory & Approaches to Dance Education (3.00 cr.)
(Fall 2012, Then Every Third Semester)

A focus on the theoretical foundations for dance education. Students come to understand the relationship between theory and practice of dance education through observations, reflection, and discussion. Attention is given to the relationship between the theories of teaching and the methods used as they relate to stated goals. Prerequisites: DAN 150, DAN 159, and DAN 260. Offered every Third Semester.

DAN-762 Methods of Teaching Dance, K-12 (3.00 cr.)
(Spring 2013, Then Every Third Semester)

A study of dance in public school settings with a focus on teaching methods. Content includes observations, writing lesson plans, exploring and experiencing teaching approaches, and examining methods of

evaluation. Prerequisites: DAN 761. Offered every Third Semester.

DAN-763 Reflective Teaching (3.00 cr.)
(Fall 2013, Then Every Third Semester)

A course designed to provide the student with directed field experience in teaching dance. Course content includes developing lesson plans, guided teaching experiences, and evaluation. Emphasis is placed on critical reflection about teaching and learning. Prerequisites: DAN-761, DAN-762 and admission to licensure program.

Dance and Theatre

DAT 430 Selected Topics in Dance and Theatre (1.00-3.00 cr.)
(Varies, Contact Department Head)

This course provides an opportunity for students to focus in depth on a specific topic relevant to theory and/or practice within Dance and Theatre. Topics may include but will not be limited to cultural and societal issues, the body as an artistic instrument, current trends in the field, technology, creative practice, and critical response. Topics are on rotation and may be repeated for credit. Prerequisites: THE 114, Introduction to Theatre and/or DAN-150, Perspectives in Dance, plus 6 hours completed in Dance or Theatre.

Economics

ECO-100 Principles of Macroeconomics (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

The fundamentals of economic analysis on a national level with an emphasis on the interconnected global economy. Topics include: economic growth, the business cycle, unemployment, the price system, monetary and fiscal policy, international trade and finance, and the impact of international events and policies on the domestic economy.

ECO-101 Principles of Microeconomics (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of market structures, profit maximization, consumer demand, resource demand and pricing, resource allocation, and consumer responsiveness to price changes.

ECO-274 Consumer Economics (3.00 cr.)
(Spring, Odd-Numbered Years Only)

An analysis of consumer decision making in the marketplace; government protection for the consumer; consumer credit institutions; insurance, investments, management of personal finances, retirement and estate planning. No credit given in major for accounting, business, or economics. Also offered as FCS-274.

ECO-301 Intermediate Microeconomics (3.00 cr.)
(Fall, Even-Numbered Years Only)

A continuation of study begun in ECO-101, this course proceeds to intermediate-level analysis of markets for goods and services, consumer behavior, price and product choices by business, markets for labor and other resources, and the various ways that the structure of markets affects the welfare of society. Prerequisite: ECO-101.

ECO-302 Intermediate Macroeconomics (3.00 cr.)*(Fall, Odd-Numbered Years Only)*

A continuation of study begun in ECO-100, this course proceeds to intermediate level analysis of national income and employment determination, theories of economic growth and fluctuation, techniques and problems of monetary and fiscal policies to achieve macroeconomic goals of full employment, price stability, economic growth, and balance of payment equilibrium, and international issues. Prerequisite: ECO-100.

ECO-311 Environmental Economics (3.00 cr.)*(Fall, Odd-Numbered Years Only)*

The microeconomic analysis of society's pursuit of sustainable environmental outcomes, using both the private (market) tools and public (government) policies. Market solutions are often inefficient with respect to the natural environment, and this course examines the ways that governments may enhance both the efficiency and equity with which environmental/ecological resources are utilized. Attention is given to topics such as global climate change, acid rain, ozone, wilderness preservation wetlands, biodiversity, and water quality. Topics also include Natural Resource management, in particular forestry and ocean fisheries. An examination of "best practices" in management of natural resources, and the ways governments can improve outcomes for present and future generations using tools such as effluent taxes, benefit-cost analysis, camp-and-trade policies, public ownership of resources, best technology requirements, and input taxes. Prerequisites: ECO 101 or permission of instructor. (ECO 100 and a course in statistics are highly recommended.)

ECO-312 Money and Banking (3.00 cr.)*(Spring, Even-Numbered Years Only)*

A study of contemporary monetary theory and policy, including an examination of the value and purchasing power of money; the role of commercial banks; the central banking system and its monetary controls; and the relationship among prices, production, employment, and economic growth. Prerequisites: ECO-100, ECO-101 is recommended.

ECO-320 Gender and the Economy (3.00 cr.)*(Spring, Odd-Numbered Years Only)*

An examination of the economic consequences of the shift of women into the labor force and the changing roles of men and women. Not open to freshmen.

ECO-323 Health Economics and Policy (3.00 cr.)*(Fall, Even-Numbered Years Only)*

This course applies the tools of economic analysis to the health care service industry. Issues to be studied include demand and supply for medical care, health insurance markets, government health care programs, medical malpractice, competition versus regulation, and national health care reform. Prerequisite: ECO 101 or permission of instructor.

ECO-334 International Economics (3.00 cr.)*(Spring, Course Offered Every Year)*

A study of the foundations of international trade theory; development of international economic policies; foreign exchange and payments systems; and international institutions supporting trade, with special emphasis on the role of multinational corporations and common markets. Prerequisites: ECO-100, ECO-101 is recommended.

ECO-480 Economics Internship (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

Supervised experience in industry or governmental institutions where work is related to economic analysis. Limited to Economics majors with a minimum GPA of 2.00 and 15 hours in economics. Can be taken only once. May not be taken simultaneously with COE 302 or COE 403 or BUS-480/481. Pass/fail grading only.

ECO-498 Honors Thesis in Economics (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

Joint participation by students and faculty in the discovery, examination, and analysis of knowledge in economics. The project must meet Honors Program thesis requirements as well as expectations of economics faculty. Open to seniors in the Honors and/or Teaching Fellows Programs only.

ECO-499 Research in Economics (1.00-3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

Joint participation by students and faculty in the discovery, examination and analysis of knowledge in economics. Open to juniors and seniors with a declared major, minor, or concentration in economics. May be repeated for credit for a maximum of six credit hours.

Education

EDU-232 Schools and Social Change (3.00 cr.)*(Fall and Spring, Course Offered Every Year, Summer, Course Offered in Odd Years)*

A study of public education from a cultural/historical foundations approach including an understanding of American educational goals. Focus is on history of education in the United States as well as current issues in education from multiple perspectives. A small group, semester-long project that involves the development of a plan to improve schooling is a major focus for this course. In addition, there are other specific off-campus observations and a tutoring assignment that require a considerable time commitment outside of class both during the day and the evening. Prerequisite: Sophomore standing.

EDU-234 Teaching and Learning (3.00 cr.)*(Fall and Spring, Course Offered Every Year, Summer, Course Offered in Even Years)*

This course is designed to involve students in the study of the psychological principles that affect how learning occurs and the classroom application of those principles to teaching. Insight will be gained into the teaching/learning process by participating as observers in local schools for a minimum of 5 hours during the semester, as well as through a minimum of 5 hours working with small groups

of children to extend their learning. Through these observations and small group experiences students will develop a perspective into the teaching-learning process by exploring the role of the teacher, and studying the nature of the learner in the learning environment. Prerequisite: Sophomore standing.

EDU-244 Fundamental Concepts of the Arts in Education (4.00 cr.)

(Fall and Spring, Course Offered Every Year)

Foundations, vocabulary and concepts in dance, music, theatre and visual arts will be introduced to students through demonstration, practice and reflection. The value of the arts as a way of learning will be emphasized, as will oral and written communication skills. Students will participate in experientially based learning laboratories in all four arts disciplines and apply these skills to the elementary school classroom. Co or Prerequisite: EDU 234.

EDU-299 Introduction to Research in Education (2.00–3.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course will provide opportunities for freshmen and sophomores to participate in original research in education. Students will be expected to work approximately three hours per week on the research project for each semester hour of credit. Their work will culminate in a formal written report and/or an oral presentation. A "Research Course Information Form" completed by the student and the faculty mentor is required for registration. Research.

EDU-303 Learning and Teaching Literacy at the Primary Elementary Level (3.00 cr.)

(Fall, Course Offered Every Year)

This course will address the research, theory and instructional practices related to teaching literacy at the primary elementary level. Candidates will learn to integrate children's literature, writing and reading instruction into a total program of balanced literacy instruction which is culturally relevant and developmentally appropriate for students. Emphasis will be given to methods of fostering development of all language processes and to using literacy skills as tools for learning. Also included are specific strategies for helping students with diverse learning needs (ELL, learning disabilities, academically gifted) develop literacy skills. Approximately eight hours of daytime focused field experiences (observations, teaching, assessments and individual tutoring) at a partner school in a K-2 classroom are required. Prerequisite: ENG 320 and admission to the Teacher Education Program; Co-requisites: EDU 404.

EDU-304 Learning and Teaching Mathematics in the Primary Grades (3.00 cr.)

(Spring, Course Offered Every Year)

The 'foundational' elementary mathematics methods course, the course focuses on the development--and continuous assessment--of primary grade students' mathematical thinking and understanding of number, operations, measurement, algebraic thinking, and geometry. It includes an introduction to mathematics education in the elementary school (theoretical foundations, critical issues, curriculum, communicating with parents, tools & strategies, and continuing professional development for teachers). Comparisons and connections are made between the development of early literacy and math-

ematics skills in children. Specific strategies for helping students with diverse learning needs (ELL, learning disabilities, academically gifted) extend their understanding of mathematics are included. Approximately eight hours of daytime focused field experiences (observations, teacher interview, student interviews, & individual tutoring) at a partner school in a K-2 classroom are required. Prerequisite: MAT160 and admission to the Teacher Education Program. Co-requisite: EDU 403.

EDU-305 Web 2.0 Technologies for Public School Classrooms (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

Students will gain an awareness of current and emerging technologies for the classroom, and develop practical skills in using these technologies in the classroom. Recent developments in educational software, the Internet, and computers will provide students with an array of technologies for educational enrichment. Prerequisite: Admission to the Teacher Education Program.

EDU-345 Language Minorities in Public Schools (3.00 cr.)

(Spring, Course Offered Every Year)

This course is an introduction to the field of teaching English as a second language and a comprehensive look at research, policies, and effective practices for students who are from culturally and linguistically diverse backgrounds. The course weaves the theories with the practice of second language education, second language acquisition, cultural diversity, content integration and assessment, literacy development, programs and policies, ESL special education, and home/school connections. Weekly observations in local public schools are required outside of regularly scheduled class time.

EDU-350 Teaching in the Middle School (3.00 cr.)

(Spring, Course Offered Every Year)

A study of how middle schools, working with other institutions, can best meet the needs of the young adolescents who are experiencing significant developmental changes. Since the onset of these changes and the rate at which they occur vary considerably, there is tremendous pressure on the individual to cope with her changing person. The purpose of this course is to examine effective strategies that can be used to help the student make this difficult transition from elementary to secondary education. Field experiences in local public schools required.

EDU-358 Social Studies in the Elementary School (2.00 cr.)

(Fall and Spring, Course Offered Every Year)

Prospective elementary teachers will become familiar with the curriculum, resources, and pedagogical practices for the teaching of social studies in the elementary school. Students will examine national and state social studies standards and integrate technology in preparation for designing learning experiences for students in primary and upper elementary classrooms. Prerequisite or Co-requisite: EDU 234

EDU-359 Science in the Elementary School (2.00 cr.)

(Fall and Spring, Course Offered Every Year)

A study of the content, resources, and strategies for the teaching of science in the elementary school. The particular needs of the early

childhood and intermediate teacher will be considered. Admission to the Teacher Education program or permission of the instructor is required.

EDU-403 Learning and Teaching Literacy at the Intermediate Level (3.00 cr.)

(Spring, Course Offered Every Year)

This course will address the research, theory, and instructional practices related to teaching literacy at the upper elementary level. Candidates will learn to integrate children's literature, writing and reading instruction into a total program of balanced literacy instruction which is culturally relevant and developmentally appropriate for students. Emphasis will be given to methods for fostering development in all language processes and to using literacy skills as tools for learning content material. Comparisons and connections are made between the development of early literacy and mathematics skills in children. Specific strategies for helping students with diverse learning needs (ELL, learning disabilities, academically gifted) extend their understanding of literacy are included. Approximately eight hours of daytime focused field experiences (observations, teacher interview, student interviews, & individual tutoring) at a partner school in a 3-6 classroom are required. Prerequisite: ENG 320, EDU 303 and Admission to the Teacher Education Program; Co-requisites: EDU 304.

EDU-404 Learning and Teaching Mathematics in the Intermediate Grades (3.00 cr.)

(Fall, Course Offered Every Year)

The focus in this course is on instructional planning in mathematics based upon formative and summative assessment for large and small groups of students in the intermediate-upper elementary grade classroom. Based upon constructivist theories, strategies and tools will be used to plan instruction that develops and extends students' understanding of number, operations, measurement, geometry, and data, algebraic thinking through reasoning, problem solving, communication, and connections. Also included are specific instructional strategies for helping students with diverse learning needs develop mathematical literacy. Approximately eight hours of focused, daytime field experiences (observations, student assessment interview, & small group instruction) at a partner school in a grade 3-5 classroom are required. Prerequisites: MAT 160 & MAT 260; EDU 304 & admission to the Teacher Education Program. Co-requisite: EDU 303

EDU-434 Inclusion and the Adolescent Learner (3.00 cr.)

(Spring, Course Offered Every Year)

This course is designed as an investigation of adolescence, including a specific focus on adolescents with unique learning needs. Drawing from research, personal experiences, the experiences of others, music, and stories, you will consider the total educative environment of adolescents; the interplay between the inner psychological challenges and outer socio-cultural challenges facing adolescents; as well as the physical, cognitive, and emotional changes that adolescence involves. Particular focus will be given to the inclusion of adolescents with learning differences in the general classroom, including adapting instruction, assignments and assessments, as well as collaboration with other professionals and families to meet the needs of all students. Prerequisites: EDU-234 and PSY-312, and admission to the Teacher Education Program.

EDU-436 Literacy and Learning in the Content Areas (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

An examination of literacy strategies in the context of content area instruction and teaching tools to enhance strategic learning in classrooms. Attention will be paid to information and communication technologies (ICT) and new literacies as they impact instruction and learning in classrooms and the selection and evaluation of literacy materials used to teach content. Pre-requisite: Admission to the Teacher Education Program. Co-requisite: Methods course

EDU-460 Colloquium in Education (3.00 cr.)

(Fall and Spring, Course offered Every Year)

A capstone seminar taken concurrently with student teaching. 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. Prerequisite: Admission to the Teacher Education Program and student teaching. Co-requisite: EDU 490.

EDU-490 Observation and Directed Teaching (9.00 cr.)

(Fall and Spring, Course Offered Every Year)

Capstone experience for the teacher education program. Provides the student a semester-long field experience at the appropriate grade level(s) in a public school setting. Development of teaching strategies that foster academic achievement for a diverse student population. Focuses on curriculum and instruction, planning, assessment, collaboration, and classroom management. Admission to the Teacher Education Program is a prerequisite. EDU 460 is a co-requisite. Internship fee assessed. Pass/fail grading only.

EDU-498 Honors Thesis in Education (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and presentation. A research proposal form completed by the student and faculty mentor is required for registration. The project must meet honors program thesis requirements as well as expectations of the education faculty. Open to seniors in the Honors and/or Teaching Fellows Programs only.

EDU 499 Research in Education (2.00-3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Open to junior and senior students interested in doing research in education. In conjunction with a faculty member, the student will formulate and execute an original research project that will culminate in a formal written report and an oral presentation. The student will be expected to work approximately three hours per week for each semester hour of credit. A "Research Course Information Form" completed by the student and the faculty mentor is required for registration. Research. Pre-requisite: EDU 232 or EDU 234 (may be waived at the discretion of the faculty mentor for students not seeking licensure).

EDU-501 Seminar-The Special Educator (1.00 cr.)*(Summer, Course Offered Every Year)*

This course provides undergraduates an introduction into the nature of the work of special educators. A hybrid course, it focuses on the roles and responsibilities of special educators in elementary, middle, and high school settings. Students will experience a series of informational and reflective activities related to teaching in special education. Pre-requisites: Junior or Senior standing.

EDU-745 Introduction to Methods of ESL (3.00 cr.)*(Fall, Course Offered in Odd Years)*

A study of the methods for teaching English as a second language in public K–12 classrooms. Content includes a focus on teaching the various language skills, on lesson planning and teaching resources, adapting content lessons, and assessment strategies. Admission to the Teacher Education Program is required prior to enrollment. Prerequisites: EDU-345.

English

ENG-090 Review of Writing Fundamentals (3.00 cr.)*(Fall, Course Offered Every Year)*

A review of the concepts of traditional grammar and punctuation, with ample opportunities to practice proofreading skills, and a refresher course in constructing paragraphs and writing short essays as preparation for freshman composition. Counts as 3 hours credit toward the semester course load and full-time student status but does not count as college credit. Pass/Fail.

ENG-111 Principles of Writing (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

Instruction and practice in writing well-organized compositions with a review of grammar, punctuation, and sentence structure. This course introduces students to the fundamentals of information literacy through required library modules. Students must pass ENG 111 with a C or better in order for it to fulfill the prerequisite requirement for other courses in the department.

ENG-112 Expository Writing (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

A course in expository writing designed to provide students with further practice in the principles of effective composition. Prerequisite: ENG-111 or the equivalent

ENG-200 Critical Reading and Writing (3.00 cr.)*(Fall, Spring and Summer, course Offered Every Year)*

Continued instruction and practice in reading, writing, and critical thinking with particular emphasis on analysis and interpretation. Further emphasis on information literacy through written assignments and required library modules. Prerequisite: ENG-111.

ENG 203 World Literature in the Twentieth Century (3.00 cr.)*(Varies, Contact Department Head)*

A study of twentieth century fiction, autobiography, and drama from

Africa, Asia, Europe, and South America, emphasizing historical backgrounds of the works. Readings will focus on traditional cultures and conflicts with modernism including major historical issues of colonialism, imperialism, war, revolution, feminism, and technology. This course meets the general education literature requirement. Prerequisite: ENG-111.

ENG-204 Colonial/Postcolonial Literature (3.00 cr.)*(Varies, Contact the Department Head)*

This course explores global literature in the context of empire. Readings focus upon literary and cultural dialogues that shape national identity during and after colonization. Colonial and postcolonial texts are read together to show the evolution of culture through narrative.

ENG-211 Survey of British Literature I (3.00 cr.)*(Fall, Course Offered Every Year)*

A study of selected British works from the Old English period through the eighteenth century, this course introduces students to the early classics of English literature and helps place those works in their social and historical contexts. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-212 Survey of British Literature II (3.00 cr.)*(Spring, Course Offered Every Year)*

A study of selected British works from the nineteenth century to the present, this course introduces students to classics of English literature and helps place those works in their social and historical contexts. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-215 Survey of American Literature I (3.00 cr.)*(Fall, Course Offered Every Year)*

A study of selected major American writers from the colonial period to 1865, including poetry, fiction, essay, history, and autobiography. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-216 Survey of American Literature II (3.00 cr.)*(Spring, Course Offered Every Year)*

A study of selected major American writers from 1865 to the present, including poetry, fiction, drama, essay, history, and biography. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-220 Creative Nonfiction (3.00 cr.)*(Varies, Contact Department Head)*

This course combines critical reading, informal reflection, and formal writing on a topic of current intellectual or community interest. Prerequisite: ENG-111.

ENG-230 Writing for Campus Publications (1.00 or 2.00 cr.)*(Fall and Spring, Course Offered Every Year)*

A course that requires students to serve as staff writers for the campus newspaper and for the literary magazine and to sell ads, work on layouts, and distribute publications across the campus. Prerequisite: ENG-111.

ENG-235 Writing of Poetry (3.00 cr.)*(Varies, Contact Department Head)*

A course in the writing of poetry. Contemporary and traditional poetry of various cultures will be examples and guides. Students will write, experiment, and criticize. Prerequisite: ENG-111.

ENG-236 Writing of Fiction (3.00 cr.)*(Varies, Contact the Department Head)*

Narration from the writer's perspective. Includes analysis of contemporary fiction and the writing of fiction. Prerequisite: ENG-111.

ENG-240 Introduction to Film (3.00 cr.)*(Fall, Course Offered Every Year)*

A study of film and how to analyze it, including aesthetic, genre, and auteur approaches. The films will include work from the silent period to the present by both American and European directors. This course does not meet the general education literature requirement. Prerequisite: ENG-111.

ENG-242 Romantic Comedy (3.00 cr.)*(Varies, Contact Department Head)*

A study of drama, fiction, and film, mostly British and American that have helped to create and sustain this popular twentieth-century tradition. The works will include at least three Shakespeare comedies, one or two Restoration or eighteenth-century comedies, a novel by Jane Austen, plays by Shaw and Wilde, and a contemporary comic novel; and a film a week, chosen to balance movies from the first and the second halves of the sound era. This course meets the general education literature requirement. Prerequisite: ENG-111.

ENG-245 Introduction to Journalism (3.00 cr.)*(Varies, Contact the Department Head)*

An introductory course in news, feature, and editorial writing. Topics to be examined include the role, history, and production of newspapers. Prerequisite: ENG-111.

ENG-247 Introduction to Professional Editing (3.00 cr.)*(Varies, Contact Department Head)*

A course in editorial skills for working with a wide range of publications. Stylistic editing, substantive editing, and production editing. Prerequisite: ENG-111.

ENG-250 Document Design (3.00 cr.)*(Varies, Contact Department Head)*

This course offers an introduction to theory and practice of text/image relationships in specific communication contexts. Students will study the ways in which texts and images work together to create meaning in various written and electronic documents, and they will design print and electronic documents. This course aims to prepare professional communications minors to contribute to communication projects and teams in the workplace.

ENG-270 Literary Research/Critical Theory (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

An introduction to the research tools in English studies and a practicum in research methods including finding sources, recognizing different

critical approaches, creating an annotated bibliography, and introducing quoted or paraphrased material correctly. Prerequisite: ENG-200.

ENG-275 Advanced Grammar (3.00 cr.)*(Spring, Course Offered Every Year)*

A systematic and rigorous examination of traditional grammar, including the study of elements of sentence structure and applications to proofreading and language conventions appropriate to the purpose, audience, and context of written and oral communication. This course explores usage problems and focuses on fundamental issues underlying all errors of grammatical usage. Required for 6-9 communication skills and 9-12 English licensure students. Prerequisite: ENG-111.

ENG-280 Special Topics in Professional Writing (3.00 cr.)*(Varies, Contact Department Head)*

This course draws upon the specialized expertise of the instructor and focuses upon one type of writing used in professional settings. Topics include public relations, business, research, and promotional writing. Students will study strategies and contexts for the selected topic and generate original writing projects and presentations. Prerequisites: ENG-111. This course may be taken more than once under rotating topics.

ENG-299 Introduction to Research in English (1.00-3.00 cr.)*(Varies, Contact Department Head)*

In conjunction with a faculty mentor, the student will participate in a research project that will culminate in a paper and, if appropriate, a presentation. A research proposal form completed by the student and faculty mentor is required to complete registration. Prerequisite: ENG-111.

ENG-300 Special Topics in English (3.00 cr.)*(Varies, Contact Department Head)*

A focused study of a period, genre, movement or theme not covered by the department's standard course offerings. May include literature of a geographic or cultural region within or outside the United States, advanced study of a particular author or artistic movement, or investigation of a theme or issue across genres, periods or nationalities. Fulfills the general education literature requirement. Prerequisite: ENG-200.

ENG-320 Young Adult Literature (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

A course in literature for young adults, with emphasis on classics and trends in realistic fiction or problem novels, historical fiction, science fiction and fantasy, nonfiction, and poetry geared toward young adult audiences. A brief overview of classic chapter books in children's literature serves as a backdrop. The course likewise incorporates trends and issues in young adult literacy and pertinent critical stances. This course fulfills the general education literature requirement.

ENG-330 African-American Writers (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

A survey of African-American literature from slave narratives to recent works of fiction, non-fiction, poetry, and drama. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-335 20th Century World Literature in Translation (3.00 cr.)*(Varies, Contact Department Head)*

A study of 20th-century literature from Europe, Africa, Asia, and South America, including novels, short stories, autobiography, and drama. Readings will show perspectives of different cultures and a variety of artistic modes. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-340 Development of the British Novel (3.00 cr.)*(Spring, Odd-Numbered Years Only)*

A study of the development of the British novel from its origins to the beginning of the 20th century. The novels to be studied will represent a variety of forms and styles and will include writers such as Austen, Dickens, Eliot, Hardy, and others. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-345 Irish Renaissance (3.00 cr.)*(Varies, Contact Department Head)*

A study of the Irish Literary Revival focusing on works by Lady Gregory, W.B. Yeats, J.M. Synge, James Joyce, and others. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-350 Modern Drama (3.00 cr.)*(Spring, Course Offered Every Year)*

A study of modern theatre from 1875 to the present, this course will look at the development of drama through playwrights and their works. Beginning with Ibsen, Strindberg, Chekhov, and Shaw, the class will explore important twentieth century plays and conclude with contemporary drama. Work will include substantial reading and writing, with viewing and reviewing of performances. Also offered as THE-350. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-351 Old English (3.00 cr.)*(Fall, Offered in Odd-Numbered Years)*

A study of Old English language and a reading of a history of the English language. Readings of selected prose and poetry in Old English. Prerequisite: ENG-200.

ENG-352 Chaucer (3.00 cr.)*(Spring, Course Offered Every Year)*

A study of Chaucer's poetry with a few selections from other Middle English writings. Supplementary study of etymology of English words and supplementary reading in background material. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-353 History of the English Language (3.00 cr.)*(Fall, Offered in Even-Numbered Years)*

A course in the historical development of the English language from Proto-Indo-European through the present, including phonology, morphology, semantics, and dialect. We will pay particular attention to the historical and social influences on the language and on those who speak and write it. Prerequisite: ENG-200.

ENG-355 Shakespeare (3.00 cr.)*(Fall, Course Offered Every Year)*

A study of selected English history plays and early comedies. Supplementary reading in non-dramatic works of Shakespeare and a few major pieces of criticism. Special attention to live and filmed performances. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-356 Shakespeare (3.00 cr.)*(Spring, Course Offered Every Year)*

A study of selected tragedies, late comedies, and romances. Supplementary reading in non-dramatic works of Shakespeare and a few major pieces of criticism. Special attention to live and filmed performances. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-357 Seminar in 17th Century Poetry (3.00 cr.)*(Varies, Contact Department Head)*

A study of verse by major figures of the British Renaissance besides Shakespeare: Jonson, Donne, Herbert, Marvell, and particularly Milton. This course meets the general education literature requirement. Prerequisite: ENG-200, ENG-270.

ENG-358 Professional Writing (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

A sequence of writing assignments designed to provide experience in writing for different audiences and in different formats, including a proposal, an academic paper, a review, a how-to piece, and an opinion piece. A brief review of grammar and proofreading. Prerequisite: ENG-111.

ENG-359 Seminar in American Women Writers (3.00 cr.)*(Varies, Contact Department Head)*

A study of fiction, poetry, biography, drama, and criticism in which American women have explored their own lives and the culture which shaped them. Students of art, history, sociology, psychology, and religion have been welcome and successful members of this class. The seminar offers opportunity for personal expression and independent research. This course meets the general education literature requirement. Prerequisites: ENG-200, ENG-270.

ENG-360 Seminar in Southern Writers (3.00 cr.)*(Varies, Contact Department Head)*

A study of fiction, poetry, drama, essays, and autobiographies by Southern American writers. Topics include artistic structures and genre, issues of family and social institutions, religious and philosophical differences, and treatments of the land. Students of several disciplines have been successful and valued members of the seminar. The seminar format offers opportunity for personal expression and independent research. This course meets the general education literature requirement. Prerequisites: ENG-200, ENG-270.

ENG-364 20th Century Poetry in English (3.00 cr.)*(Spring, Even-Numbered Years Only)*

A study of 20th-century poetry in the English language, with concentration on some of the major poets and principal schools of poetry,

and with briefer study of a wide range of contemporary poets and their works. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-365 English Poetry of the Romantic Period (3.00 cr.)

(Fall, Odd-Numbered Years Only)

A study of Wordsworth, Shelley, and Keats, with selections from other poets of the Romantic period. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-367 English Literature of the Victorian Period (3.00 cr.)

(Fall, Even-Numbered Years Only)

A study of Victorian poetry and prose [fiction and non-fiction], with attention to the works of both men and women of the period. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-368 English Literature of the 18th Century (3.00 cr.)

(Varies, Contact Department Head)

A study of major works of Swift, Pope, Boswell, and Johnson with additional reading from other authors illustrating the age and significant literary forms. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-370 20th Century Prose Through 1945 (3.00 cr.)

(Fall, Even-Numbered Years Only)

A study of fiction, non-fiction, and drama by British and American writers from 1900-1945. Works are chosen to illustrate schools, trends, and the range of prose from the first half of the century. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-371 20th Century Prose After 1945 (3.00 cr.)

(Varies, Contact Department Head)

A study of fiction, non-fiction, and drama by British and American writers along with works in English by contemporaries from around the globe. Works are chosen to illustrate schools, trends, and the range of prose after 1945. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-495 Seminar in European Literature (3.00 cr.)

(Fall, Course Offered Every Year)

Representative epics, dramas, and novels of continental literature studied in relation to English literature. This course meets the general education literature requirement. Prerequisites: ENG-200, ENG-270.

ENG-498 Honors Research Project (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Under the supervision of a faculty member, a student will investigate the critical response to a literary work, come to her own conclusions about the pattern of response to it, and enter the critical debate, giving and defending her own interpretation. Projects will culminate in a research paper and an oral presentation. Prerequisites: ENG-200, ENG-270.

ENG-499 Research Project (1.00–3.00 cr.)

(Fall, Spring, and Summer, Course Offered Every Year)

Under the direction of a faculty member, a student will investigate the critical response to a literary work and come to her own conclusions about the pattern of response to it. In projects of more than one hour, she will enter the critical debate, giving and defending her interpretation. All projects will culminate in a research paper. Projects of more than one hour will also be presented orally. Prerequisites: ENG-200, ENG-270.

ENG-764 The Teaching of English (3.00 cr.)

(Fall, Course Offered Every Year)

A pre-professional course aimed at identifying the goals of English teachers and exploring different methods of reaching these goals. The student will begin building a file of teaching materials, including lesson plans, unit plans, and a plan for a year.

Ethics and the Public Interest

EPI-499 Research in Ethics and Public Interest (3.00 cr.)

(Fall, Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will pursue original research in the area of ethics broadly construed [theoretical or applied] and/or specific policy issues from an ethical perspective. The research project will culminate in a paper and a presentation, if appropriate. A research proposal form completed by the student and faculty mentor is required for registration. Open to junior and senior students in the Ethics and Public Interest minor who have completed RES-220, POL-203, and six credits of electives in the minor.

Exercise and Sports Sciences

ESS-200 Foundations Physical Education, Sport and Fitness (3.00 cr.)

(Spring, Course Offered Every Year)

An overview of the field of physical education, sport and fitness with emphasis placed on historical, and socio-psychological foundations and their implications on today's society. The course includes the study of subdisciplines in the field, career opportunities and future directions. Issues and ethical concerns are introduced.

ESS-214 Learning and Teaching Team, Individual, and Dual Sports (1.00 cr.)

(Fall, Course Offered Every Year)

An introduction to selected team, individual, and dual sports. Includes instruction in basic skills, strategies, rules, and introductory methods for teaching K-12, community, and recreational settings.

ESS-215 Learning and Teaching Recreation and Leisure Activities (1.00 cr.)

(Spring, Course Offered Every Year)

An introduction to selected recreational and leisure activities. Includes instruction in basic skills, strategies, rules, and introductory methods for teaching K-12, community, and recreational settings.

ESS-220 Principles of Strength Train & Conditioning (2.00 cr.)*(Fall, Course Offered Every Year)*

This course is designed to provide practical application of fitness, wellness and conditioning concepts. The course provides a comprehensive, comparative overview of the physiological responses and adaptations of resistive training and aerobic and anaerobic exercise. A comprehensive study of training theory and methodologies is included.

ESS-255 Lifespan Motor Development (3.00 cr.)*(Spring, Course Offered Every Year)*

This course will examine the acquisition, maintenance, and decline of fine and gross motor skills across the lifetime. Students will learn how to assess motor skills acquisition and produce developmentally appropriate movement experiences for children, youth, and adults to facilitate motor development. A 10-hour field experience is required.

ESS-282 Prevention and Care of Movement Injuries (2.00 cr.)*(Spring, Course Offered Every Year)*

A course designed to provide instruction in the prevention and care of movement injuries. This course will include an introduction to athletic training, fundamentals of injury prevention and evaluation, and the management of the most common dance and sport-related injuries. Emphasis will be placed on providing practical opportunities to develop evaluation skills and taping techniques. Open to ESS and Dance Majors only.

ESS-299 Introduction to Research in ESS (1.00-3.00 cr.)*(Fall, Course Offered Every Year)*

This course introduces the design and application of research methodologies in exercise and sports science. The student will formulate an original research problem that will culminate in a review of the literature and proposed methods for the research problem selected. Course may be repeated for a total of 6 hours with permission of department head.

ESS-300 Issues/Management: Sport & Physical Education (3.00 cr.)*(Fall, Odd-Numbered Years Only)*

The study of the organization and administration of physical education, sport and fitness programs with emphasis on facility and personnel management as it relates to curricular, financial, physical, social, legal, and medical issues.

ESS-310 Exercise Leadership (3.00 cr.)*(Spring, Course Offered Every Year)*

This course is designed to prepare the student through active participation to develop practical knowledge and skills necessary to instruct group fitness programs. Students will learn teaching methodologies for the following types of training: basic aerobics and step aerobics, circuits, stability ball, medicine ball, tubes and bands, light free weights, flexibility, and floor exercise.

ESS-350 Topics in Exercise and Sport Science (3.00 cr.)*(Spring, Odd-Numbered Years Only)*

The study of topics in the discipline of exercise and sport science as determined by faculty expertise and student interest. Possible topics to be offered are: psychology of movement, sociology of sport,

movement and aging, and principles and theories of coaching. A description of the selected topic will be included in the registration schedule. May be taken for course credit more than once with different topic. Course prerequisites will be listed as appropriate. Course open to juniors and seniors only.

ESS-451 Practicum: Exercise/Sports Science (3.00–12.00 cr.)*(Spring, Course Offered Every Year)*

A supervised field experience in a fitness, sport, or wellness-related agency. Students will meet regularly with a college supervisor to integrate exercise and sports science knowledge with their practicum experiences. Students should make arrangements with their professors the semester prior to taking the practicum. This course is limited to senior majors. Prerequisites: ESS-485, ESS-486.

ESS-460 Senior Seminar (2.00 cr.)*(Spring, Course Offered Every Year)*

This course provides a culminating experience for students and builds upon the foundations of the Exercise and Sport Science curriculum in giving a greater understanding of practical experience during the field experience semester. The seminar format will assist students in summarizing and reflecting on experiences learned and demonstrated through their program of study. Each student will prepare and present a professional portfolio to the department as an exit requirement. Course limited to seniors.

ESS-475 Motor Learning & Skills Performance (3.00 cr.)*(Fall, Even-Numbered Years Only)*

This course is designed to provide an examination of factors that affect the acquisition and performance of motor skills. Emphasis is placed on the integration of the theoretical knowledge with mechanical, environmental, and neuromuscular factors that influence the learning and performance of motor skills. Significant laboratory experiences included.

ESS-482 Kinesiology (3.00 cr.)*(Fall, Even-Numbered Years Only)*

A study of the neuromuscular and mechanical principles of movement. This course examines the way bones and muscles work in all types of dance and sport-related activities. Content also includes understanding muscular imbalances, physiological support systems, body types, movement behavior, and movement efficiency. Prerequisites: BIO-322, BIO-342.

ESS-485 Exercise Physiology (3.00 cr.)*(Spring, Course Offered Every Year)*

A course designed to examine the body's response and adaptation to exercise and sport and the implication of these changes for physical education and fitness programs. The course includes muscular adaptation, energy systems, and the effects of environmental factors, diet, gender, and the methods of physical training. Prerequisites: BIO-322, BIO 342. Corequisite: ESS-487.

ESS-486 Exercise Prescription (3.00 cr.)*(Fall, Odd-Numbered Years Only)*

This course will provide an introduction to the physiological basis of health and fitness assessments, methods of assessment, and exercise

prescription plans required to bring about changes in the health and fitness of both healthy individuals as well as those requiring accommodation for special needs or medical conditions. Course content will also include the business management aspects of a career in fitness program development. Prerequisites: BIO-322, BIO-342.

ESS-487 Exercise Physiology Lab (1.00 cr.)

(Spring, Course Offered Every Year)

A laboratory course examining the foundations of the human energy systems and their relation to disease and exercise. Emphasis on physiological testing and muscular activity, with special attention to the effects of exercise stress on physiological processes within the body. Prerequisites: BIO-322, BIO-342. Corequisite: ESS-485.

ESS-498 Honors Thesis in ESS (3.00 cr.)

(Fall, Course Offered Every Year)

This course introduces the design and application of research methodologies in exercise and sport science. The student will formulate an original research project that will culminate in a research paper and presentation. Open to senior majors and minors; others with instructor permission.

ESS-499 Research in ESS (3.00 cr.)

(Fall, Course Offered Every Year)

This course introduces the design and application of research methodologies in exercise and sport science. The student will formulate an original research project that will culminate in a research paper and presentation. Open to senior majors and minors; others with instructor approval. Course may be repeated for a total of 6 hours with permission from the department head. Prerequisites: MAT-211 or MAT-245.

ESS-742 Methods of Healthful Living Ed (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Study of the role health and physical education plays in child development, school curriculum, and society. Prospective teachers will learn basic knowledge, skills, and dispositions in the fields of health and physical education to allow them to prepare developmentally appropriate lessons using the Healthful Living Curriculum. Course includes observations and teaching experiences in a school setting during school hours.

ESS-743 Teaching Physical Education in the Elementary School: PE Majors (3.00 cr.)

(Fall, Odd-Numbered Years Only)

A course designed to offer prospective physical education teachers with 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. Emphasis on the "movement approach" to learning motor skills, creative dance, rhythms, stunts and tumbling, movement games, and physical fitness activities is provided. Content includes curriculum design, planning and implementing units and lessons, teaching approaches, assessment and evaluation appropriate at the elementary school level. Extensive field experiences are required.

ESS-746 Teaching Physical Education Special Needs K-12 (3.00 cr.)

(Fall, Even-Numbered Years Only)

This course provides students with experiences in teaching and examining policies, practices, principles, instructional methodologies, and programs related to meeting the physical education needs of special populations. Includes field experiences.

ESS-747 Teaching Physical Education in the Middle and Secondary Schools (3.00 cr.)

(Fall, Even-Numbered Years Only)

This course will provide prospective physical education teachers with opportunities to learn about, plan, and implement instructional, motivational, management, and assessment strategies to develop the healthful living curriculum, with primary focus on physical education, in the secondary school environment.

Family and Consumer Sciences

FCS-274 Consumer Economics (3.00 cr.)

(Spring, Odd-Numbered Years Only)

An analysis of consumer decision making in the marketplace; government protection for the consumer; consumer credit institutions; insurance, investments, management of personal finances, retirement and estate planning. No credit given in major for accounting, business, or economics. Also offered as ECO-274.

FCS-290 Foundations in Family and Consumer Sciences (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

Historical and theoretical perspectives, and current trends in various disciplines in Human Environmental Sciences are explored. Students will be provided with the foundation to apply human systems theory and life course development to their area of specialization in Child Development, Family and Consumer Sciences, Fashion Merchandising and Design, and Interior Design.

FCS-299 Introduction to Research in Family & Consumer Science (1.00-3.00 cr.)

(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will participate in a research or creative project investigating topics and problems in Family and Consumer Sciences. This course will provide an introduction to the methods and techniques of the discipline. The research experience will culminate in a paper and presentation. Open to freshmen and sophomore majors and others by permission of the instructor. May be repeated for a total of six credit hours. A research proposal form completed by the student and faculty mentor is required for registration. Instructor's consent required.

FCS-355 Family Resource Management (3.00 cr.)

(Spring, Course Offered Odd Years)

The use of human resources to promote individual and family development. Emphasis on family life management skills from a woman's perspective.

FCS-424 Professional Perspectives in FCS (3.00 cr.)*(Fall, Odd-Numbered Years Only)*

Investigation of historic development, interdisciplinary nature, integrative approach, and ethical perspectives of Family and Consumer Sciences field of study; introduction to professional opportunities within business, education, research, and service agencies; formulation of individual career plan.

FCS-425 FCS Practicum (3.00 cr.)*(Spring, Even-Numbered Years Only)*

Provides a culminating experience for Family & Consumer Sciences majors seeking careers in business and community services. The internship is selected by the student through career analysis, and is conducted in cooperation with an approved internship sponsor. The student must work 150 hours total over the course of the semester in an approved site. Prerequisite: FCS-424.

FCS-498 Honors Thesis in Family & Consumer Science (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

In conjunction with a faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and a presentation. The project must meet Honors Program thesis requirements as well as the expectations of the family and consumer sciences faculty. A research proposal form completed by the student, faculty mentor, and Honors Program director is required for registration. Open to seniors who are members of the Honors and/or Teaching Fellows Programs.

FCS-499 Research in Family & Consumer Science (1.00–3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

In conjunction with a faculty mentor, the student will develop and conduct a research or creative project exploring topics and problems in Family and Consumer Sciences. The research experience will culminate in a paper and presentation. Open to junior and senior majors and others by permission of the instructor. May be repeated for credit for a total of six credit hours. A research proposal form completed by the student and faculty mentor is required for registration. Instructor's consent required. Prerequisites: FCS-355.

FCS-764 Methods of Teaching Family & Consumer Science (3.00 cr.)*(Spring, Course Offered Every Year)*

A study of planning, implementing, and evaluating family and consumer sciences programs. Emphasis on identifying needs of learners, writing objectives, planning lessons, using a variety of teaching/learning strategies, and assessing effectiveness. Required for secondary family and consumer sciences licensure students and foods and nutrition majors.

FCS-765 Family & Consumer Science Education (3.00 cr.)*(Fall, Even-Numbered Years Only)*

A survey of the curriculum for secondary family and consumer sciences education. Includes a program philosophy, organization, needs assessment, advisory committees, curriculum development, vocational student organizations [FCCLA], and legislation. Includes field experience. Required of secondary family and consumer sciences education majors.

Fashion Merchandising and Design**FMD-114 Apparel Merchandising (3.00 cr.)***(Fall and Spring, Course Offered Every Year)*

A study of the operations involved in the production and merchandising of apparel including fashion dynamics and product life cycle.

FMD-115 Principles of Clothing Construction (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

The practical application of basic construction techniques including pattern alterations and analysis of quality construction in ready-to-wear. Two lectures and four hours of laboratory each week.

FMD-212 Visual Merchandising (3.00 cr.)*(Fall, Course Offered Every Year)*

A study of promotional techniques used in successful retail operations. Emphasis is placed on merchandise display, fashion show production, and floor space layout.

FMD-213 Clothing and Society (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

The study of the social and psychological aspects of clothing in our society today. The meaning of clothes in specific social situations, cultural contexts of dress, clothing as a form of nonverbal communications, and individual thought processes about clothing and appearance are studied.

FMD-227 Flat Pattern (3.00 cr.)*(Fall, Course Offered Every Year)*

Basic principles and methods used in garment structure and design with emphasis on flat pattern. Prerequisite: FMD-115 with C grade or better.

FMD-299 Introduction to Research in FMD (1.00–3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

In conjunction with a faculty mentor, the student will participate in a research or creative project investigating issue and problems in Clothing and Fashion Merchandising. This course will provide an introduction to the methods and techniques of the discipline. The research experience will culminate in a paper and presentation. Open to freshmen and sophomore majors and others by permission of the instructor. May be repeated for a total of six credit hours. A research proposal form completed by the student and faculty mentor is required for registration. Instructor's consent required. Prerequisite: FMD-114.

FMD-315 History of Costume (3.00 cr.)*(Fall, Course Offered Every Year)*

A study of the history of European and American costume in relation to religious, political, technological, and artistic movements from the Egyptian period [2700 B.C.] to the 20th century. Also offered as ART-315.

FMD-318 Apparel Design Development (2.00 cr.)*(Spring, Course Offered Every Year)*

The application of technical, creative, and analytical skills in developing seasonal apparel lines. Emphasis will be placed on targeting

market identification, selecting fabric and trimmings in relation to price determination, developing operation sheets, and budgeting seasonal collections. Prerequisites: FMD-114, FMD-115.

FMD-325 Draping (3.00 cr.)

(Spring, Course Offered Every Year)

A study of the principles of apparel design using the draping method. Emphasis on fit, design, appropriateness, and construction techniques. May be taken without prerequisite courses with permission of the instructor. Prerequisites: FMD-115 with a grade of C or better.

FMD-327 Fashion Sketching and Portfolio Development (3.00 cr.)

(Spring, Odd-Numbered Years Only)

Exploration of basic proportions of the various fashion figures with an emphasis on female market segment. Introduction of fashion sketching techniques using various media and professional materials to communicate original design ideas. Prerequisites: ART-101 with a grade of C or better; FMD-115 with a grade of C or better; and FMD-227 or FMD-325.

FMD-344 Retail Merchandising (4.00 cr.)

(Spring, Course Offered Every Year)

A study of retail operations including store management, buying procedures, retail organization, and merchandising mathematics. Includes laboratory application of retail functions.

FMD-418 Textiles (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

A study of textile products from raw materials through manufacturing and finishing of fabrics. Emphasis on selection and care of textiles.

FMD-426 Tailoring (3.00 cr.)

(Fall, Course Offered Every Year)

Advanced techniques in garment selection, fitting, and construction. Analysis of custom and fusible methods of tailoring. One lecture and five hours of laboratory each week. Prerequisites: FMD-115 with a grade of C or better, FMD-227, and FMD-325.

FMD-428 CAD Apparel Design (3.00 cr.)

(Spring, Course Offered Every Year)

Applications of apparel design techniques utilizing the computer to facilitate the design process. Emphasis will be placed on original garments and textile designs. Students must have computer experience. Prerequisites: FMD-115 with a grade of C or better, and FMD-227 or FMD-325.

FMD-442 Retail Buying (3.00 cr.)

(Fall, Course Offered Every Year)

This course applies retail strategy and merchandising principles to the day-to-day activities and responsibilities of a retail buyer. Emphasis on customer identification, sales forecasting, merchandise budgeting, assortment planning, merchandise procurement, and vendor analysis. Prerequisite: FMD-344.

FMD-443 Special Problems in Retailing (2.00 cr.)

(Spring, Course Offered Every Year)

An in-depth study of problems which retailers are currently facing. Business environments are simulated for students to analyze, evaluate, and select alternative solutions which would best suit each firm studied. Recommendations will be submitted in the form of oral and written reports. Prerequisite: FMD-344.

FMD-495 Senior Exhibition (3.00 cr.)

(Spring, Course Offered Every Year)

As a group, senior design students will prepare and install an exhibit of their work or produce a fashion show featuring their own designs. Students are responsible for all aspects of their project including the promotion of the show or exhibit, labeling of items, securing models and/or dress forms, staging or set up, and hospitality arrangements. Prerequisites: A grade of C or better in FMD- 227, 325, 327, 426, ART-101 and ART-110.

FMD-498 Honors Thesis in FMD (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and a presentation. The project must meet Honors Program thesis requirements as well as the expectations of the clothing and fashion merchandising faculty. A research proposal form completed by the student, faculty mentor, and Honors Program director is required for registration. Open to seniors who are members of the Honors and/or Teaching Fellows Programs.

FMD-499 Research in Fashion Merchandising & Design (1.00–3.00 cr.)

(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will develop and conduct a research or creative project exploring issues and problems in Fashion Merchandising and Design. The research experience will culminate in a paper and presentation. Open to junior and senior majors and others by permission of the instructor. May be repeated for credit for a total of six credit hours. A research proposal form completed by the student and faculty mentor is required for registration. Instructor's consent required. Prerequisites: FMD-114, FMD-344.

First Year Experience

FYE-100 First Year Experience (1.00 cr.)

(Fall, Course Offered Every Year)

The First Year Experience class is designed to facilitate a successful transition for women entering higher education. Emphasis will be placed on academic success, personal growth and self-management, campus/community resources and involvement, and ethical citizenship and diversity through interaction among students, faculty, staff and the community.

Foods and Nutrition

FN-124 Principles of Food (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

The scientific principles of food selection and preparation. Two lectures and four hours of laboratory each week. Lab fee requirement. Corequisite: FN-126.

FN-126 Principles of Food Laboratory (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

A introductory laboratory designed for students with interest in pursuing a major in foods and nutrition or family and consumer sciences. Laboratory exercises designed to illustrate the principles of foods considered in FN-124. Topics include protein denaturation/coagulation, chemical and biological leavening, and supersaturated sugars. Meets three hours per week. Corequisite: FN-124.

FN-227 Introductory Nutrition (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Basic principles of human nutrition with emphasis on nutrients, factors which affect their utilization in the human body, and the significance of application in diets for individuals and groups.

FN-250 Perspectives in Nutrition (2.00 cr.)

(Spring, Course Offered Every Year)

A holistic view of varying perspectives in nutrition and foods. Current and timely issues relating to hunger, food science, nutrition, policy issues and the food industry will be discussed in relation to local and global perspectives. Students will be given the opportunity to contemplate the vast potential for integration of nutrition into daily life and debate differing perspectives. Prerequisite: FN-227.

FN-260 Nutrition in Diverse Populations (3.00 cr.)

(Fall, Course Offered Every Year)

Principles of human nutrition applied to meet the health and nutrition needs at different stages of the life cycle. Role of culture, ethnicity and religion on food selection, dietary intake, and nutrition and health status. Government and community resources providing food and nutrition assistance will be discussed. Prerequisite: FN-227.

FN-299 Introduction to Research-Foods & Nutrition (1.00–3.00 cr.)

(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will participate in a research or creative project investigating topics and problems in Foods and Nutrition. This course will provide an introduction to the research methods and techniques of the discipline. The research experience will culminate in a paper and presentation. Open to freshmen and sophomore majors in the Department of Human Environmental Sciences and others by permission of the instructor. May be repeated for up to a total of six credit hours. A research proposal form completed by the student and faculty mentor is required for registration. Instructor's consent required. Prerequisite: FN-227.

FN-310 Food Service Management Systems I (3.00 cr.)

(Fall, Course Offered Every Year)

Introduction to the use of food quality management 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. Prerequisite: FN-124. Corequisites: FN-311, FN-312.

FN-311 Food Service Management Systems Lab for FN (1.00 cr.)

(Fall, Course Offered Every Year)

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 FN-310. Three laboratory hours per week. Prerequisite: FN-124. Corequisite: FN-310.

FN-312 Food Service Management Systems Lab for FGS (1.00 cr.)

(Fall, Course Offered Every Year)

Laboratory experiments designed to apply food service production and management skills in conventional and industrial settings. This course is designated for Family and Consumer Science majors to supplement work in FN-310. Three laboratory hours per week. Lab fee required. Prerequisite: FN 124. Corequisite: FN-310.

FN-320 Food Service Management Systems II (4.00 cr.)

(Spring, Course Offered Every Year)

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: FN-124, FN-310, and FN-311 or FN-312.

FN-330 Experimental Food Science (3.00 cr.)

(Spring, Course Offered Every Year)

A study of the scientific principles underlying the composition of current food products, and the development of new or improved food products. Special emphasis on physical or sensory evaluation. Lab fee required. Prerequisites: FN-124, FN-227, BIO-110, BIO-151. Corequisite: FN-336.

FN-336 Experimental Food Science Laboratory (1.00 cr.)

(Spring, Course Offered Every Year)

A laboratory for students with an interest in pursuing a major in Foods and Nutrition. The laboratory is designed to utilize the basic underlying principles of food chemistry and food systems presented in FN-330. Topics include gelatinization/gelation, effect of pH and osmotic pressure, food foams, tenderization of meat, gluten development, and sensory/objective evaluation. An additional small group research project allows the student to manipulate a food system of choice, evaluate the outcome, and present oral and written results. Meets three hours per week. Corequisite: FN-330.

FN-340 Nutrition Biochemistry & Metabolism (4.00 cr.)*(Spring, Course Offered Every Year)*

A study of the essential macro- and micronutrients, related compounds, and phytochemicals in the diet of humans, their interrelationships, metabolism at the cellular level, and relationship to health. Research methods and study design in nutrition. Prerequisites: FN227, CHE-221, CHE-241, BIO-251.

FN-440 Medical Nutritional Assessment, Therapy & Counseling I (4.00 cr.)*(Fall, Course Offered Every Year)*

An integration of the biochemical and physiological processes in development and support of specific medical conditions with emphases on assessment and the process of developing appropriate medical nutritional therapies and appropriate nutritional counseling of individuals and groups. This is the first of a two-course sequence. Prerequisites: CHE-221 CHE-241 FN-227, FN-340 or BIO-436, BIO-322, BIO-342 or BIO-323, BIO-343.

FN-450 Medical Nutritional Assessment, Therapy & Counseling II (4.00 cr.)*(Spring, Course Offered Every Year)*

The purpose of this course is to provide a culminating comprehensive study of the medical nutritional care process. Application of biological, physiological, and chemical parameters influencing specific medical conditions will be used in the study of nutritional etiology and support for disease processes. Assessment, development of appropriate scientifically-based medical nutritional therapy, and interviewing and counseling of the individual or group will be incorporated in the focus of the course. Case studies and hands-on learning experiences in anthropometric assessment specific to the medical nutritional intervention will be used for students to demonstrate attainment of competencies related to this course. The various roles of the medical nutritional team, nutritional, medical, pharmacological and nursing disciplines, will be considered in light of providing medical nutritional therapy for the individual or group. Prerequisite: FN-440.

FN-480 Colloquium in Nutrition (1.00 cr.)*(Fall, Course Offered Every Year)*

Through selected readings and small group discussions, students will explore and critically analyze major concepts and developments in the field and enhance their awareness of the role of nutritionists in society. Students will complete, present and discuss her work and accomplishments in the major and the field in the form of a digital portfolio at the end of the course.

FN-498 Honors Thesis in Foods & Nutrition (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

In conjunction with a faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and a presentation. The project must meet Honors Program thesis requirements as well as the expectations of the foods and nutrition faculty. A research proposal form completed by the student, faculty mentor, and Honors Program director is required for registration. Open to seniors who are members of the Honors and/or Teaching Fellows Programs.

FN-499 Research in Foods & Nutrition (1.00–3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

In conjunction with a faculty mentor, the student will develop and conduct a research project exploring topics and problems in Foods and Nutrition. The research experience will culminate in a paper and presentation. Open to junior and senior majors and others by permission of the instructor. May be repeated for up to a total of six credit hours. A research proposal form completed by the student and faculty mentor is required for registration. Instructor's consent required. Prerequisites: FN-227, 8 credits from CHE, 7 credits from BIO.

Foreign Language

FL-121 Awareness of Language (3.00 cr.)*(Varies, Contact Department Head)*

This course is specifically designed not to target any one second language. Instead, it offers an introduction to various aspects of and influences on modern languages, to include: verbal, nonverbal, global, gender, racial, and socioeconomic factors, as well as writing and advertising. The course will focus on readings and in-depth discussions about overall awareness of languages in today's world. Course will be offered as needed. No prerequisites.

FL-764 The Teaching of a Foreign Language (4.00 cr.)*(Fall, Course Offered Every Year)*

A pre-professional course aimed at identifying the goals of foreign language teachers and exploring different methods of reaching these goals. The student will begin building a file of teaching materials, including lesson plans, unit plans, and a plan for an academic year. Required for all students seeking licensure in a foreign language. Student must be admitted to the Teacher Education Program before enrolling in this course. Does not count toward a foreign language major. Instructor's consent required.

French

FRE-101 Elementary French Conversation I (3.00 cr.)*(Fall, Course Offered Every Year)*

Introduction to modern spoken French. English will be used in the classroom for orientation purposes only. Open to all students who do not qualify for FRE-103. Independent language laboratory work required each week.

FRE-102 Elementary French Conversation II (3.00 cr.)*(Spring, Course Offered Every Year)*

A review and continuation of FRE-101. English will be used in the classroom for orientation purposes only. Independent language laboratory work is required each week.

FRE-103 Structural French (3.00 cr.)*(Fall, Course Offered Every Year)*

A thorough and accelerated review of first-year French. Independent language laboratory work required each week. May not be taken following FRE-101 or FRE-102.

FRE-205 Intermediate French I (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

A review and continuation of FRE-102 or FRE-103, and gradual introduction of graded readings. Independent language laboratory work required each week. Prerequisites: FRE-102 or FRE-103.

FRE-206 Intermediate French II (3.00 cr.)*(Varies, Contact Department Head)*

A continuation of FRE-205. Emphasis on the reading and discussion in French of texts of moderate difficulty. Independent language laboratory work required each week. Prerequisite: FRE-205.

FRE-207 Intermediate Conversation in French (3.00 cr.)*(Varies, Contact Dept. Head)*

An intermediate-level course designed for students who have completed FRE205 and FRE206 (or equivalent), FRE207 aims to increase the student's oral proficiency in French through review, practice, and diverse stimuli for conversation. Content includes structured review of the primary verb tenses and of principal grammar points. Daily discussions and conversation. Regular reading of magazine and newspaper articles. Viewing of feature films. Occasional short essays and informal writing. The course is conducted in French. Weekly language laboratory work required. May be repeated for credit through an approved program of study abroad. Course offered as needed. Prerequisites: FRE 205 (Intermediate French I) and FRE 206 (Intermediate French II), or equivalent.

FRE-299 Introduction to Research in French (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

Working with a faculty mentor from the department, the student will formulate and execute a research project at an intermediate level of complexity. In her project, the student will investigate an aspect of French language or Francophone literature, culture or civilization of personal interest and, as a culminating experience, prepare a paper or other research project whose outcomes or conclusions she also proposes and discusses in a public forum. A research proposal form completed by the student and the faculty mentor is required for registration. Research performed in connection with study abroad is strongly encouraged. May be repeated for credit for a total of six semester hours. Prerequisites: 3 credits from FRE at Level 200 or above.

FRE-300 Life and Study Abroad (1.00–3.00 cr.)*(Varies, Contact Department Head)*

Intensive study and homestay in France or a Francophone country. Credit awarded according to departmental guidelines. Permission of department required for enrollment. Pass/Fail grading only.

*Note: 300-level FRE courses may not be available beyond Spring 2012.***FRE-302 Topics in Language and Culture (1.00–3.00 cr.)***(Varies, Contact Department Head)*

Offered only in connection with the department's programs of study in France or a francophone country. Since instruction is in French, the course carries as a prerequisite the completion of second-year French. The course may entail instruction before, during, and after the experience abroad. Credit is awarded according to the following

guidelines: Completion of assigned readings: 1 hour; Completion of a paper or journal: 1 hour; Participation in a series of organized visits: 1 hour. Depending on the objectives of the foreign study program, directors may require any combination of the above elements, but in no case will more than three credit hours be awarded for the course. Pass/Fail grading may be elected by the student. Instructor's consent required. Prerequisites: FRE-205, FRE-206 or equivalent.

FRE-304 French Civilization (3.00 cr.)*(Fall, Even-Numbered Years Only)*

A survey of the political and cultural history of France and the Francophone regions, including their contributions to Western culture in the fields of art, religion and music. Prerequisites: FRE-205, FRE-206 or equivalent.

*Note: 300-level FRE courses may not be available beyond Spring 2012.***FRE-305 French Phonetics and Phonology (3.00 cr.)***(Varies, Contact Department Head)*

This course focuses on students' pronunciation, intonation, and oral proficiency. Required of all French majors and minors. One hour of non-credit language laboratory required each week. May be taken without prerequisite courses with permission of instructor. Prerequisites: FRE-205, FRE-206 or equivalent.

*Note: 300-level FRE courses may not be available beyond Spring 2012***FRE-306 Advanced Grammar, Composition, Linguistics (3.00 cr.)***(Spring, Odd-Numbered Years Only)*

Study of complex grammar structures designed to improve students' writing skills. Required of all French majors and minors. One hour of non-credit language laboratory required each week. Prerequisites: FRE-205, FRE-206 or equivalent.

*Note: 300-level FRE courses may not be available beyond Spring 2012.***FRE-307 Advanced Conversation (3.00 cr.)***(Spring, Even-Numbered Years Only)*

Focuses on oral proficiency with detailed analysis of the semantic and syntactic structure of contemporary French. Open to juniors and seniors or to other students with permission from the instructor. May be taken without prerequisite courses with permission from the instructor. Prerequisites: FRE-305, FRE-306 or equivalent.

*Note: 300-level FRE courses may not be available beyond Spring 2012.***FRE-308 Francophone Literature (3.00 cr.)***(Varies, Contact Department Head)*

Introduction to a variety of texts from the French-speaking world. Students will learn practical strategies for reading and analyzing a variety of literary genres in various media [text, film, music, art]. Recommended as an introductory literature course. Prerequisites: FRE-205, FRE-206 or equivalent.

*Note: 300-level FRE courses may not be available beyond Spring 2012.***FRE-309 French Women Writers (3.00 cr.)***(Varies, Contact Department Head)*

Introduction to a broad range of female authors from the Middle Ages to the present, expanding the students' understanding of how

writing is shaped by gender, history and society. Students will learn practical strategies for reading and analyzing a variety of genres. Recommended as an introductory literature course. Prerequisites: FRE-205, FRE-206 or equivalent.

Note: 300-level FRE courses may not be available beyond Spring 2012.

FRE-350 French Seminar (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

A weekly seminar [80 minutes per week] designed to perfect a student's aural/oral skills in French. Aspects of the culture, civilization, and literature of French-speaking countries will be discussed. Will include films, workshops, field trips, and other activities. May be taken without the prerequisite courses with permission of the instructor. Prerequisites: Take either FRE-205 and FRE-206 or FRE-305 and FRE-306 or equivalent.

Note: 300-level FRE courses may not be available beyond Spring 2012.

FRE-498 Honors Thesis in French (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Working with a faculty mentor from the department, the honors student investigates an aspect of French language or Francophone literature, culture or civilization of personal interest and prepares a paper or other research product whose conclusions or outcomes she also proposes and discusses in a public forum. Weekly meetings. It is expected that the honors student will spend at least ten hours per week on her thesis. Fulfills honors thesis requirement. Research performed in connection with study abroad is strongly encouraged. Prerequisites: 15 credits from FRE at Level 300 or above.

FRE-499 Junior & Senior Research in French (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Working with a faculty mentor from the department, the student will formulate and execute a research project at an advanced level of complexity. In her project, the student will investigate an aspect of French language or Francophone literature, culture or civilization of personal interest, and, as a culminating experience, prepare a paper or other research project whose outcomes or conclusions she also proposes and discusses in a public forum. A research proposal form completed by the student and faculty mentor is required for registration. Research performed in connection with study abroad is strongly encouraged. May be repeated for credit for a total of six semester hours. Prerequisites: 12 credits from FRE at Level 300 or above.

Geoscience

GEO-200 Earth Science (3.00 cr.)

(Fall, Spring and Summer, Course Offered Every Year)

An introduction to the atmospheric, hydrologic, and geologic processes by which the physical environment of our planet is continuously reshaped and reformed. With corequisite lab counts as a laboratory science for general education requirements. Corequisite: GEO-240.

GEO-203 Geographic Information System (GIS) (3.00 cr.)

(Fall, Course Offered Every Year)

This course provides students with the experience of finding and

analyzing a variety of geographically referenced data, and then presenting them in graphical and statistical formats in order to answer research questions from everyday life. This process will include spatial reasoning, problem definition, and appropriate applications for planning and decision-making. Prerequisite: None

GEO-205 World Regional Geography (3.00 cr.)

(Spring, Course Offered Every Year)

A systematic survey of major world regions with emphasis on climates, land forms, resources and economics. Also includes discussions on political ties, and position in world trade. Counts as a social science elective for general education requirements.

GEO-206 Meteorology (3.00 cr.)

(Spring, Course Offered Every Year)

An introduction to the nature, origin, processes and dynamics of the atmosphere that result in weather variability and climate change and their impact on human activity. Knowledge of algebra required, but a calculator is not required. Prerequisites: One laboratory science course (BIO-110/151, CHE-111/141, GEO-200/240, or PHY-211/241).

GEO-240 Earth Science Laboratory (1.00 cr.)

(Fall, Spring and Summer, Course Offered Every Year)

Laboratory exercises involving the atmospheric, hydrologic, and geologic processes by which the physical environment of our planet is continuously reshaped and reformed. With corequisite course counts as a laboratory science for general education requirements. Corequisite: GEO-200.

GEO-299 Introduction to Research (1.00–2.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course will provide opportunities for freshmen and sophomores to participate in original laboratory research. Students will submit their findings in a formal written report and will give an oral presentation. Students will be expected to spend two to three hours per week in the laboratory and one to two hours per week outside the laboratory for each semester hour credit. GEO-200 is strongly recommended as a prerequisite to this course. May be repeated for a total of three credit hours.

GEO-326 Environmental Resources (3.00 cr.)

(Fall, Odd-Numbered Years Only)

This course is an introduction to the inter-relationships among the physical, chemical, and biological processes and the large variety of resources of the physical world. Consequences from natural phenomena and, increasingly, human activities that use various resources, give rise to a number of environmental problems. Potential solutions to these problems will be discussed. Prerequisites: take CHE-111 and CHE-141 or GEO-200 and GEO-240.

GEO-498 Honors Thesis in Geoscience (3.00 cr.)

(Varies, Contact Department Head)

Open to students in the department of Chemistry, Geoscience and Physics who are members of the Honors and/or Teaching Fellows Programs. In conjunction with a faculty mentor, the student will

formulate and execute an original research project that will culminate in a paper and a presentation. A research proposal form completed by the students and the faculty mentor are required to complete registration. The project must meet the Honors Program thesis requirements as well as the expectations of the departmental faculty. Prerequisite: GEO-200/240 or GEO 203.

GEO-499 Research (1.00–2.00 cr.)
(Fall and Spring, Course Offered Every Year)

Open to junior and senior geoscience minors or others by permission. In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. A research proposal form completed by the student and the faculty mentor is required for registration. May be repeated for credit for a total of three semester hours. Prerequisite: GEO-200.

German

This program of offerings is not available in 2012-2013. Contact Department Head for additional information.

GER-101 Elementary German I (3.00 cr.)
(Varies, Contact Department Head)

Introduction to the German language including grammar, graded readings, and speaking. Independent language laboratory work required each week.

GER-102 Elementary German II (3.00 cr.)
(Varies, Contact Department Head)

Review and continuation of GER-101. Independent language laboratory work required each week. Prerequisite: GER-101.

GER-205 Intermediate German I (3.00 cr.)
(Varies, Contact Department Head)

Review of German grammar; introduction to more difficult aspects of the language; readings of appropriate difficulty; increased practice in speaking German. Independent language laboratory work required each week. Prerequisite: GER-102.

GER-206 Intermediate German II (3.00 cr.)
(Varies, Contact Department Head)

A continuation of GER-205. More advanced grammar and readings and further emphasis on speaking. Independent language laboratory work required each week. Prerequisite: GER-205.

GER-300 Life and Study Abroad (1.00–3.00 cr.)
(Varies, Contact Department Head)

Intensive study and homestay in a German-speaking country. Credit awarded according to departmental guidelines. Permission of department required for enrollment. Pass/Fail grading only.

GER-302 Topics in Language and Culture (1.00–3.00 cr.)
(Varies, Contact Department Head)

This course is offered only in connection with the department's programs of study in Germany or Austria. Since instruction is in German, the course carries as a prerequisite the completion of

second-year German. The course may entail instruction before, during, and after the experience abroad. Credit is awarded according to the following guidelines: Completion of assigned readings: 1 hour; Completion of a paper or journal: 1 hour; Participation in a series of organized visits: 1 hour. Depending on the objectives of the foreign study program, directors may require any combination of the above elements, but in no case will more than three credit hours be awarded for the course. Pass/Fail grading may be elected by the student. Instructor's consent required. Prerequisites: GER-205, GER-206.

GER-306 Advanced German Grammar (3.00 cr.)
(Varies, Contact Department Head)

Study of complex grammar structures designed to improve students' speaking and writing skills. Required of all German majors and minors. Prerequisites: GER-205, GER-206.

GER-307 Advanced Conversation (3.00 cr.)
(Varies, Contact Department Head)

Focuses on advanced oral proficiency with detailed analysis of the semantic and syntactic structure of the German language. Prerequisites: GER-205, GER-206.

GER-366 Advanced German Reading (3.00 cr.)
(Varies, Contact Department Head)

Readings and discussions of selected authors. May be repeated for credit. Prerequisites: GER-205, GER-206.

Health

HED-100 Contemporary Health Issues (2.00 cr.)
(Fall and Spring, Course Offered Every Year)

A course designed to provide students with knowledge of personal and community health. Special emphasis on developing positive health attitudes and practices.

HED-200 Responding to Emergencies (2.00 cr.)
(Fall and Spring, Course Offered Every Year)

A course designed to prepare students with knowledge and skills to administer immediate care to victims of injuries and sudden illness. Students who successfully complete the course will receive American Red Cross Certification. Course fee assessed.

HED-210 Risk, Appraisal and Prevention in Health (3.00 cr.)
(Fall, Course Offered Every Year)

This course is designed to provide students with a greater understanding of the scientific basis for health status, the role of human behavior and the impact of public policy upon health status. Students will learn the theoretical foundations of health behavior, the principles essential to developing health literacy and the concepts relevant to health risk reduction and health promotion.

HED 220 Fitness and Wellness (2.00 cr.)
(Varies, Contact Department Head)

A course designed to develop understanding in the conceptual knowledge of health and fitness in the development and maintenance of human wellness. The course will allow each student to

plan a program of physical activity that meets her unique needs and interests. The ultimate goal is to help students plan for a lifetime of wellness including physical fitness and healthy nutrition.

HED-320 Our Bodies-Our Lives (3.00 cr.)

(Varies, Contact Program Director)

This course will focus on the way in which individuals develop their identities through the body's experiences in American culture. Drawing upon an interdisciplinary range of research and ideas, the course will explore how the body is influenced and shaped by society; how individuals are affected by myths about the ideal or "normal" body; and the way the body has been objectified in areas of fitness, health and beauty. We will look at the effects of the media, popular culture, education, and other areas of socialization to gain self-awareness as to the ways students' lives reflect the process of how they embody cultural values and social attitudes.

HED-332 Human Sexuality (3.00 cr.)

(Spring, Course Offered Every Year)

The research literature on sexual interests, behaviors and relationships is reviewed through the study of the changing practices and perceptions of sexuality in America. Topics include the cultural construction of sex, the process of learning to be sexual, sexual deviance, the influence of marriage, and the interplay between sex and power in our society. Recognition of both risks and rewards associated with sexuality provides the context for studying controversial policies in society. Also offered as SOC-332.

HED-400 Influences and Evolution of Global Health (3.00 cr.)

(Fall, Course Offered Every Year)

This course will address specific health issues that reach beyond our borders and will examine the impact and influence of communities on global health. The course will focus on three components of world health including health disparities, nutrition, and communicable and non-communicable diseases. Students will consider these components from historical, social, cultural, political, and economic perspectives. Prerequisite: 75 credit hours completed upon course enrollment.

HED-420 Health Education Methods (3.00 cr.)

(Spring, Course Offered Every Year)

Course content will cover methods and materials of teaching health education in a variety of settings. Students will obtain the necessary skills to plan and implement a variety of health promotion lessons and methods in clinical, school, hospital or worksite settings. Students will present prepared units/lessons to target populations such as: employees, students, community members or patients. A practicum is a required part of this course.

History

HIS-101 Emergence of Western Civilization (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

The evolution of Western civilization from the ancient Greek, Roman, Judaeo-Christian, and Germanic traditions, the medieval synthesis

of these traditions, and the rebirth of classicism during the Renaissance. The final evolution of these traditions through the commercial, religious, political, and scientific revolutions to 1750.

HIS-102 Modern Western Civilization (3.00 cr.)

(Fall, Spring, and Summer, Course Offered Every Year)

The rise of industrialism, nationalism, socialism, and science. The role of imperialism, Fascism, and Communism as challenges to traditional Western culture. The study of contemporary Western culture and its role in the modern world.

HIS-103 The World in the 20th Century (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course will examine key events, issues and developments in the 20th century world predominantly from the perspective of non-Western cultures. It will pay particular attention to the issues of European imperialism and de-colonization; the application of Western ideologies of liberalism, communism, and nationalism in non-Western settings; and economic and cultural globalization. Case studies will demonstrate differing responses to the challenges of modernization in the 20th century.

HIS-200 Introduction to Latin American History (3.00 cr.)

(Fall, Odd-Numbered Years Only)

This course will begin with a study of colonial independence, ending with the study of contemporary characteristics of modern Latin American states.

HIS-214 American History to 1876 (3.00 cr.)

(Fall and Summer, Course Offered Every Year)

The emergence of the federal system, democracy, states' rights, nationalism, territorial expansion, slavery and civil war, reconstruction.

HIS-215 American History Since 1876 (3.00 cr.)

(Spring, Course Offered Every Year)

The development of modern America. Emphasis on expansion, industrialism, urbanization, race relations, and the growth of federal power.

HIS-224 Introduction to Asian History (3.00 cr.)

(Fall, Course Offered Every Year)

This course examines the intellectual, cultural, and political foundations of traditional Asian societies, following their transformation from ancient times to twenty-first century modernity.

HIS-250 Introduction to Archaeology (3.00 cr.)

(Varies, Contact Department Head)

This course provides students with a basic introduction to the scope and concerns of archaeology, a deeper understanding of the human past, and a greater sensitivity to issues surrounding the reconstruction and representation of that past. Through the semester we will survey some famous archaeological discoveries of the past as well as more contemporary discoveries. Over the semester we will also conduct several activities dealing with the hands-on analysis of material culture, and will visit and critically analyze local archaeological sites and reconstructions.

HIS 270 Introduction to Native American History and Cultures (3.00 cr.)*(Spring, Even-Numbered Years Only)*

An overview of the history of Native Americans in North America. Students will be introduced to such topics as original migrations into North America, impact of European contact, demographics, evolution of stereotypes, historical events, important leaders, religions, societal structures, indigenous arts, traditional lifeways, and current political and social issues.

HIS-281 Introduction to African History (3.00 cr.)*(Fall, Even-Numbered Years Only)*

This course will introduce students to the history of the African continent. It will survey the variety of environmental conditions and the ecological impact on the growth of African civilization and culture. It will examine the emergence of states and kingdoms such as the trader empires of West Africa and Great Zimbabwe in the south. It will also examine traditional African myths and epics. Other topics include the impact of Islam, European contact and the slave trade, the struggle against colonialism and apartheid, the rise of nationalism, and the problems of Africa's newly independent states including the chaos of the Congo and Rwanda, and the legacy of Mandela's South Africa. And the course will show the amazing resilience of the Africans and their uncanny talent to survive and even prosper despite the best efforts of authority and environment.

HIS-282 The Modern Middle East (3.00 cr.)*(Spring, Course Offered Every Year)*

This course will address cultural, social and political issues in the Middle East since the late 19th and into the 21st century. Topics covered will include imperialism, nationalism, the creation of modern states, the Palestinian-Israeli conflict, the Iranian Revolution, the politics of oil, U.S. - Middle East relations, and the emergence of activist Islamic groups. Also offered as POL-282.

HIS-285 Women in Global Perspective (3.00 cr.)*(Varies, Contact Department Head)*

Economic systems have a formative impact on women's lives and the nature of their role in society. Women's experiences and the expression of these experiences in artifacts, historical documents, and literature will be studied to shed light on this relationship.

HIS-300 Introduction to Public History (3.00 cr.)*(Spring, Odd-Numbered Years Only)*

An introduction to the theoretical background of public history and its disciplines; historic preservation, museum studies, archives and records administration and documentary editing. Students read literature in these disciplines and solve practical problems in public history.

HIS-302 Modern British History (3.00 cr.)*(Varies, Contact Department Head)*

This course will examine the significant political, social, economic, and cultural transformations that have shaped British history in the modern era. It will explore key events and themes that influenced British development, including: the nature of "Britain" as a multi-national, multi-ethnic polity; the impact and influence of Britain as

a commercial, and later military, global empire; the role of Britain as a "model" of evolutionary historical development; the British experience of the two world wars; the creation of a socialist welfare state in the intellectual homeland of economic and political liberalism; and recent efforts to question and reform the post-war social and political consensus.

HIS-304 Greek and Roman History (3.00 cr.)*(Varies, Contact Department Head)*

A study of the cultural and historical characteristics of the ancient Greeks and Romans with special emphasis on their contributions to subsequent civilizations.

HIS-305 Holocaust Experiences (3.00 cr.)*(Spring, Even-Numbered Years Only)*

The twentieth century has witnessed the mass destruction of peoples on a scale unprecedented on the planet. Using the Holocaust in Germany as a focus and point of departure, this class will examine the Holocaust experience, as it was understood by the participants—by the persecuted and the persecutors, and by those who passively acquiesced and by those who resisted.

HIS-306 Russia in the Twentieth Century (3.00 cr.)*(Fall, Odd-Numbered Years Only)*

This course will examine the significant events, themes, and personalities that have shaped the turbulent history of Russia and the Soviet Union in the twentieth century. Key periods and topics will include: the failed "constitutional experiment" of late Imperial Russia; the dynamics of the Russian Revolution and Civil War; the impact of Josef Stalin's "revolution from above" and its program of collectivization, industrialization, and mass terror; the traumatic Soviet experience of World War II; the role of the Soviet Union in the Cold War; the rise of Gorbachev and the subsequent collapse of the Soviet Union.

HIS-308 20th Century Europe (3.00 cr.)*(Fall, Even-Numbered Years Only)*

This course will examine the significant events, ideas, and social transformations that shaped Europe in its most tumultuous and destructive century ever, a century marked by wars, revolutions, genocides, and the threat of nuclear annihilation. Topics will include: the nature and impact of mass industrialized warfare in the Great War; the legacies of post-war disillusionment, depression, and appeasement; the murderous conflict of the ideologies of liberalism, communism, and fascism; the European experience of Cold War and decolonization; the role of gender in modern consumer society; the evolution of European integration; and the place of Europe in the global community.

HIS-310 Modern China (3.00 cr.)*(Spring, Odd-Numbered Years Only)*

China from the 19th century to the present, with emphasis on traditional values in transition, the overthrow of the Manchus, the Republic, the rise of communism, and recent economic liberalization. Focuses on social, political, and intellectual change.

HIS-312 India Past and Present (3.00 cr.)*(Spring, Even-Numbered Years Only)*

After an overview of the contemporary scene in India, this course will explore traditional Indian history and culture, including the ancient Indus Valley civilization, Aryan civilization, the Indo-Aryan synthesis, Hinduism, Buddhism, and Islam in India, Mughal imperial unification, the arrival of the British in India, the rise of Indian nationalism with Gandhi and Nehru, Indian independence, modern India and the role of India in the world today. Carefully selected films will complement the readings and lectures, and students will be made aware of resources concerning India in the academic community in Raleigh and in the Research Triangle.

HIS-314 Colonial American History (3.00 cr.)*(Spring, Odd-Numbered Years Only)*

The colonial origins of American society and ethnic diversity to the emergence of the American nation in the Revolutionary period.

HIS-315 Civil War and Reconstruction (3.00 cr.)*(Fall, Odd-Numbered Years Only)*

A study of the years 1861–1876 with attention to causes and effects, social and political impacts, and lasting legacies of what was arguably the most important decade and a half in U.S. history.

HIS-319 Contemporary American History (3.00 cr.)*(Spring, Odd-Numbered Years Only)*

An in depth study of the U.S. since 1945. Major emphasis on domestic politics, foreign relations, economic policy, urban crisis, civil rights, youth movement, and women's rights.

HIS-330 Modern US Foreign Policy (3.00 cr.)*(Spring, Odd-Numbered Years Only)*

A study of global issues involving the United States vis-à-vis Europe, the former Soviet Union, Latin America, Africa, Middle East, and Asia. May be taken for credit in political science or history. Also offered as POL-330.

HIS-333 History of the South (3.00 cr.)*(Varies, Contact Department Head)*

A study of those aspects of Southern experience which have made the South a unique region from its early settlement to the present; includes social, political, cultural, and economic developments.

HIS-334 Methods of Historical Research (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

An introductory course in historical research and writing that is required of all majors and is usually taken during the junior year. It focuses on finding, evaluating, and using historical sources; on organizing and presenting historical research; and on analyzing historical literature. Each student should plan to take this course the semester before she undertakes HIS-499, Senior Research or HIS-498, Senior Thesis.

HIS-343 History of North Carolina (3.00 cr.)*(Spring, Even Numbered Years Only)*

A study of North Carolina from the colonial period to the present.

Emphasis on the social, economic, and political forces which shaped the state and her contributions in the national history.

HIS-375 Warfare, Culture, and Social Change in European History (3.00 cr.)*(Spring, Even Numbered Years Only)*

This course examines the powerful and enduring influence of warfare in European history within a global perspective. Students will explore the nature of war in the broadest sense, addressing its military, political, economic, social, and cultural aspects. Particular attention will be paid to the role of warfare in the social transformation, political development, and cultural evolution of Europe, as well as in Europeans' encounters with non-Western civilizations and cultures of war. Students will examine such specific issues as the nature of modern combat, the destructive role of technology, the influence of popular nationalism and militarism, values and attitudes regarding violence, conceptions of gender, the experience of the home front, and the practice of ethnic discrimination and genocide. A combination of lecture, discussion, and media will be used.

HIS-385 Europe in the Middle Ages (3.00 cr.)*(Fall, Odd-Numbered Years Only)*

This course will survey major developments in Western Europe from roughly 400 CE to 1300 CE. It will use primary and secondary sources to explore the growth of a distinctly European civilization upon its Judeo-Christian, classical and Germanic roots, and will trace the expression of this civilization through its political, religious and educational institutions; its formal religious thought and vernacular literature; its art, architecture and music; and its interactions with different cultures both within and beyond its borders. Specific topics covered will include the Germanic invasions, monasticism, the conversion of Europe, the growth of the manorial and feudal systems, scholastic thought in the universities, heresy and the crusades, the growth of representative government and others. Also offered as RES-385.

HIS-387 Age of Renaissance/Reformation (3.00 cr.)*(Fall, Even-Numbered Years Only)*

This course will work primarily through class discussion of primary sources to understand the changes in outlook expressed in the Renaissance, the Reformation and the Scientific Revolution between the fourteenth and seventeenth centuries. In particular, it will focus upon the transition from medieval toward modern attitudes in areas such as historical and scientific thought, political and educational theory, philosophy, art, music and religious thought and practice. It will also address the economic, social and political variables that underlay these changes in intellectual life, as well as the impact that these ideas had upon European society. Students will be encouraged to explore individual interests from their own major fields and personal backgrounds. Also offered as RES-387.

HIS-401 Global Questions: Technology and Social Change (3.00 cr.)*(Spring, Odd-Numbered Years Only)*

Though technology in various forms pervades and sometimes greatly enhances our lives, individuals in modern societies often have little say in choosing the technologies they will adopt. Using a case study approach, this course examines the social impact of technological

innovation from antiquity to the present, and in diverse world cultures of our time. Reading and discussions lean toward team projects where students identify a problem or opportunity using technology and social change, research the issue, prepare a proposal for a foundation grant, and present the proposal to the class. Students are particularly encouraged to make personal contact with human resources. Students are also invited to publish proposals and presentations at the undergraduate research conference.

HIS-409 Global Slavery in Historical Context (3.00 cr.)
(Spring, Even-Numbered Years Only)

This course is designed to explore the global history of slavery and understand the growing role that slavery and “unfree labor” still plays in individual countries and the world economy. Because of its extensive history with this institution, the United States’ experience with slavery will serve as a reference point for comparing historic and contemporary forms of slavery and “unfree labor.”

HIS-498 Honors Thesis in History (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A research and seminar course that brings together work done across the major, builds upon HIS-334 and includes a senior research project of exceptional quality. Students will improve oral and written communication skills through class discussion and formal presentations. They will also make and implement plans for postgraduate education and careers. Each student will also formulate and execute an original research project that will culminate in a paper and an oral presentation. The director of the research project must approve a preliminary research proposal during the semester before the student takes this course, as must the appropriate director(s) of Honors and/or Teaching Fellows. The project must meet Honors and teaching fellows requirements as well as those of the History department.

The course substitutes for the HIS 499 requirement. Prerequisites: HIS-334 or permission of instructor. A student who completes the HIS 498 Seminar as a prerequisite may undertake a second, elective HIS 498 or HIS 499 research project on her own with an individual faculty director without attending the seminar a second time.

HIS-499 Senior Research (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A research and seminar course required of all majors that brings together work done across the major, builds upon HIS-334 and includes a senior research project. Students will improve oral and written communication skills through class discussion and formal presentations. They will also make and implement plans for postgraduate education and careers. Each student will also formulate and execute an original research project that will culminate in a paper and an oral presentation. The director of the research project must approve a preliminary research proposal during the semester before the student takes this course. A student who completes the HIS 499 Seminar as a prerequisite may undertake a second elective HIS 499 research project on her own with an individual faculty director without attending the seminar a second time.

HIS-764 The Teaching of Social Studies (3.00 cr.)
(Fall, Course Offered Every Year)

A study of the methods required for teaching grades 6-9, and grades 9-12, social studies. May not count toward a major.

Interdisciplinary Studies

IDS-100 Appreciation of Fine Arts (3.00 cr.)
(Varies, Contact Department Head)

A course designed to acquaint students primarily with the visual artist and the musician, the tools with which they work, and their means of personal expression. It will seek to establish the areas of similarity between the arts and to define those areas of individual uniqueness which each area of the arts possesses. Discussions of dance and theatre are also included. Counts as an elective in the humanities and fine arts.

IDS-155 Tutor Training (1.00 cr.)
(Fall and Spring, Course offered twice per semester every year)

This course is designed to prepare prospective tutors for their work in the Learning Center. Enrollment by invitation only. Prospective tutors must be recommended by members of the faculty. Instructor’s consent required.

IDS-280 China Today (3.00 cr.)
(Spring, Course Offered Every Year)

Modern China is best understood in the context of its history, perhaps the lengthiest in the world and certainly the lengthiest in Asia. This course begins with an overview of Chinese history and geography. It includes Chinese culture and the festivals that are such an important part of that culture. Students also learn about Chinese philosophy, literature, music, arts, heroes, food and ethnic minorities as well as contemporary issues.

IDS-295 Community Service Research Development (3.00 cr.)
(Summer, Course Offered Every Year)

A research development and seminar course in which students explore processes and mechanisms for conducting research related to community service. Students will develop and implement a research project in conjunction with service in a community organization. A research proposal completed by the student and faculty is required. Students are required to present their findings orally and in poster format. Class meets twice a week during 12 weeks of summer.

IDS-300 Arts, Artifacts & Culture-Europe (3.00 cr.)
(Meredith Abroad, Course Offered Every Year)

An introduction to the culture and the social life of the peoples of continental Europe based upon a study of the arts and artifacts they produced. This course places special emphasis on the countries students visit while studying in Continental Europe. Terms are defined broadly, looking at literary, visual and musical arts as well as dance; architecture of both private and public spaces; and artifacts of all kinds. Focus will be on folk as well as high culture; ancient as well as modern times; and traditional as well as avant-garde modes. Students examine expressions that are secular as well as religious;

utilitarian as well as purely ornamental; and communal as well as personal. To facilitate students' observations of local culture, the spoken languages of the countries being visited will be studied.

IDS-301 Arts, Artifacts & Culture-UK (3.00 cr.)

(Meredith Abroad, Course Offered Every Year)

An introduction to the culture and social life on the peoples of the United Kingdom based on a study of the arts and artifacts they produced. This course places special emphasis on the countries students visit while studying in the United Kingdom. Terms are defined broadly, looking at literary, visual and musical arts as well as dance; architecture of both private and public spaces; and artifacts of all kinds. Focus will be on folk as well as high culture; ancient as well as modern times; and traditional as well as avant-garde modes. Students examine expressions that are secular as well as religious; utilitarian as well as purely ornamental; and communal as well as personal.

IDS-398 Honors Colloquium (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

An Honors Colloquium at Meredith College is a highly interactive and discussion-based course, usually inter-disciplinary, and often team-taught. Through discussions and lectures, film screenings, museum visits, and a variety of other approaches, students will explore rotating topics of social, humanistic, scientific, and philosophical significance. Honors Colloquia are part of the Meredith College Honors Program curriculum requirements and enrollment is restricted to Honors students and Teaching Fellows. Each Honors student is required to complete two colloquia before graduation.

Interior Design

ID-142 History of Architectural Interiors & Furnishings (3.00 cr.)

(Fall, Course Offered Every Year)

A study of architectural interiors and furnishings from antiquity to present. Relationship of architecture, art, and furniture styles to interiors. Survey of contemporary furniture designers. Also offered as ART 142.

ID-144 Interior Design I (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

An exploration of the basic elements and principles of interior design. Includes application of design principles to human environments. Emphasis on design solutions relevant to human needs. Introduction to architectural drawing. Six studio hours per week. Prerequisite or corequisite: ART-101 or ART-110. Also offered as ART-144.

ID-243 Interior Design Visual Presentations (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Continued development of architectural drafting skills using two and three dimensional drawings to visually communicate design solutions. Visual presentation skills including rendering will be developed. Exploration of traditional board presentations and digital presentations will be introduced. Six studio hours per week. Prerequisite: ID-144, ART-101 or ART-110. Studio fee assessed.

ID-244 Interior Design II (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Residential interior design studio. Included will be solution of residential design problems, preparation of appropriate drawings and models, application of universal design principles and aging in place. Historic adaptation of residential spaces. Specifications of finishes, furnishings and equipment for residential interiors. Six studio hours each week. Prerequisite: ID-144, ID-243, ART-101 or ART-110. Studio fee assessed.

ID-245 Housing Issues (3.00 cr.)

(Fall, Course Offered Every Year)

Study of psychological, physiological, social, and environmental aspects of shelter. Included will be a study of the housing needs of elderly and handicapped; cross-cultural perspective of housing; ergonomics; historic preservation; energy efficiency; and government policies influencing housing.

ID-246 Interior Design Products (3.00 cr.)

(Spring, Course Offered Every Year)

In-depth study of materials and their appropriate application used in interior design, including flooring, window treatments, wall coverings and furniture. Quality, utilization and sustainability as factors in material selection are included. Calculations of materials for flooring, soft window treatments, upholstered furniture and wall covering installations are covered.

ID-248 Technology Applications for Interior Design (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Exploration of technology techniques and tools for Interior Design. Design software and internet exploration. Introduction of computer aided drafting and design. Prerequisites: ID 144, ID 243; Prerequisite or Corequisite: ID 244.

ID-299 Introduction to Research in Interior Design (1.00–3.00 cr.)

(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will participate in a research or creative project investigating topics and problems in Interior Design. This course will provide an introduction to the methods and techniques of the discipline. The research experience will culminate in a paper and/or presentation. Open to freshmen and sophomore majors and others by permission of the instructor. May be repeated for a total of six credit hours. A research proposal form completed by the student and faculty mentor is required for registration. Instructor's consent required. Prerequisite: ID-144.

ID-342 Special Problems in CADD (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Application of advanced computer aided design for residential and commercial interiors. Further exploration of overlay design packages. Prerequisites: ID-144, ID-243, ID-244, ID-248. Studio fee assessed.

ID-343 Construction Technology (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Survey of residential and non-residential systems, building materials, traditional and sustainable construction methods, and custom

millwork design. Prerequisites: ID-144, ID-243, ID-244, ID-248, ART-101 or ART-110. Prerequisite or corequisite: ID-342. Studio fee assessed.

ID-344 Interior Design III (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Application of design solutions for commercial and residential interiors. Included will be exploration of sustainable materials and solving design problems for diverse populations. Six studio hours per week. Prerequisite: ID-144, ID-243, ID-244, ID-248, ART-101 or ART-110. Prerequisite or corequisite: ID-342. Studio fee assessed.

ID-348 Interior Lighting Design (3.00 cr.)
(Fall, Spring, Course Offered Every Year)

Exploration of light as a design element in interior design; lighting theory; emphasis on technical aspects of lighting; lighting calculations; lighting specification and installation. Studio problems with application to residential, office, hospitality, retail, and institutional settings. Prerequisites: ID-144, ID-243. Prerequisite or Corequisite: ID-244, ID-248.

ID-443 Professional Practices in Interior Design (3.00 cr.)
(Fall, Course Offered Every Year)

Exploration of business principles and practices of interior design. Using ethical practice in design management students gain knowledge and application of basic business processes. Introduction to professional organizations and professional development and creating a portfolio are covered. Students must have senior standing to enroll. Prerequisites: ID-144, ID-243, ID-244, ID-248, ART-101 or ART-110. Prerequisite or corequisite: ID-342, ID-344.

ID-444 Interior Design IV (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Senior level design studio course exploring various design problems in complexity, size and scope. Emphasis is given to multi-use spaces. Research and related readings are included. Six studio hours per week. Prerequisites: ID-144, ID-243, ID-244, ID-248, ID-342, ID-344, ART-101 or ART-110. Studio fee assessed.

ID-447 Commercial Interior Design (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Execution of creative and functional solutions for commercial interior design problems. Included will be study of building codes, space planning and specification of traditional and sustainable materials and furnishings for non-residential interiors. Lecture and six studio hours each week. Prerequisites: ID-144, ID-243, ID-244, ID-248, ID-342, ID-344, ART-101 or ART-110. Studio fee assessed.

ID-498 Honors Thesis in Interior Design (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and a presentation. The project must meet Honors Program thesis requirements as well as the expectations of the interior design faculty. A research proposal form completed by

the student, faculty mentor, and Honors Program director is required for registration. Open to seniors who are members of the Honors and/or Teaching Fellows Programs.

ID-499 Research in Interior Design (1.00-3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will develop and conduct a research or creative project exploring issues and problems in Interior Design. The research experience will culminate in a paper and/or presentation. Open to junior and senior majors and others by permission of the instructor. May be repeated for credit for a total of six credit hours. A research proposal form completed by the student and faculty mentor is required for registration. Instructor's consent required. Prerequisite: ID-244.

Italian

ITA-101 Elementary Italian I (3.00 cr.)
(Fall, Course Offered Every Year)

Introduction to modern spoken Italian. English will be used in the classroom for orientation purposes only. Grammar, graded readings, and speaking. Independent language laboratory work required each week.

ITA-102 Elementary Italian II (3.00 cr.)
(Spring, Course Offered Every Year)

A review and continuation of ITA-101. English will be used in the classroom for orientation purposes only. Independent language laboratory work required each week. Prerequisite: ITA-101.

ITA-205 Intermediate Italian I (3.00 cr.)
(Fall, Course Offered Every Year)

This course aims to build the students' ability in speaking, reading and writing Italian, as well as understanding spoken Italian, and to allow them to delve more deeply into the culture of Italy. The course includes extensive conversational practice as well as supplemental readings of literary and cultural texts and readings from the Internet. Conducted in Italian. Prerequisite: ITA 102 (Elementary Italian II) or equivalent. Weekly work in language laboratory required. This course is a prerequisite for ITA 206.

ITA-206 Intermediate Italian II (3.00 cr.)
(Spring, Course Offered Every Year)

This course aims to build the students' ability in speaking, reading and writing Italian, as well as understanding spoken Italian. The course includes extensive conversational practice as well as supplemental readings of literary and cultural texts and from the Internet. Conducted in Italian. Prerequisite: ITA 205 (Intermediate Italian I). Weekly work in language laboratory required.

ITA-299 Introduction to Research in Italian (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Working with a faculty mentor from the department, the student will formulate and execute a research project at an intermediate level of complexity. In her project, the student will investigate an aspect of Italian language or literature, culture or civilization of personal interest and, as a culminating experience, prepare a paper or other

research project whose outcomes or conclusions she also proposes and discusses in a public forum. A research proposal form completed by the student and the faculty mentor is required for registration. Research performed in connection with study abroad is strongly encouraged. May be repeated for credit for a total of six semester hours. Prerequisites: 3 credits from ITA from Level 200 or above.

ITA-498 Honors Thesis in Italian (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Working with a faculty mentor from the department, the honors student investigates an aspect of Italian language, literature, culture or civilization of personal interest and prepares a paper or other research product whose conclusions or outcomes she also proposes and discusses in a public forum. Weekly meetings. It is expected that the honors student will spend at least ten hours per week on her thesis. Fulfills honors thesis requirement. Research performed in connection with study abroad is strongly encouraged. Prerequisites: 6 credits from ITA from Level 300 or above.

ITA-499 Junior & Senior Research in Italian (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Working with a faculty mentor from the department, the student will formulate and execute a research project at an advanced level of complexity. In her project, the student will investigate an aspect of Italian language or literature, culture or civilization of personal interest, and, as a culminating experience, prepare a paper or other research project whose outcomes or conclusions she also proposes and discusses in a public forum. A research proposal form completed by the student and faculty mentor is required for registration. Research performed in connection with study abroad is strongly encouraged. May be repeated for credit for a total of six semester hours. Prerequisites: 3 credits from ITA from Level 300 or above.

Latin

This program of offerings is not available in 2011-2012.

LAT-101 Elementary Latin I (3.00 cr.)
(Varies, Contact Department Head)

A course for beginners in the fundamentals of Latin grammar. Independent computer work required each week.

LAT-102 Elementary Latin II (3.00 cr.)
(Varies, Contact Department Head)

A review and continuation of LAT-101. Increased emphasis on reading. Independent computer work required each week. Prerequisite: LAT-101.

LAT-205 Intermediate Latin I (3.00 cr.)
(Varies, Contact Department Head)

An intermediate course in Latin designed to prepare the student for work with the more difficult authors, including Cicero and Ovid. Grammar review. Independent computer work required each week. Prerequisite: LAT-102.

LAT-206 Intermediate Latin II (3.00 cr.)
(Varies, Contact Department Head)

A continuation of LAT-205 with further emphasis on advanced readings. Independent computer work required each week. Prerequisite: LAT-205.

Legal Studies

LEG-400 Legal Survey (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An overview of the legal principles and procedures in major areas of the law, including civil procedure, torts, criminal law, contracts, real property, domestic law, wills and estates, and corporations. Open to juniors and seniors only. Permission from the Director of the Paralegal Program is required to enroll.

LEG-401 Legal Research (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Legal bibliography and research methods. Included are court reports, statutes and digests; legal encyclopedias, treatises and periodicals; computer research; legal citation form; Shepard's citations; introduction to legal writing. Open to juniors and seniors only. Permission of the Director of the Paralegal Program is required to enroll. Prerequisite: LEG-400.

Mathematics

MAT-090 Intermediate Algebra Review (2.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course is designed as a preparation for college algebra and other 100-level mathematics courses covering the following topics: the real number system, exponents, roots, radicals, polynomials, factoring, rational expressions, equations and inequalities, graphing linear equations and inequalities, graphing quadratic equations, and word problems. Counts as two credit hours toward course load and full-time student status but does not count as college credit.

MAT-130 Exploring With Mathematics (3.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

This course emphasizes reasoning and communicating to clarify and refine thinking in practical areas of life. Students will gain confidence in their ability to apply their mathematical skills to applied problems and decision making. Topics will be chosen from: set theory, probability, visual representation of information, geometry, and graph theory.

MAT-141 College Algebra (3.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

This course is a study of the algebra of functions. Topics covered include polynomial and rational functions, exponential functions and logarithmic functions. Students will use technology for exploration and problem solving. Credit not allowed for both MAT-141 and MAT-144. Credit in this course is not given to students who already have credit for MAT-211.

MAT-143 Trigonometry (2.00 cr.)*(Fall, Spring and Summer, Course Offered Every Year)*

The course will emphasize the use of analytic trigonometry in a wide variety of applications. Topics covered will include trigonometric relationships in triangles, trigonometric functions and trigonometric identities. Students will use technology for exploration and problem solving. Credit not allowed for both MAT-143 and MAT-144. Credit in this course is not given to students who already have credit for MAT-211.

MAT-144 Functions and Graphs (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

This course is a study of the algebra and geometry of functions. Topics covered include polynomial and rational functions, exponential and logarithmic functions, and trigonometric functions. Students will use technology for exploration and problem solving. After completing this course, a student would have an appropriate background for MAT-211, Calculus I. Credit not allowed for both MAT-141 or MAT-143 and MAT-144. Credit in this course is not given to students who already have credit for MAT 211.

MAT-160 Fundamental Concepts of Mathematics I: Problem Solving, Number, Operation and Measurement (3.00 cr.)*(Fall, Course Offered Every Year)*

For prospective elementary teachers. Introduction to mathematical concepts, their understanding and communication. Topics include an introduction to problem solving, set operations and their application to arithmetic, numeration systems, arithmetic, and measurement. Emphasis is on developing a deep understanding of the fundamental ideas of elementary school mathematics. Does not apply toward the math/science general education requirement for graduation.

MAT-211 Calculus I (4.00 cr.)*(Fall and Spring, Course Offered Every Year)*

A study of functions, limits, continuity, the derivative, and the integral. Applications of differentiation and integration include maxima, minima, marginal cost and revenue, rectilinear motion, and areas. Students will use technology for exploration and problem solving. May be taken without prerequisite courses with department's permission. Prerequisites: MAT-141 and MAT-143 or MAT-144.

MAT-212 Calculus II (4.00 cr.)*(Fall and Spring, Course Offered Every Year)*

A continuation of the calculus of functions of one variable. Topics include volumes of rotation, transcendental functions, integration techniques, polar coordinates, parametric equations, and infinite series. Students will use technology for exploration and problem solving. May be taken without prerequisite with department's permission. Prerequisite: MAT-211.

MAT-220 Linear Algebra (3.00 cr.)*(Spring, Course Offered Every Year)*

A study of vector spaces, linear transformations, matrices, determinants, and their applications. Students will use technology for exploration and problem solving. Prerequisite: MAT-211.

MAT-245 Statistics I (3.00 cr.)*(Fall, Spring, and Summer, Course Offered Every Year)*

A general introduction to descriptive and inferential statistics, designed for non-mathematics majors. Topics include elementary probability, distributions, estimation of population parameters, confidence intervals, hypothesis testing, correlation, and regression. Students will use statistical analysis technology. This course is not recommended for mathematics majors.

MAT-248 Statistical Concepts and Methods for Mathematicians (3.00 cr.)*(Spring, Course Offered Every Year)*

An introduction to statistics for mathematically inclined students, focusing on the process of statistical investigations. Observational studies, controlled experiments, sampling, randomization, descriptive statistics, probability distributions, significance tests, confidence intervals, one- and two-sample inference procedures, linear regression. Statistical software will be used throughout the course. Credit in this course is not given to students who already have credit for MAT-245. Prerequisite: MAT-211.

MAT-250 Introduction to Mathematical Reasoning (3.00 cr.)*(Fall, Course Offered Every Year)*

This course is a study of logic and an introduction to various techniques of mathematical proof, including direct proof, indirect proof, and proof by induction. Students will be involved actively in the construction and exposition of proofs from multiple representations—visually, numerically, symbolically—and will present their reasoning in both oral and written form. Topics covered include sets and basic properties of the integers, rational numbers, and real numbers. Throughout the course, students will explore strategies of problem-solving and active mathematical investigation. After completing this course, a student would have an appropriate background for upper-level theoretical mathematics courses. Prerequisite: MAT 212 or Corequisite: MAT 212 with permission of the instructor.

MAT-260 Fundamental Concepts of Mathematics II: Geometry, Algebra, Functions, Data Analysis, and Probability (3.00 cr.)*(Spring, Course Offered Every Year)*

The second course intended for prospective elementary teachers continues an in-depth introduction to mathematical concepts focusing on student understanding and communication. Topics include geometric concepts (shape and space, area and volume, transformations and symmetry), algebraic concepts (patterns, equations, and functions), and statistical concepts (designing investigations, gathering & analyzing data, and basic probability). The course will utilize investigative activities and instructional technology. Emphasis is on developing a deep understanding of the fundamental ideas of elementary school mathematics and transitioning from inductive to deductive reasoning. Does not apply toward the math/science general education requirement for graduation. Prerequisites: MAT 160 and MAT 245 or MAT 211.

MAT-262 Discrete Mathematics (3.00 cr.)*(Spring, Odd-Numbered Years Only)*

An introduction to various topics chosen from combinatorics, proposi-

tional logic and graph theory. Topics include counting techniques, permutations and combinations, induction and recursion, Boolean algebra, planarity, minimal paths and minimum spanning trees. Recommended for middle grades and secondary mathematics licensure students. Also offered as CS-262. May be taken without prerequisites with department's consent. Prerequisites: MAT-141 and MAT-143 or MAT-144.

MAT-290 Honors Mathematics Lab (1.00 cr.)
(Fall, Course Offered Every Year)

Students work in teams to explore via computer various mathematical concepts. The experiment-conjecture-proof technique allows students to experience some of the excitement of discovering mathematics. During the lab period, the teams interact in a cooperative setting and discuss the meaning of what they are learning. All of the labs contain dynamical graphical displays which enhance the students' understanding of the topics studied. At the end of each experiment, students submit a written report describing their findings. Prerequisite or Corequisite: MAT-211, 212 or 314.

MAT-299 Introduction to Mathematics Research (1.00–3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course will provide opportunities for freshmen and sophomores to participate in original research in mathematics. Students will submit findings in a formal written report and will give an oral presentation. Students will be expected to work approximately three hours per week on the research project for each semester hour of credit. May be repeated for a maximum of six credit hours.

MAT-314 Calculus III (4.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of vectors in two and three dimensions, vector algebra, vector functions, vector calculus and multivariable calculus. This includes three-dimensional analytic geometry, partial differentiation and multiple integrals, line and surface integrals, Green's Theorem, Divergence Theorem, Stokes's Theorem and applications. Students will use technology for exploration and problem solving. May be taken without prerequisite with department's permission. Prerequisite: MAT-212.

MAT-321 Modern Abstract Algebra (3.00 cr.)
(Fall, Course Offered Every Year)

A study of general algebraic systems. Topics covered will include relations, mappings, groups, rings, and fields. Group theory is emphasized. Prerequisite: MAT-250.

MAT-334 Modern College Geometry (3.00 cr.)
(Fall, Even-Numbered Years Only)

A course emphasizing Euclidean geometry and introducing hyperbolic, elliptic, and transformational geometries. Students will use methods of discovery, construction, and proof to study geometric systems. Prerequisites: MAT-250, 3 courses from MAT except MAT-130, MAT-141, MAT-143, MAT-144.

MAT-340 Probability and Mathematical Statistics (3.00 cr.)
(Fall, Odd-Numbered Years Only)

The study of probability and statistical inference. Emphasis is placed on the theoretical development of probability distributions,

discrete, continuous, and multivariate, and the sampling distributions used in statistical inference. Prerequisites: MAT-212 and either MAT-245 or MAT-248.

MAT-345 Statistics II (3.00 cr.)
(Spring, Odd-Numbered Years Only)

A continuation of MAT-245 which includes one- and two-sample inference, two-way tables, simple and multiple regression, and analysis of variance. Applications of these topics will be drawn from business, the social and natural sciences, and other areas. Students will use statistical analysis technology. Prerequisite: MAT 248, MAT-245, or PSY-200.

MAT-348 Nonparametric Statistics (3.00 cr.)
(Spring, Even-Numbered Years Only)

A study of distribution-free statistical methods. Estimation and hypothesis testing procedures that make relatively mild assumptions about the form of the population distribution. Analysis of qualitative (nominal level) and rank (ordinal level) data. Inference for proportions, one- and two-sample location, dispersion, trend, one- and two-way layouts, rank correlation, and regression. Students will use statistical analysis technology. Prerequisite: MAT 248, MAT-245, or PSY-200.

MAT-354 Differential Equations (3.00 cr.)
(Fall, Course Offered Every Year)

A study of first order differential equations, linear differential equations of higher order, Laplace transforms, and applications. Students will use a computer package. Prerequisite: MAT-212.

MAT-360 Numerical Analysis (3.00 cr.)
(Fall, Even-Numbered Years Only)

A computer-oriented study of analytical methods in mathematics. Topics include solving non-linear equations, least squares approximation, interpolating polynomials, numerical differentiation, and numerical quadrature. Also offered as CS-360. Prerequisite: MAT-212.

MAT-362 Topics in Discrete Mathematics (3.00 cr.)
(Varies, Contact Department Head)

Topics chosen from combinatorics, graph theory, and other areas of discrete mathematics of particular application in computer science. Prerequisites vary with the topics studied.

MAT-371 Mathematical Modeling (3.00 cr.)
(Spring, Course Offered Every Year)

A study of mathematical models used in the social and natural sciences and their role in explaining and predicting real world phenomena. The course will emphasize the development of the skills of model building and will address the use of various types of models, such as continuous, discrete, deterministic, and statistical models. Prerequisites: CS-101, MAT-248, and MAT-314.

MAT-395 Junior Seminar - Research Methods in Mathematics (2.00 cr.)
(Spring, Course Offered Every Year)

This course is a junior-level seminar and research development course. Students will be exposed to topics in contemporary mathematics as a basis for investigating and extending problems, making

conjectures, and developing mathematical arguments. Students will work collaboratively to solve problems, develop research questions, and make presentations. Students will develop research topics and will review both the literature and the methods of research in those areas of mathematics. Through review of the literature and through problem investigation & development, students will improve oral and written communication of mathematical understanding as well as their ability to investigate new mathematics independently. Prerequisites: MAT-250, MAT-314 and Junior Standing or permission of the instructor.

MAT-410 Advanced Calculus (3.00 cr.)
(Spring, Course Offered Every Year)

A rigorous treatment of the foundations of calculus. A study of the algebraic and topological properties of the real numbers; one-variable calculus, including limits, continuity, differentiation, Riemann integration, and series of functions. Prerequisites: MAT-250, MAT-314.

MAT-415 Topics in Analysis (3.00 cr.)
(Varies, Contact Department Head)

Topics chosen from among the areas of multivariable calculus, advanced calculus, real analysis, or complex variables. Prerequisites: MAT-250, MAT-314.

MAT-425 Topics in Algebra (3.00 cr.)
(Varies, Contact Department Head)

Topics chosen from the areas of advanced linear algebra, number theory, or abstract algebra. Prerequisites vary with the topic studied.

MAT-434 Topics in Geometry & Topology (3.00 cr.)
(Varies, Contact Department Head)

Topics chosen from the areas of geometry or topology. Prerequisite: MAT-250.

MAT-495 Senior Seminar (2.00 cr.)
(Fall, Course Offered Every Year)

A culminating seminar that brings together work done across the major and builds upon MAT 395. Students will work together on a group research project in select areas of mathematics and will read from a variety of sources to broaden their appreciation of mathematical history and literature. The students will improve oral and written communication skills through class discussion, formal presentations and a variety of written assignments. They will also make and implement plans for postgraduate education and careers. Prerequisites: MAT-395 and Senior Standing or permission of instructor.

MAT-498 Honors Thesis in Mathematics (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. The research project must meet Honors Program thesis requirements as well as the expectations of the mathematics faculty. Open to seniors in the Honors and/or Teaching Fellows Programs only. Second semester juniors may enroll with permission of the faculty mentor.

MAT-499 Research in Mathematics (1.00–3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. Open to juniors and seniors majoring in mathematics and to others by permission of the department. May be repeated for credit for a maximum of six credit hours.

MAT-760 Mathematical Knowledge for Teaching (2.00 cr.)
(Varies, Contact Department Head)

Introduces licensure students to the philosophy and objectives of mathematics education. The course will focus on the content of school mathematics and examine closely both state and national recommended standards of school mathematics curricula. The emphasis of the course will be on developing a deep understanding of school mathematics and pedagogical content knowledge- the mathematical knowledge for teaching. Technologies appropriate for conceptual understanding of mathematics will be introduced. A related field component will be required at a local school site. This class is open to students applying to or accepted in the teacher licensure program; others by permission of the instructor. Prerequisite: MAT-250.

MAT-764 Methods of Teaching Middle and Secondary Mathematics (3.00 cr.)
(Fall, Course Offered Every Year)

A continuation of the study of the philosophy and objectives of mathematics education, emphasizing the methods and materials needed for teaching mathematics in the middle and secondary schools. The course will focus on the selection of worthwhile mathematical tasks, planning for instruction, and assessment of student learning. An emphasis will be placed on technology. Students must demonstrate their skills in planning, teaching, assessing, and making instructional decisions based on formative evidence. Field component will be required at the internship site. Instructor's consent required.

Medieval & Renaissance Studies

MRE-201 Pilgrims, Poets, and Prophets (3.00 cr.)
(Varies, Contact Department Head)

The pilgrimage route of medieval Europe lends structure to this exploration of the culture and civilization of the Middle Ages. The course focuses on France but also considers England, Italy, and Spain. Along the way, students explore selected works of architecture and oral literature, for example, the "Chanson de Roland" or the romances of "Tristan and Yseut;" discover the art of memory as prologue to a study of writing and the design and production of books; consider the birth of the university and early forms and programs of academic study; and evaluate the clash of Christian and Islamic values. Excerpts from the works of Calabrian poet Joachim of Flora provide insight into medieval notions of history, the Endtime, and the Other. Required of all Medieval and Renaissance Studies minors. Must be completed prior to enrollment in a research course, or must be 3 of the last 9 hours taken to satisfy requirements for the minor.

MRE-299 Introduction to Research in Medieval/Renaissance Studies (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

Working with a faculty mentor, the student investigates an aspect of medieval and renaissance studies of interest to her and prepares a paper or other research product whose conclusions or outcomes she also proposes and discusses in a public forum. Research performed in connection with study abroad is strongly encouraged. Permission of the Medieval and Renaissance Studies program coordinator required prior to enrollment. Prerequisite: MRE-201.

MRE-498 Honors Thesis Medieval/Renaissance Studies (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

Working with a faculty mentor, the honors student investigates an aspect of medieval and renaissance studies of interest to her and prepares a paper or other research product whose conclusions or outcomes she also proposes and discusses in a public forum. Research performed in connection with study abroad is strongly encouraged. Permission of the Medieval and Renaissance Studies program coordinator required prior to enrollment. Prerequisite: MRE-201.

MRE-499 Research in Medieval/Renaissance Studies (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

Working with a faculty mentor, the student investigates an aspect of medieval and renaissance studies of interest to her and, as a culminating experience for the minor, prepares a paper or other research product whose conclusions or outcomes she also proposes and discusses in a public forum. Research performed in connection with study abroad is strongly encouraged. Students wishing to build on an earlier research experience in medieval and renaissance studies or to begin a new topic of personal or academic interest may repeat this course for credit for a maximum of 6 credit hours. Permission of the Medieval and Renaissance Studies Program Coordinator and Junior or senior standing required. Prerequisite: MRE-201.

Music

MUS-010 Recital Seminar/ Repertoire Class (0.00 cr.)*(Fall, Course Offered Every Year)*

Recital and repertoire class attendance and written reflection; designed to give music students performance opportunities and experiences as well as to develop critical listening skills.

MUS-100 Elementary Theory & Composition (3.00 cr.)*(Fall, Course Offered Every Year)*

Introduction to the theory of music and its creation; fundamental aspects of melody and harmony explored in detail. Emphasis on rhythm and meter, notation, tonality, triads, composition and analysis, modulation, two-, three-, and four-voice writing, and functional harmony through dominant seventh chords. Three class hours weekly; at least one hour per week in the computer laboratory.

MUS-101 Elementary Theory & Composition (3.00 cr.)*(Spring, Course Offered Every Year)*

Introduction to the theory of music and its creation; fundamen-

tal aspects of melody and harmony explored in detail. Emphasis on rhythm and meter, notation, tonality, triads, composition and analysis, modulation, two-, three-, and four-voice writing, and functional harmony through dominant seventh chords. Three class hours weekly; at least one hour per week in the computer laboratory. Prerequisite: MUS-100.

MUS-140 Elementary Keyboard Harmony I (1.00 cr.)*(Fall, Course Offered Every Year)*

Exploration of the keyboard aimed at fluency in basic chordal progressions in all keys and modes. Simple transposition of melodies stressing interval relationships and using basic accompanying patterns. Sight-reading. Methods of keyboard improvisation are introduced. Regular and accelerated sections are offered. Prerequisites: The ability to read music and some basic piano study.

MUS-141 Elementary Keyboard Harmony II (1.00 cr.)*(Spring, Course Offered Every Year)*

Exploration of the keyboard aimed at fluency in basic chordal progressions in all keys and modes. Simple transposition of melodies stressing interval relationships and using basic accompanying patterns. Sight-reading. Methods of keyboard improvisation are introduced. Regular and accelerated sections are offered. Prerequisite: MUS-140.

MUS-150 Elementary Ear-Training (1.00 cr.)*(Fall, Course Offered Every Year)*

Introduction to sight-singing and ear-training through the basic elements of intervallic relationships, rhythm, and chord structure. Emphasis on converting notation to musical sound and musical sound back to notation. Basic conducting patterns must be mastered in conjunction with sight-singing. Use of programmed computer instruction in a lab setting to drill these skills. Students must be able to read music and to match pitch.

MUS-151 Elementary Ear-Training (1.00 cr.)*(Spring, Course Offered Every Year)*

Introduction to sight-singing and ear-training through the basic elements of intervallic relationships, rhythm, and chord structure. Emphasis on converting notation to musical sound and musical sound back to notation. Basic conducting patterns must be mastered in conjunction with sight-singing. Use of programmed computer instruction in a lab setting to drill these skills. Students must be able to read music and to match pitch. Prerequisite: MUS-150.

MUS-202 Advanced Theory & Composition (3.00 cr.)*(Fall, Course Offered Every Year)*

Review and continuation, through analysis and composition, of functional harmony. Seventh, ninth, and eleventh chords. Study of form, analysis, counterpoint, 20th century techniques. Harmonic dictation. Prerequisite: MUS-101.

MUS-203 Advanced Theory & Composition (3.00 cr.)*(Spring, Course Offered Every Year)*

Review and continuation, through analysis and composition, of functional harmony. Seventh, ninth, and eleventh chords. Study of form,

analysis, counterpoint, 20th century techniques. Harmonic dictation. Prerequisite: MUS-202.

MUS-214 Music Appreciation (3.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

A course designed to impart an understanding of music as an element of liberal culture and to develop the power of listening intelligently. Masterworks in music literature will be learned. No technical knowledge is required.

MUS-242 Intermediate Keyboard Harmony I (1.00 cr.)
(Fall, Course Offered Every Year)

Reinforcement at the keyboard of harmonic vocabulary associated with MUS-202 and MUS-203. Emphasis on four-part texture, with controlled voice leading, through realization of abstract harmonic settings, figured bass and melody accompaniment. Development of basic functional skills, such as harmonization of melody, score reading, sight-reading, transposition, and improvisation. Prerequisite: MUS-141.

MUS-243 Intermediate Keyboard Harmony II (1.00 cr.)
(Spring, Course Offered Every Year)

Reinforcement at the keyboard of harmonic vocabulary associated with MUS-202 and MUS-203. Emphasis on four-part texture, with controlled voice leading, through realization of abstract harmonic settings, figured bass and melody accompaniment. Development of basic functional skills, such as harmonization of melody, score reading, sight-reading, transposition, and improvisation. Prerequisite: MUS-242.

MUS-252 Intermediate Ear-Training (1.00 cr.)
(Fall, Course Offered Every Year)

Continued development of ear-training, sight-singing, and conducting skills begun in MUS-150 and MUS-151. Prerequisite: MUS-151.

MUS-253 Intermediate Ear-Training (1.00 cr.)
(Spring, Course Offered Every Year)

Continued development of ear-training, sight-singing, and conducting skills begun in MUS-150 and MUS-151. Prerequisite: MUS-252.

MUS-299 Introduction to Research in Music (1.00–3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Open to freshmen and sophomores who have an interest in music and who would like to work individually with a faculty member on a project involving research, performance, or other creative endeavor in music. In conjunction with a faculty member, the student will formulate and execute a project at an intermediate level of complexity. The project will require a culminating experience involving a written report and/or a public presentation of its purpose, process, and outcomes. A research proposal form completed by the student and the faculty mentor is required for registration. May be repeated for credit for a total of six semester hours. Prerequisite: MUS-100.

MUS-303 Conducting (3.00 cr.)
(Spring, Course Offered Every Year)

Students will learn basic conducting patterns, techniques, and beginning rehearsal procedures for instrumental and choral ensembles. Prerequisites: MUS-101.

MUS-305 Arranging for Instruments and Voices (3.00 cr.)
(Varies, Contact Department Head)

A study of the characteristics of instrumentation and ranges of the voice, wind, brass, percussion, keyboard, and string instruments. This course utilizes technology in orchestration and voice-leading techniques. Prerequisites: MUS 203, 151, 253.

MUS-315 History of Musical Styles and Structure: Antiquity to 1750 (4.00 cr.)
(Fall, Course Offered Every Year)

A historical and stylistic study of music from ancient Greece through the Baroque period including analysis, composition in specific styles, performance and listening. Prerequisites: MUS 101, 214.

MUS-316 History of Musical Styles and Structure: 1750 to Present (4.00 cr.)
(Spring, Course Offered Every Year)

A historical and stylistic study of music from the early Classical period into the 21st century. Includes analysis, composition in specific styles, performance and listening. Prerequisites: MUS 101, 214.

MUS-400 Special Topics in Music (3.00 cr.)
(Varies, Contact Department Head)

This course is designed to acquaint the student with the literature, materials and pedagogy of her applied area. It will rotate through voice, keyboard and instrumental areas. Structure of the course will vary according to the applied area. Prerequisites: MUS 101.

MUS-455 Opera Workshop (2.00 cr.)
(Spring, Course Offered Every Year)

A course focusing on preparation and performance of opera scenes or of a complete opera. This course offers singers in various stages of vocal development an opportunity to learn basic stagecraft. Emphasis on character development, ensemble acting, role preparation. Scenes and roles will be assigned, musically prepared, staged and presented in a performance at the end of each semester. Functions in collaboration with Capitol Opera Raleigh. May be repeated for credit.

MUS-494 Seminar in Music Literature (2.00 cr.)
(Fall, Course Offered Every Year)

Research in topics related to music literature, history, or performance selected by the instructor, individual students, or the class. Different topics each semester.

MUS-498 Honors Thesis in Music (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Joint participation by students and faculty in the discovery, examination, and analysis of knowledge in music. The project must meet honors program thesis requirements as well as expectations of the music faculty. Open to seniors in the Honors and/or Teaching Fellows Programs only.

MUS-499 Research in Music (1.00–3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Open to junior and senior music majors or others with permission. In conjunction with a music faculty mentor, the student will formulate

and execute an original research project at an advanced level of complexity culminating in a paper and a presentation. A research proposal form completed by the student and faculty mentor is required for registration. May be repeated for credit for a total of six semester hours. Prerequisites: MUS-203 and 4 credits from courses MUS-315, MUS-316.

MUS-724 Materials and Methods in Elementary Schools (3.00 cr.)
(Spring, Course Offered Every Year)

Designed for music education majors, this course is based on the development of concepts through a series of sequential music activities. Attention is given to formulating a philosophy of music education, Orff, Kodaly, and Dalcroze techniques and lesson planning. Public school observation and teaching are included. Prerequisites: MUS 203, 253, 300. Pre or Corequisite: EDU 232.

MUS-725 Materials and Methods in Middle and Secondary Schools (3.00 cr.)
(Fall, Course Offered Every Year)

A study of the scope and sequence in the music programs of middle and secondary schools. Attention is given to developing vocal and instrumental programs, with emphasis on repertoire, techniques, performance preparations, and program building. School observation and teaching is required. Prerequisites: MUS 203, 253, 300, EDU 232, Admission to Teacher Education.

Music, Applied

CLASSES

MUA-040 Beginning Class Piano (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Introduction to fundamentals of the keyboard. Familiar songs, sight-reading, transposition, chords, ensemble playing.

MUA-050 Beginning Class Voice (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Class lessons in voice will provide the non-major student an introduction to the fundamental techniques required to develop a stable and healthy singing voice. Students will explore the roots of vocal identity, breathing system, posture, initiating tone, vocal registration, optimizing tone quality, learning and performing a song. No previous vocal/choral experience necessary.

MUA-068 Guitar Class (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Beginning instruction in folk guitar. Basic chords, notation, rhythm. No previous guitar experience necessary; guitars furnished.

MUA-090 Strings and Percussion Techniques (2.00 cr.)
(Varies, Contact Department Head)

A study of the pedagogies of string and percussion instruments and strategies for teaching them in a classroom setting.

MUA-091 Brass and Woodwind Techniques (2.00 cr.)
(Varies, Contact Department Head)

A study of the pedagogies of brass and woodwind instruments and strategies for teaching them in a classroom setting.

INDIVIDUAL INSTRUCTION

Private lessons in the following instruments are available, including technical studies, repertoire, and studies in improvisation appropriate to the student's level of advancement.

MUA-044 Preparatory Piano (1.00–4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

Repertoire may range from beginning materials to more advanced repertoire appropriate to the individual student.

MUA-054 Preparatory Voice (1.00–4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

Repertoire may range from beginning materials to more advanced repertoire appropriate to the individual student.

MUA-105 Composition (1.00–4.00 cr.)
(Fall and Spring, Course Offered Every Year)

Composition in various forms for voice, chorus, individual instruments and combinations of instruments. Instruction in private lessons or in groups.

MUA-144 Piano I (1.00–4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

J.S. Bach—Easier preludes, dance movements, inventions or sinfonias; a sonata-form movement from a Classical period sonata or sonatina; an etude and character piece from the Romantic period; compositions from the Impressionistic or Nationalistic schools; an American composition composed after 1950.

MUA-145 Organ I (1.00–4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

Manual and pedal technique. Bach Eight Little Preludes and Fugues, Orgelbuechelein; Dupre Seventy-Nine Chorales; works of comparable difficulty from all periods; hymn playing.

MUA-146 Harpsichord I (1.00–4.00 cr.)
(Varies, Contact Department Head)

MUA-154 Voice I (1.00–4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

Position and poise of the body, exercises to enhance vocal freedom through coordination of breath and tone. Emphasis on evenness of tone and smoothness of phrase. Simpler songs from classical literature, English and Italian pronunciation.

MUA-164 Violin I (1.00–4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

Thorough study of bowing and left-hand technique; Laoureux Etudes, Bk. II; Mazas Op. 36; concertos by DeBeriot and Accoloy; sonatas by Schubert.

MUA-165 Viola I (1.00–4.00 cr.)*(Fall, Spring, and Summer, Course Offered Every Year)***MUA-166 Cello I (1.00–4.00 cr.)***(Fall, Spring, and Summer, Course Offered Every Year)***MUA-167 Double Bass I (1.00–4.00 cr.)***(Varies, Contact Department Head)***MUA-168 Guitar I (1.00–4.00 cr.)***(Fall, Spring, and Summer, Course Offered Every Year)*

A study of scales, arpeggios, slurs, and chords in the first position. Compositions by Carulli, Carcassi, Aguado, Giuliani. May be taken without course prerequisite with instructor's consent. Prerequisite: MUA-068.

MUA-174 Flute I (1.00–4.00 cr.)*(Fall, Spring, and Summer, Course Offered Every Year)***MUA-175 Clarinet I (1.00–4.00 cr.)***(Fall and Spring, Course Offered Every Year)***MUA-176 Oboe I (1.00–4.00 cr.)***(Varies, Contact Department Head)***MUA-177 Saxophone I (1.00–4.00 cr.)***(Fall and Spring, Course Offered Every Year)***MUA-178 Bassoon I (1.00–4.00 cr.)***(Varies, Contact Department Head)***MUA-179 Harp I (1.00–4.00 cr.)***(Fall, Spring, and Summer, Course Offered Every Year)***MUA-184 Trumpet I (1.00–4.00 cr.)***(Fall, Spring, and Summer, Course Offered Every Year)***MUA-185 French Horn I (1.00–4.00 cr.)***(Fall, Spring, and Summer, Course Offered Every Year)***MUA-186 Trombone I (1.00–4.00 cr.)***(Fall, Spring, and Summer, Course Offered Every Year)***MUA-187 Euphonium I (1.00–4.00 cr.)***(Varies, Contact Department Head)***MUA-189 Percussion I (1.00–4.00 cr.)***(Varies, Contact Department Head)***MUA-205 Composition II (1.00–4.00 cr.)***(Fall and Spring, Course Offered Every Year)*

Composition in various forms for voice, chorus, individual instruments and combinations of instruments. Instruction in private lessons or in groups.

MUA-244 Piano II (1.00–4.00 cr.)*(Fall, Spring, and Summer, Course Offered Every Year)*

J.S. Bach—A prelude and fugue from WTC, or two contrasting dance movements from a suite; a complete sonata by a Classical composer; a character piece from the Romantic period; a composition such as an etude or toccata from the 20th century; a piece composed since 1950.

MUA-245 Organ II (1.00–4.00 cr.)*(Fall, Spring, and Summer, Course Offered Every Year)*

Bach preludes and fugues of the first master period, chorale preludes, trio sonatas; works of Mendelssohn, Franck, and other romantics; selected 20th century and pre-Bach repertoire; service-playing, improvisation.

MUA-246 Harpsichord II (1.00–4.00 cr.)*(Varies, Contact Department Head)***MUA-254 Voice II (1.00–4.00 cr.)***(Fall, Spring, and Summer, Course Offered Every Year)*

Technical work of the freshman year continued; scales and staccato exercises. Moderately difficult songs by composers of romantic and contemporary literature. French and German pronunciation.

MUA-264 Violin II (1.00–4.00 cr.)*(Fall, Spring, and Summer, Course Offered Every Year)*

Scales and arpeggios in three octaves; Mazas Etudes Speciales, Kreutzer etudes; sonatas of Corelli and Handel; concertos by Rode, Viotti, and Kreutzer.

MUA-265 Viola II (1.00–4.00 cr.)*(Fall, Spring, and Summer, Course Offered Every Year)***MUA-266 Cello II (1.00–4.00 cr.)***(Fall, Spring, and Summer, Course Offered Every Year)***MUA-267 Double Bass II (1.00–4.00 cr.)***(Varies, Contact Department Head)***MUA-268 Guitar II (1.00–4.00 cr.)***(Fall, Spring, and Summer, Course Offered Every Year)*

Continued work with technique; Segovia, diatonic scales; compositions by Sor, Milan, Tarrega, DeVisee.

MUA-274 Flute II (1.00–4.00 cr.)*(Fall, Spring, and Summer, Course Offered Every Year)***MUA-275 Clarinet II (1.00–4.00 cr.)***(Fall and Spring, Course Offered Every Year)*

- MUA-276 Oboe II** (1.00–4.00 cr.)
(Varies, Contact Department Head)
- MUA-277 Saxophone II** (1.00–4.00 cr.)
(Fall and Spring, Course Offered Every Year)
- MUA-278 Bassoon II** (1.00–4.00 cr.)
(Varies, Contact Department Head)
- MUA-284 Trumpet II** (1.00–4.00 cr.)
(Varies, Contact Department Head)
- MUA-285 French Horn II** (1.00–4.00 cr.)
(Fall and Spring, Course Offered Every Year)
- MUA-289 Percussion II** (1.00–4.00 cr.)
(Varies, Contact Department Head)
- MUA-305 Composition III** (1.00–4.00 cr.)
(Fall and Spring, Course Offered Every Year)
Composition in various forms for voice, chorus, individual instruments and combinations of instruments. Instruction in private lessons or in groups.
- MUA-344 Piano III** (1.00–4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
J.S. Bach—A prelude and fugue, a complete suite, or toccata; a complete sonata by a Classical or Romantic composer; a piece or movement from the piano ensemble literature.
- MUA-345 Organ III** (1.00–4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
Bach, smaller works of the mature master period, selected romantic works of French and German composers; 20th century works of comparable difficulty to Hindemith Sonatas; larger works of early Baroque; service-playing, improvisation.
- MUA-346 Harpsichord III** (1.00–4.00 cr.)
(Varies, Contact Department Head)
- MUA-354 Voice III** (1.00–4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
More advanced technique and vocalizations. Advanced literature. Introduction of oratorio and operatic repertoire.
- MUA-364 Violin III** (1.00–4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
Technical work continued; etudes by Kreutzer and Horillo; sonatas by Mozart and Beethoven; concertos by Viotti, Kreutzer, and Mozart.
- MUA-365 Viola III** (1.00–4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
- MUA-366 Cello III** (1.00–4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
- MUA-367 Double Bass III** (1.00–4.00 cr.)
(Varies, Contact Department Head)
- MUA-368 Guitar III** (1.00–4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
Continued work with technique; preludes by Ponce, Villa-Lobos; compositions by Bach, Weiss, Dowland.
- MUA-374 Flute III** (1.00–4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
- MUA-375 Clarinet III** (1.00–4.00 cr.)
(Fall and Spring, Course Offered Every Year)
- MUA-376 Oboe III** (1.00–4.00 cr.)
(Varies, Contact Department Head)
- MUA-377 Saxophone III** (1.00–4.00 cr.)
(Fall and Spring, Course Offered Every Year)
- MUA-378 Bassoon III** (1.00–4.00 cr.)
(Varies, Contact Department Head)
- MUA-389 Percussion III** (1.00–4.00 cr.)
(Varies, Contact Department Head)
- MUA-405 Composition IV** (1.00–4.00 cr.)
(Fall and Spring, Course Offered Every Year)
Composition in various forms for voice, chorus, individual instruments and combinations of instruments. Instruction in private lessons or in groups.
- MUA-444 Piano IV** (1.00–4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
A major work, or group of shorter works, 10-15 minutes in duration, from the Baroque or Classical periods; a complete sonata or a major single work, 10-15 minutes in duration, from the Classical or Romantic periods; a major work, or group of shorter works, by a Romantic composer; a major work, or group of shorter works, representing the 20th century.
- MUA-445 Organ IV** (1.00–4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
Bach, larger works of the mature master period; compositions of Franck, Widor, Vieme, Mendelssohn, Reger, and other romantics; early Baroque, larger 20th century compositions; service-playing, improvisation.
- MUA-446 Harpsichord IV** (1.00–4.00 cr.)
(Varies, Contact Department Head)
- MUA-454 Voice IV** (1.00–4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
Technical work continued, stressing flexibility. Total repertory [MUA154 through MUA-454] to include four arias from operatic literature, four arias from oratorio literature, 20 songs from the classic and romantic literature, 20 songs from modern literature.

MUA-464 Violin IV (1.00–4.00 cr.)*(Fall, Spring, and Summer, Course Offered Every Year)*

Scales in thirds and octaves; etudes by Rode and Gavinies; concertos by Vieuxtemps, Wieniawski, Godard, and others; sonatas by Bach, Tartini, and Beethoven.

MUA-465 Viola IV (1.00–4.00 cr.)*(Fall, Spring, and Summer, Course Offered Every Year)***MUA-466 Cello IV (1.00–4.00 cr.)***(Fall, Spring, and Summer, Course Offered Every Year)***MUA-467 Double Bass IV (1.00–4.00 cr.)***(Varies, Contact Department Head)***MUA-468 Guitar IV (1.00–4.00 cr.)***(Fall, Spring, and Summer, Course Offered Every Year)*

Etudes by Villa-Lobos; large works by Bach, Ponce, Tedesco, Albeniz; contemporary works; music for guitar and ensemble.

MUA-474 Flute IV (1.00–4.00 cr.)*(Fall, Spring, and Summer, Course Offered Every Year)***MUA-475 Clarinet IV (1.00–4.00 cr.)***(Fall and Spring, Course Offered Every Year)***MUA-476 Oboe IV (1.00–4.00 cr.)***(Varies, Contact Department Head)***MUA-477 Saxophone IV (1.00–4.00 cr.)***(Fall and Spring, Course Offered Every Year)***MUA-478 Bassoon IV (1.00–4.00 cr.)***(Varies, Contact Department Head)***MUA-489 Percussion IV (1.00–4.00 cr.)***(Varies, Contact Department Head)***RECITALS****MUA-290 Sophomore Recital (1.00 cr.)***(Fall and Spring, Course Offered Every Year)*

A solo recital (which may be shared by two or three performers).

Prerequisites: 4 student recital appearances, approved by the faculty in the student's applied music area, and a hearing at least two weeks prior to the recital. Recital fee assessed.

MUA-390 Junior Recital (1.00 cr.)*(Fall and Spring, Course Offered Every Year)*

A solo recital (which may be shared by two or three performers), given during the student's junior year. The student's research will lead to program notes to be distributed at the recital. Prerequisites: 6 student recital appearances, approved by the faculty in the student's applied music area, and a hearing at least two weeks prior to the recital. Recital fee assessed.

MUA-391 Lecture-Recital (1.00 cr.)*(Fall and Spring, Course Offered Every Year)*

The piano pedagogy student will present a lecture-recital or workshop illustrating some aspect of literature or teaching techniques related to study in pedagogy. Recital fee assessed.

MUA-490 Graduation Recital (Performance majors) (1.00 cr.)*(Fall and Spring, Course Offered Every Year)*

A 50- to 60-minute recital including music at senior level to be offered during the fall or spring of the final year of study. The student's research will be distributed at the recital. The recital fulfills the Graduation Recital requirement for the Bachelor of Music degree with a major in performance. Performance majors only. Recital fee assessed.

MUA-491 Graduation Recital (B.A. or Music Education Majors) (1.00 cr.)*(Fall and Spring, Course Offered Every Year)*

A 20- to 60-minute recital, including music at the appropriate level of advancement, to be offered during the fall or spring of the final year of study. The student's research will lead to two documents associated with the recital: 1) program notes 2) a theoretical and historical analysis of the works and a discussion of how the learner has generated new insights or interpretations that foster reflection and self-understanding. The recital fulfills the Graduation Recital requirement for the Bachelor of Music degree with a major in music education or for the Bachelor of Arts degree with a major in music. B.A. or music education majors only. For the Bachelor of Arts candidate, a culminating project which combines research and performance may be substituted for a solo or shared recital. This substitution may be made upon recommendation of the faculty. Recital fee assessed.

Music, Ensembles**MUE-134 Meredith Chorus (1.00 cr.)***(Fall and Spring, Course Offered Every Year)*

Open to all students without audition. Gives approximately two performances per semester on and off of the campus. Students learn to advance their choral performance skills. A wide variety of music is programmed.

MUE-136 Accompanying Class (1.00 cr.)*(Fall and Spring, Course Offered Every Year)*

All students whose principal applied study is piano or organ are expected to fulfill at least two semesters of their ensemble requirement in accompanying. Two credit hours of accompanying class are required for credit in accompanying, or for accompanying a recital. Students are urged to take this class as early in their studies as possible.

MUE-139 Handbell Choir (1.00 cr.)*(Varies, Contact Department Head)*

Handbell ringers perform on and off campus. Students must be able to read music. Instructor's consent required.

MUE-231 Wind Ensemble (1.00 cr.)*(Varies, Contact Department Head)*

Rehearsal and performance of works taken from standard ensemble literature; open to all qualified students by arrangement with the instructor. Instructor's consent required.

MUE-232 Flute Ensemble (1.00 cr.)*(Fall and Spring, Course Offered Every Year)*

Rehearsal and performance of works taken from standard ensemble literature; open to all qualified students by arrangement with the instructor. Instructor's consent required.

MUE-233 Chamber Music Ensemble (1.00 cr.)*(Varies, Contact Department Head)*

Rehearsal and performance of chamber music, selected to match the abilities of the students enrolled. Instructor's consent required.

MUE-235 Raleigh Concert Band (1.00 cr.)*(Fall and Spring, Course Offered Every Year)*

Instructor's consent required.

MUE-236 Accompanying (1.00 cr.)*(Fall and Spring, Course Offered Every Year)*

All students whose principal applied study is piano or organ are expected to fulfill at least two semesters of their ensemble requirement in accompanying. In addition, these students are expected to accompany [with or without credit] every semester, except for the two semesters that they are in a choral ensemble. Normally, one of the following is expected for one hour of credit: a) prepare to accompany a recital for one major; b) accompany lessons, jury examinations, and student recital appearances for one major; c) accompany lessons and juries for two non-majors [the equivalent of one 60-minute or two 30-minute lessons]; or d) accompany an ensemble. Any work beyond this must be approved by the accompanist's principal applied instructor. Non-music majors may earn credit by accompanying lessons and juries for one 60-minute or two 30-minute lessons. Prerequisite: MUE-136.

MUE-237 String Ensemble (1.00 cr.)*(Fall and Spring, Course Offered Every Year)*

Rehearsal and performance of works taken from standard ensemble literature; open to all qualified students by arrangement with the instructor. Instructor's consent required.

MUE-238 Meredith Sinfonietta (1.00 cr.)*(Fall and Spring, Course Offered Every Year)*

Rehearsal and performance of orchestral works, selected to match the abilities of the students enrolled. Instructor's consent required.

MUE-332 Flute Quartet (1.00 cr.)*(Varies, Contact Department Head)*

Rehearsal and performance of works taken from standard ensemble literature; open to all qualified students by arrangement with the instructor. Instructor's consent required.

MUE-334 Meredith Chorale (1.00 cr.)*(Fall and Spring, Course Offered Every Year)*

A select group of approximately 35–45 singers who represent the College in several concerts per semester both on campus and off. A music tour is planned each spring and other off campus experience as opportunity arises. By audition only. Instructor's consent required. This course fulfills the General Education experiential learning requirement.

MUE-335 Encore (1.00 cr.)*(Fall and Spring, Course Offered Every Year)*

A group of about eight singers who perform small ensemble literature such as jazz, barbershop, madrigal, motets and some popular music. Performances occur both on campus and off. Admission by audition only. Instructor's consent required. Co-requisite courses: for music majors whose principal applied study is voice: MUE-334 or MUE 134.

MUE-336 Piano Ensemble (1.00 cr.)*(Varies, Contact Department Head)*

Study of works for piano, four hands or two pianos. Instructor's consent required.

MUE-338 Raleigh Symphony Orchestra (1.00 cr.)*(Fall and Spring, Course Offered Every Year)*

A community orchestra which rehearses and performs primarily at Meredith. Conductor's and Instructor's consent required.

Philosophy

PHI-201 Introduction to Philosophy (3.00 cr.)*(Varies, Contact Department Head)*

An examination of issues common to human experience, such as the problem of knowledge, theories of values, and the interpretation of science, history, and religion.

PHI-205 Political Ideas Seminar (3.00 cr.)*(Spring, Course Offered Every Year)*

Selected readings from original sources in the area of modern and contemporary political philosophy. Topics covered include democracy, liberalism, Marxism, and liberation ideologies. Emphasis is on developing writing and analytic skills. (Required for politics majors, who should take it in their sophomore or junior year.) Also offered as POL-205. Prerequisite: ENG-111.

PHI-210 Critical Thinking (3.00 cr.)*(Varies, Contact Department Head)*

The purpose of the course is to learn to recognize and evaluate informal arguments found in ordinary language and everyday-life situations. Students will work toward the skill of quick recognition of patterns of thought and direct evaluation of their validity. Belief in the power of rational analysis will be encouraged, so that main points (premises, evidences, and inferences) can be distinguished from minor, irrelevant, or misleading points in various media of communication.

PHI-251 Ancient Greek Philosophy (3.00 cr.)*(Varies, Contact Department Head)*

An intellectual-historical survey of the Greek mind with its major contributions to Western thought. An effort to uncover major milestones in Greek thinking by understanding some of the historical and cultural movements which issued into the great philosophical systems.

PHI-252 Modern Philosophy (3.00 cr.)*(Varies, Contact Department Head)*

A survey of philosophy in the 19th and 20th centuries, with particular attention to the movements of existentialism and linguistic analysis.

Physical Education

PED-110 Swimming for Non-Swimmers (1.00 cr.)*(Fall and Spring, Course Offered Every Year)*

A course designed for non-swimmers with emphasis on water adjustment and basic strokes essential for survival in the water.

PED-111 Advanced Beginning Swimming (1.00 cr.)*(Fall and Spring, Course Offered Every Year)*

This is a course designed for advanced beginning swimmers. The course emphasis is on basic swimming strokes and increasing endurance and comfort in the water. Prerequisite: PED-110.

PED-113 Synchronized Swimming I (1.00 cr.)*(Fall, Course Offered Every Year)*

An introduction to synchronized swimming fundamentals including figures, stroke variations and choreography. Prerequisite: knowledge of basic strokes.

PED-120 Beginning Cross Training (1.00 cr.)*(Varies, Contact Department Head)*

A course designed to provide cardiovascular fitness through aerobic dance movements. Includes muscle strength & stretch activities, and various cardiovascular exercises.

PED-121 Aerobic Dance-Cardio Funk (1.00 cr.)*(Varies, Contact Department Head)*

A course designed to provide cardiovascular fitness through aerobic street dance movements.

PED-122 Aerobic Dance-Exercise (1.00 cr.)*(Fall and Spring, Course Offered Every Year)*

A course designed to provide cardiovascular fitness through aerobic dance movements. This course explores aerobic workouts such as hi-lo impact, step, funk, and interval aerobics.

PED-124 Strength Training (1.00 cr.)*(Fall and Spring, Course Offered Every Year)*

An introduction to strength training with emphasis on the basic principles of exercise, and safe and effective training techniques.

PED-125 Aquatic Fitness (1.00 cr.)*(Fall and Spring, Course Offered Every Year)*

A water aerobics course with emphasis on improving cardiovascular

fitness through movement exercise in the water to music. Must be able to swim two lengths of the pool to enroll in this course.

PED-126 Muscle Strength and Stretch (1.00 cr.)*(Fall and Spring, Course Offered Every Year)*

An introduction to a variety of exercises to increase muscular strength, muscular endurance and flexibility using resistance bands and tubes, fit balls, free weights and medicine balls.

PED-127 Conditioning (1.00 cr.)*(Fall and Spring, Course Offered Every Year)*

A course designed to provide students with opportunities to gain knowledge and skills necessary for safe and effective strength training and cardiovascular conditioning. Students will have access to strength machines and free weights, as well as cardiovascular equipment such as stationary bikes, climbers, treadmills and elliptical trainers.

PED-128 Walk, Jog, Run for Health & Fitness (1.00 cr.)*(Fall and Spring, Course Offered Every Year)*

A course designed to provide students with a functional understanding of the health-related fitness components and their effect on daily living and long-term health. Discussion of health risks, nutritional factors and principles of exercise are included. Emphasis is on walking, jogging and running activities as a means of improving health-related fitness, also stresses setting long-term goals to change or maintain wellness.

PED-129 Pilates (1.00 cr.)*(Fall and Spring, Course Offered Every Year)*

A course designed to strengthen core musculature and increase flexibility. Specific attention is given to safe and effective balance, breathing, and posture.

PED-140 Archery (1.00 cr.)*(Fall, Course Offered Every Year)*

Instruction in target shooting with bow and arrows, safety precautions, equipment use, scoring, and terminology. Recommended for all skill levels.

PED-141 Beginning Badminton (1.00 cr.)*(Fall and Spring, Course Offered Every Year)*

A course designed for beginners which includes instruction in basic badminton skills [grip, strokes, and serve], rules and strategies for singles and doubles play, and in-class competition.

PED-142 Beginning Bowling (1.00 cr.)*(Fall and Spring, Course Offered Every Year)*

Instruction in ball selection, grip, stance, approach, delivery, bowling etiquette, safety precautions, rules, scoring, and terminology. Taught off campus, transportation not provided. Activity fee assessed.

PED-143 Beginning Golf (1.00 cr.)*(Fall and Spring, Course Offered Every Year)*

A course designed for beginners which includes instruction in basic golf skills [grip, stance, full-swing with irons, chipping, approach shots, and putting], etiquette, safety precautions, rules, scoring, and terminology. Activity fee assessed.

PED-146 Beginning Tennis (1.00 cr.)*(Fall and Spring, Course Offered Every Year)*

A beginning course which includes instruction in basic tennis skills [grip, groundstrokes, serve, and volley], rules and strategies for singles and doubles play, and in-class competition. Must supply own racket.

PED-147 Beginning Fencing (1.00 cr.)*(Varies, Contact Department Head)*

The art of swordplay will be introduced to students in a safe and controlled manner. Students will learn mobility and manipulative skills to attack and defend themselves against an opponent. Students will also learn the history and etiquette of this ancient sport, as well as gain knowledge of how to officiate fencing bouts.

PED-148 Yoga (1.00 cr.)*(Fall and Spring, Course Offered Every Year)*

This course provides a foundation for beginners. Students learn warm-up and breathing exercises, as well as basic Yoga asanas. Particular attention is given to exploring the internal support for external alignment and posture.

PED-149 Beginning Karate (1.00 cr.)*(Fall and Spring, Course Offered Every Year)*

This course is to serve as an introduction to the American Karate system for the purpose of improving flexibility, balance, muscular strength, movement coordination, and cardiovascular fitness. Through a systematic training program of repetition, the student will learn the application of simple karate techniques and gain the ability to defend herself in an attack situation. Activity fee assessed.

PED-150 Beginning Ice Skating (1.00 cr.)*(Fall, Course Offered Every Year)*

Instruction in ice-skating for beginners. Instruction provided at The Ice House in Cary. Transportation not provided. Activity fee assessed.

PED-152 Folk and Square Dance (1.00 cr.)*(Fall, Even-Numbered Years Only)*

An introduction to international folk dances, American square dances and contemporary Country-Western dances. Appropriate for all levels. Also offered as DAN-152.

PED-161 Beginning Basketball (1.00 cr.)*(Varies, Contact Department Head)*

A beginning level course which includes instruction in shooting, passing, ball-handling, basic offensive and defensive strategies; opportunity for team play.

PED-162 Beginning Soccer (1.00 cr.)*(Varies, Contact Department Head)*

A beginning level course which includes instruction in shooting, ball-handling, goal-tending, basic offensive and defensive strategies; opportunity for team play.

PED-163 Beginning Softball (1.00 cr.)*(Fall, Course Offered Every Year)*

A beginning level course which includes instruction in basic fast-

pitch softball skills [hitting, fielding, and base-running], basic offensive and defensive strategies; opportunity for team play. Fast-pitch experience NOT required.

PED-164 Beginning Volleyball (1.00 cr.)*(Varies, Contact Department Head)*

A beginning level course which includes instruction in setting, passing, hitting, serving; basic offensive and defensive strategies; opportunity for team play.

PED-165 Beginning Lacrosse (1.00 cr.)*(Varies, Contact Department Head)*

A beginning course which includes instruction of Native American traditions and history, basic skills, rules, and strategies needed to develop a rudimentary level of competency in the sport of lacrosse in order to participate at a level that maintains or improves overall health. Students will also learn about basic offensive and defensive tactics and strategies essential to appropriate competition. This is a fast-paced and physically active team sport which also requires teamwork and sportsmanship.

PED-166 Beginning Field Hockey (1.00 cr.)*(Varies, Contact Department Head)*

A beginning course which includes instruction of basic skills, rules, and strategies needed to develop a rudimentary level of competency in the sport of field hockey in order to participate at a level that maintains or improves overall health. Students will be introduced to the skills of dribbling, passing, receiving, shooting, and defensive tackles. Students will also learn about basic offensive and defensive tactics and strategies essential to appropriate competition during practice drills and game-like situations. Teamwork and sportsmanship will be practiced daily in drills and game situations.

PED-210 Swimming (1.00 cr.)*(Fall and Spring, Course Offered Every Year)*

An intermediate level course that includes stroke mechanics and physical conditioning, through lap swimming.

PED-228 Kick Boxing Aerobics (1.00 cr.)*(Varies, Contact Department Head)*

A fitness course with emphasis on combining boxing punches and footwork with kicks and blocks from martial art forms. Conditioning exercises such as plyometric, agility drills, push-ups, punch-kick combinations, abs, and flexibility training are included.

PED-232 Selected Sports Activities (1.00 cr.)*(Fall, Even-Numbered Years Only)*

An introduction to flag football, lacrosse, speedball, floor hockey, pickleball, and selected recreational sport activities. Includes instruction in basic skills, strategies, and rules.

PED-233 Outdoor Leisure Pursuits (1.00 cr.)*(Fall, Odd-Numbered Years Only)*

This course will provide an overview of outdoor recreation skills and related activities. Students will be provided with opportunities to gain the skills and knowledge required to engage in various outdoor leisure activities such as orienteering, Ultimate Frisbee, and outdoor educa-

tion. Student will be introduced to low-risk adventure activities and community options for participation in outdoor recreation. At least one off-campus activity is required. Off-campus selection may require a fee.

PED-241 Intermediate Badminton (1.00 cr.)

(Varies, Contact Department Head)

Refinement of badminton skills with an emphasis on drills and strategies for singles and doubles play with in-class competition. May be taken without prerequisite course with instructor's consent. Prerequisites: PED-141 or equivalent experience/skill.

PED-242 Intermediate Bowling (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

Review of basic bowling skills and refinement of the delivery, approach, and spare conversion; opportunity for competitive matches. Taught off-campus, transportation not provided. May be taken without prerequisite course with instructor's consent. Activity fee assessed. Prerequisites: PED-142 or equivalent experience/skill.

PED-243 Intermediate Golf (1.00 cr.)

(Varies, Contact Department Head)

Refinement of golf skills with instruction on full-swing with irons and woods, chipping, approach shots, sand play and putting; rules, scoring and course management. May be taken without prerequisite course with instructor's consent. Activity fee assessed. Prerequisites: PED-143 or equivalent experience/skill.

PED-246 Intermediate Tennis (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

Review of basic tennis skills with an emphasis on footwork, groundstrokes, service, volley, lobs, overheads, rules and strategies for singles and doubles and in-class competition. Must bring own racket. May be taken without prerequisite course with instructor's consent. Prerequisites: PED-146 or equivalent experience/skill.

PED-249 Intermediate Karate (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

This intermediate course is to serve as an extension of Karate I. The student will be encouraged to test for the rank of Green Tip in this class. The Karate II students will learn advanced Katas, Self Defense, and sparring. May be taken without course prerequisite with instructor's consent. Activity fee assessed. Prerequisites: PED-149 or equivalent experience/skill.

PED-311 Lifeguard Training (2.00 cr.)

(Spring, Course Offered Every Year)

A course designed for strong swimmers seeking an American Red Cross Lifeguarding certificate. Prerequisite: intermediate swimmer with knowledge of basic strokes. Activity fee assessed.

PED-312 Water Safety Instructor (2.00 cr.)

(Varies, Contact Department Head)

A course to train students to teach American Red Cross water safety courses. Activity fee assessed. Prerequisite: intermediate swimmer with knowledge of basic strokes.

PED-313 Synchronized Swimming II (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

Aqua Angels (performing group); advanced skills with emphasis on show production. Audition required. May be taken without prerequisite course with instructor's consent. May be repeated for credit. Pass/fail grading only. Prerequisites: PED-113.

PED-349 Advanced Karate (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

This advanced course is to serve as an extension of Karate II. The student will be expected to expand her skill level and knowledge of Kata, Self Defense, and Sparring. She will be encouraged to complete the requirements for Green Belt. May be taken without prerequisite course with instructor's consent. Activity fee assessed. Prerequisites: PED-249 or equivalent experience/skill.

PED 470- Intercollegiate Athletics (1- 2 cr.)

(Fall and Spring, Course offered Every Year)

A course designed for students who participate as players on an intercollegiate athletics sports team. Membership is by tryout only. A physical examination immediately preceding the sports season is required. May be taken a second time for elective credit only. To enroll, you must be a full time Meredith student. Pass/fail grading only.

Physics

PHY-100 Principles of Physical Science (3.00 cr.)

(Spring, Even-Numbered Years Only)

A study for the non-science major of the fundamental principles of physical science with emphasis on their relevant applications. This course may not be used to satisfy major or minor requirements.

PHY-202 Introduction to Astronomy (3.00 cr.)

(Spring, Course Offered Every Year)

This course is designed to introduce students to the science of astronomy and its importance as an influence on our view of humankind. Topics include the history of astronomy, the motion of celestial objects, models of the solar system, comparative planetology, stars, and life in the universe. Conceptual comprehension of basic astronomy is reinforced through student-guided class discussions, group problem solving, and student presentations. A strong background in algebra is required for this course.

PHY-203 Science and Human Values (3.00 cr.)

(Fall, Even-Numbered Years Only)

This course provides an overview of the development of some of the great ideas in the natural sciences, the evidence for these ideas, and the process by which these ideas came to be accepted. Students will explore how these ideas have influenced society, our understanding of our place in the universe, our understanding of what it means to be human, and our values. Also offered as CHE 203 and SCI 203. This course may not be used to satisfy major or minor requirements. Prerequisites: One laboratory science course (BIO 110/151, CHE 111/141, GEO 200/240, or PHY 211/241).

PHY-211 General Physics I (3.00 cr.)*(Fall, Course Offered Every Year)*

This is a first semester, calculus-based general physics course. Topics include mechanics, kinematics, vectors, forces, Newton's Laws of Motion, gravitation, work, energy, momentum, and conservation laws. Problem solving is an essential part of the course. Classroom engagement activities are used to enhance problem-solving skills and to guide students toward a coherent comprehension of physics. High school physics is strongly recommended as a prerequisite. Prerequisite: A 'C' or better in MAT 211. Corequisite course: PHY 241.

PHY-212 General Physics II (3.00 cr.)*(Spring, Course Offered Every Year)*

This is the second half of a two-semester calculus-based general physics sequence. Topics include fluids, oscillatory motion, waves, sound, optics, electrostatics, electricity, and magnetism. Problem solving is an essential part of the course. Conceptual understanding is reinforced through interactive classroom activities, including group problem solving and discussion questions. Prerequisite: PHY 211 and PHY 241. Corequisite: PHY 242.

PHY-241 General Physics I Laboratory (1.00 cr.)*(Fall, Course Offered Every Year)*

This course involves experimental studies in mechanics, kinematics, gravitation, forces, momentum, and energy. The laboratory develops skills with basic sensors and measurement of physical quantities. Students work in small groups to record numerical data, assess measurement uncertainty, discuss concepts, and interpret results. Lab reports are assigned to help develop skills in scientific writing and communication. Corequisite: PHY-211.

PHY-242 General Physics II Laboratory (1.00 cr.)*(Spring, Course Offered Every Year)*

This course involves experimental studies in fluids, oscillatory motion, sound, basic electricity, electron charge, and optics. The laboratory develops skills with basic sensors and measurement of physical quantities. Students work in small groups to record numerical data, assess measurement uncertainty, discuss concepts, and interpret results. Lab reports are assigned to help develop skills in scientific writing and communication. Corequisite: PHY-212.

PHY-299 Introduction to Research (1.00–3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

This course will provide opportunities for freshmen and sophomores to participate in original laboratory research. Students will submit their findings in a formal written report and will give an oral presentation. Students will be expected to spend two to three hours per week in the laboratory and one to two hours per week outside the laboratory for each semester hour credit. PHY-211 is strongly recommended as a prerequisite for this course. Course may be repeated for a total of three hours credit.

PHY-430 Atomic and Molecular Structure (3.00 cr.)*(Spring, Odd-Numbered Years Only)*

A study of the modern theories of atomic and molecular structure,

chemical bonding and spectroscopy. Also offered as CHE-430. Three lectures per week. Prerequisites: CHE-112, PHY-212, MAT-211.

PHY-498 Honors Thesis in Physics (3.00 cr.)*(Varies, Contact Department Head)*

Open to seniors who are members of the Honors and/or Teaching Fellows Programs. In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. A research proposal form completed by the students and the faculty mentor are required to complete registration. The project must meet the Honors Program thesis requirements as well as the expectations of the departmental faculty. Prerequisite: PHY-212/242.

PHY-499 Research (1.00–2.00 cr.)*(Fall and Spring, Course Offered Every Year)*

Open to junior and senior science or mathematics majors or others by permission. In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. A research proposal form completed by the student and the faculty mentor is required for registration. May be repeated for credit for a total of three semester hours.

Political Science

POL-100 American Political Systems (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

An introduction to American government and politics with an emphasis on the basic constitutional structure of the government and on the political institutions that surround it. Attention given to current political events and issues.

POL-203 Contemporary American Policy & Politics (3.00 cr.)*(Fall, Course Offered Every Year)*

A study of public policies and the political processes that support them. Models and methods used by policy analysts will be studied.

POL-204 Comparative Politics (3.00 cr.)*(Spring, Even-Numbered Years Only)*

An introduction to the theory and practice of government in major contrasting political systems. Liberal democratic, authoritarian and developing systems are considered.

POL-205 Political Ideas Seminar (3.00 cr.)*(Spring, Course Offered Every Year)*

Selected readings from original sources in the area of modern and contemporary political philosophy. Topics covered include democracy, liberalism, Marxism, and liberation ideologies. Emphasis is on developing writing and analytic skills. [Required for political science majors who should take it in their sophomore or junior year.] Also offered as PHI-205. Prerequisite: ENG-111.

POL-207 Political Leadership Practicum (3.00 cr.)*(Varies, Contact Department Head)*

Students will design and implement the Meredith Votes campaign, a campus-wide, nonpartisan voter registration, education and turnout effort. This is a service learning course.

POL-210 International Politics (3.00 cr.)*(Fall, Course Offered Every Year)*

An introduction to world politics. A survey of current issues and trends in major regions and the principles of interactions among nations, blocs, international organizations, and multinational corporations.

POL-282 The Modern Middle East (3.00 cr.)*(Spring, Course Offered Every Year)*

This course will address cultural, social and political issues in the Middle East since the late 19th and into the 21st century. Topics covered will include imperialism, nationalism, the creation of modern states, the Palestinian-Israeli conflict, the Iranian Revolution, the politics of oil, U.S. - Middle East relations, and the emergence of activist Islamic groups. Also offered as HIS-282.

POL-300 Law and Society (3.00 cr.)*(Spring, Course Offered Every Year)*

An introduction to the nature and function of law, to the structure and operation of the court systems of the United States and to the legal professions. Also considers current legal controversies.

POL-301 Constitution & Rights of Americans (3.00 cr.)*(Fall, Course Offered Every Year)*

The law and practice of constitutional interpretation with a focus on civil liberties and the bill of rights. The case method and intensive discussion are used to introduce the process of legal reasoning and disciplined analytic thinking.

POL-305 Introduction to Public Administration (3.00 cr.)*(Spring, Even-Numbered Years Only)*

An introduction to the field of public administration. The executive branch of American government will be examined. Methods, theories, and skills of administration in the public sector will be studied.

POL-309 Politics of the Vietnam War (3.00 cr.)*(Varies, Contact Department Head)*

The course will offer an in-depth examination of the war in Vietnam and the participation of the United States in that war. There will be an extensive study of the causes of the war. The political environment of the prosecution and termination of the conflict will be addressed. Foreign and defense policy will be a primary perspective.

POL-310 Gender Issues in Law & Policy (3.00 cr.)*(Spring, Even-Numbered Years Only)*

This course explores current law and policy concerning contemporary gender issues as well as conflicting perspectives on those issues. Students will critically analyze and compare a wide range of different feminist and masculinist approaches to issues like workplace discrimination, violence against women, abortion and pornography.

POL-320 International Political Economy (3.00 cr.)*(Spring, Odd-Numbered Years Only)*

This course examines the politics of international economic relations between countries and in the world as a whole. The course orients students with the basic underpinnings of international economic policy-making and the basic theoretical paradigms of the field of international political economy. Specific topics of discussion include the politics of

international trade, the effect of globalization on the U.S. economy and political system, the role of multinational corporations and nongovernmental organizations in global politics, relations between the developed and developing worlds, and the rise of regional economic blocs.

POL-330 Modern US Foreign Policy (3.00 cr.)*(Varies, Contact Department Head)*

A study of global issues involving the United States vis-à-vis Europe, the former Soviet Union, Latin America, Africa, Middle East, and Asia. May be taken for credit in political science or history. Also offered as HIS-330.

POL-331 Environmental Politics & Policy (3.00 cr.)*(Spring, Even-Numbered Years Only)*

This course will examine the politics and policy of environmental issues both in the United States and globally. We will study the forces and constraints that shape policy at local, state and national levels of government. We will also examine the issues and problems of the global environment and international policy being developed to address those issues. Students will examine and assess proposed solutions to the problems.

POL-334 Research Design and Methods (3.00 cr.)*(Spring, Course Offered Every Year)*

This course provides a broad overview of the nature of inquiry in political science and is intended to give students an understanding of how to do empirical research. Students will finish the course knowing how philosophy of science, research design and statistical and causal inference are understood in the discipline of political science. To be taken during semester before POL 498/9.

POL-340 State & Local Political Systems (3.00 cr.)*(Spring, Odd-Numbered Years Only)*

This course provides a survey of politics and policy at the state and local levels of government. Institutions, processes, and behaviors of governments and political participants will be studied. The federal system will be examined from the viewpoint of states and localities.

POL-350 Congress and the Presidency (3.00 cr.)*(Spring, Odd-Numbered Years Only)*

This course will examine the elective branches of government: the Congress and the President. Students will examine the structure and function of each branch separately and then study the relationship of each to the other.

POL-360 British Parliamentary Government (3.00 cr.)*(Meredith Abroad, Course Offered Every Year)*

This course introduces students to the nature and background of the British form of government with an emphasis on Parliament and the European Union. Because this course is taught in London and meets several times in Westminster Palace, students have a unique opportunity to observe government at work. Students supplement what they learn in class and in their texts with what they see as they attend committee meetings and sessions of both Houses and what they hear from the broad spectrum of members of Parliament, peers, and parliamentary staff who speak to them.

POL 370 Topics in Model United Nations (1.00–3.00)*(Fall, Course Offered Every Year)*

This course will introduce students to the origins, functions, structure and issues facing the contemporary United Nations and prepare a student delegation to participate in a Model United Nations conference. Participation in the conference is a requirement for the course. Students will earn 3 credits the first time they complete this course. The course may be repeated for 1–2 hours of credit.

POL-498 Honors Thesis in Political Science (3.00 cr.)*(Fall Course Offered Every Year)*

A research and seminar course required of Honors Scholars and Teaching Fellows in which each student will formulate and execute an original research project that will culminate in a paper and an oral presentation. The director of the research project must approve a preliminary research proposal during the semester before the student takes this course, as must the appropriate director(s) of Honors and/or Teaching Fellows. The project must meet Honors and Teaching Fellows requirements as well as those of the History and Political Science Department. This course substitutes for the POL 499 requirement. Prerequisites: Students must complete one WI course and POL 344 or LEG 401, or permission of instructor. A student who completes the POL 498 Research Seminar as a prerequisite may undertake a second, elective POL 498 or POL 499 research project on her own with an individual faculty director without attending the seminar a second time.

POL-499 Senior Research (3.00 cr.)*(Fall, Course Offered Every Year)*

A research and seminar course required of all majors not in Honors or Teaching Fellows, in which each student will formulate and execute an original research project that will culminate in a paper. The director of the research project must approve a preliminary research proposal during the semester before the student takes this course. Prerequisites: Students must complete one WI course and POL 344 or LEG 401, or permission of instructor. A student who completes the POL 499 Research Seminar as a prerequisite may undertake a second elective POL 499 research project on her own with an individual faculty director without attending the seminar a second time.

Psychology

PSY-100 Introduction to Psychology (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

An introduction to the scientific study of behavior and mental processes. Topics include the neurobiological basis of behavior; perception; development; learning; memory and thinking; motivation; personality; normal and abnormal behavior; psychotherapy; and social factors in behavior.

PSY-120 Stress Management (1.00 cr.)*(Varies, Contact Department Head)*

The concept of stress in daily life is defined, and both general and specific sources are examined. The effects of stress and benefits of stress reduction are discussed. Experientially, students learn how to use techniques for reducing stress and promoting relaxation. Prerequisite: PSY-100.

PSY-200 Statistical Methods in Psychology (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

A survey of the fundamental techniques for describing and analyzing behavioral data. The course considers measures of central tendency and deviation, linear and function-free correlation, hypothesis testing, nonparametric techniques, and analysis of variance. Basic computer skills required. Prerequisite: PSY-100.

PSY-210 Life Span Developmental Psychology (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

A study of human characteristics and changes from conception to death. At each developmental stage, major topics covered are physical and motor changes, cognitive development, emotional and personality growth, and social development. Prerequisite: PSY-100 or EDU-234.

PSY-212 Psychology of Gender Roles (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

The understanding of gender roles from a psychological viewpoint. Topics included are a critique of the psychoanalytic view of gender differences, the effects of body states on personality, psychophysiological dysfunctions of the reproductive system, differences between male and female brains, differences in the way male and female infants behave, how sexual identity develops, and self-esteem, achievement motivation, and changes in the roles the different sexes play during their lifetimes. Prerequisite: PSY-100.

PSY-299 Introduction to Research in Psychology (1.00–3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

In conjunction with a faculty mentor, the student will participate in the execution of an original research project that will culminate in a paper and a presentation. A research proposal form completed by the student and faculty mentor is required for registration. Open to freshmen and sophomores. May be repeated for credit for a maximum of six semester hours. Prerequisite: PSY-100.

PSY-300 Research Methods in Psychology (4.00 cr.)*(Fall and Spring, Course Offered Every Year)*

An introduction to the history, methods, and ethics of general experimental psychology. Research studies will be developed, executed, analyzed, and reported in American Psychological Association style. Basic computer skills required. Prerequisites: PSY-100, PSY-200.

PSY-310 Psychology of Children and Adolescents (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

A comprehensive review of human development from infancy through adolescence, with an emphasis on factors which influence growth and learning. Applications of research and theory may be directed toward designing appropriate interventions with children or adolescents in individual and group settings. Prerequisite: PSY-100 or EDU-234.

PSY-312 Psychology of Exceptional Individuals (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

An introduction to the psychological and educational issues associated with the major exceptionalities. Topics covered include Autism Spectrum Disorders, Intellectual Disabilities, Learning Disabilities, Giftedness, and Communication Disorders. Field observation is often a component of this course. Prerequisite: PSY-100 or EDU-234.

PSY-320 Abnormal Psychology (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of the major forms of behavioral pathology and current therapies. Topics covered include anxiety disorders, dissociative disorders, personality disorders, affective disorders, schizophrenic disorders, and chronic brain syndromes. Prerequisite: PSY-100.

PSY-324 Conditioning and Behavior Modification (3.00 cr.)
(Spring, Course Offered Every Year)

An examination of the principles of classical and operant conditioning including reinforcement, stimulus control, and extinction, and the application of these principles in a variety of settings, including the control and modification of one's own behavior. Prerequisite: PSY-100.

PSY-326 Health Psychology (3.00 cr.)
(Spring, Even-Numbered Years Only)

Health Psychology is concerned with the interface between health and psychology, between behavior and wellness/illness. It looks at physiological and psychological functioning, and studies the interrelationship between mind, body and culture/environment. In the course we look at both US and world health issues and examine such topics as health behaviors, stress and coping, illness prevention, wellness promotion, public policy, and the biopsychosocial model and emphasizes a multi-disciplinary perspective. Prerequisite: PSY-100.

PSY-330 Neuropsychology (3.00 cr.)
(Fall, Course Offered Every Year)

A survey of the functional anatomy of the nervous system. Special emphasis on current views of the contributions of various subsystems to psychological phenomena. Prerequisite: PSY-100.

PSY-332 Perception (3.00 cr.)
(Fall, Course Offered Every Year)

A study of the visual and auditory senses and how they function. How needs, desires, expectations, and previous experiences influence perception. Understanding of the principles of psychophysics. The course also focuses on cognitive factors in perception. Prerequisite: PSY-100.

PSY-334 Animal Behavior (3.00 cr.)
(Spring, Course Offered Every Year)

An introduction to the scientific study of animal behavior, a synthesis of comparative psychology and ethology. Students will also be introduced to genetic influences upon behavior, primate behavior, and paleoanthropology. Prerequisite: PSY-100.

PSY-340 Community Field Experience (1.00–3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A field experience in psychology involving the application of knowledge and skills in community agencies, mental health services, business, government, educational, or laboratory settings that provides students with exposure to and experience in the profession of psychology. Attendance at seminar group meetings as scheduled and completion of written project assignments is required. May be repeated for a maximum of 6 credit hours. Instructor's consent required. Students must discuss their placement intentions with the instructor during the semester BEFORE the field experience is to take place. Prerequisite: PSY-100. Course fee assessed.

PSY-342 Autism Practicum (2.00–3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A practicum course providing students with an opportunity to use applied behavioral analysis techniques to work with preschool children with autism. Each student is assigned to a child's team and works with that child on a one-to-one basis in the Meredith Autism Program Lab and in the child's home. May be repeated for credit. Prerequisite: PSY-100.

PSY-410 Social Psychology (3.00 cr.)
(Fall, Course Offered Every Year)

A study of the theories and research relevant to interpersonal influence, the ways in which an individual is influenced by other people. Topics include: attitude change, conformity, interpersonal attraction, self consistency, aggression, altruism, and social cognition. Prerequisite: PSY-100.

PSY-420 Theories of Personality (3.00 cr.)
(Spring, Course Offered Every Year)

A consideration of major contemporary theories of personality and the evaluation of these theories in the light of research findings. Prerequisite: PSY-100.

PSY-422 Psychological Testing and Evaluation (3.00 cr.)
(Fall, Course Offered Every Year)

A study of the principles of psychological testing and evaluation in several settings. An introduction to the major types of tests, including tests of general and special abilities, aptitude, achievement, interests, and personality. Prerequisites: PSY-100, PSY-200.

PSY-424 Theory and Practice in Counseling (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An introduction to the basic concepts and techniques of counseling as applied in clinical and educational settings. Intensive class interaction is expected. Observation, interviewing, role playing and video-taping are used in the course. A variety of theories are introduced. The student is strongly encouraged to take Abnormal Psychology or Theories of Personality before taking this course. Junior/senior status. Instructor's consent required. Prerequisite: PSY-100.

PSY-430 History and Systems in Psychology (3.00 cr.)
(Spring, Odd-Numbered Years Only)

The focus of this course is the historical genesis of current concerns in psychology. Particular emphasis will be placed on the seminal work of the late 19th- and early 20th-century psychological pioneers. Prerequisite: PSY-100.

PSY-432 Memory, Language and Cognition (3.00 cr.)
(Spring, Course Offered Every Year)

A survey of the major theories and empirical findings in the field. Emphasis is placed on the active strategies and thought processes used in remembering, speaking and understanding language, reading, concept learning, and problem solving. Prerequisite: PSY-100.

PSY-440 Special Topics in Psychology (1.00–3.00 cr.)
(Varies, Contact Department Head)

A course focused on a special topic in psychology. Topics will be chosen in accordance with faculty and student interests. Intended for

students of demonstrated maturity, usually indicated by upper class standing. Topics may include current trends in research and/or professional issues. A description of the topic will be included in the registration schedule for the upcoming semester. May be repeated for credit but no more than three hours may be applied to the 18-hour minor requirement. Instructor's consent required. Prerequisite: PSY-100.

PSY-498 Honors Thesis in Psychology (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. A research proposal form completed by the student and the faculty mentor is required for registration. The project must meet Honors Program thesis requirements as well as the expectations of the psychology faculty. Open to seniors in the Honors and/or Teaching Fellows Programs who are majoring in psychology. Prerequisites: PSY-100, PSY-200 and PSY-300.

PSY-499 Research in Psychology (1.00–3.00 cr.)

(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. A research proposal form completed by the student and the faculty mentor is required for registration. Open to junior and senior psychology majors or minors and others by permission of the instructor. May be repeated for credit for a maximum of six semester hours. Prerequisites: PSY-100, PSY-200 and PSY-300.

Religious and Ethical Studies

RES-101 Religions in the United States (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course is an exploration of the changing religious landscape of the United States, looking at the history and dynamic interaction of the various religious traditions that compose the contemporary American religious scene. We will explore global religious traditions as expressed in the American context, as well as some culturally specific traditions. Throughout we will maintain a dual focus on how the various religious traditions are changing in the American environment and how America is changing in this new multi-religious context.

RES-102 World Religions (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

An exploration of major eastern and western religious traditions including, but not limited to, Buddhism, Hinduism, Judaism, Christianity, and Islam. In addition to looking at the historical development of such traditions, this course addresses issues concerning current religious practice and the role of major religious traditions in contemporary society.

RES-103 Biblical Literature and History (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

A study of the canonical literature of the Jewish and Christian traditions. This course will explore how this diverse body of literature relates to its social and historical contexts. The focus will be on

acquiring tools from a variety of academic approaches to reading the Bible. This course will enable students to understand how interpretive choices have been made in the reading of biblical texts and to reflect on how diverse ways of interpreting the Bible have shaped culture and continue to do so.

RES-104 Religious Ethics and Social Issues (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

This is an introductory course in ethical reflection which explores contemporary social issues from a variety of religious and philosophical traditions. Issues covered pertain to personal concerns such as sexuality, marriage, and reproduction, as well as broader societal issues regarding our economic lives and the environment.

RES-105 Philosophy of Religion (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course examines how reason and faith seek in different ways to provide answers to the major questions which people have always asked about the nature and meaning of life. The questions dealt with include the following: What are the various avenues to knowledge, or truth? What are the differing functions of literal and symbolic language? What are the arguments for the existence of God? Can the pluralism of religions be reconciled in unity? Is there a solution to the problem of evil? Is there hope of immortality?

RES-200 Introductory Topics in Religious and Ethical Studies (3.00 cr.)

(Course Offered As Needed)

An introductory study of selected topics within the area of religious studies as determined by faculty expertise and student interest. Topics may take a thematic, historical or comparative approach within the following areas: religion and culture, religion and society, religious ethics, religious thought and sacred texts. The course may be repeated for credit. Prerequisite: one 100-level RES course, or by permission of the instructor.

RES-220 Ethics of Love and Justice (3.00 cr.)

(Spring, Course Offered Every Year)

This course is an introduction to the historical development of ethical thought in the western philosophical and religious traditions. It is organized around the central themes of love and justice as addressed by major thinkers from the ancient past to the present. Students will explore various interpretations of the nature and demands of justice in conversation with the different roles that love and the emotions are seen to play in shaping ethical commitments and practices.

RES-250 Religion and Film (3.00 cr.)

(Fall or Spring, Course Offered Alternate Years)

This course looks at the importance of religious thought in world cinema. It will consider a wide variety of films—from independent to mainstream Hollywood blockbusters—and will provide students with background knowledge of the religious tradition relevant to each film. After introductory readings on film theory, students will critically assess the form and content of films selected from different world cultures. Prerequisite: one 100-level RES course, or by permission of the instructor.

RES-253 Judaism, Christianity, and Islam: A Conversation (3.00 cr.)*(Fall or Spring, Course Offered Alternate Years)*

Judaism, Christianity, and Islam trace their roots to one biblical ancestor: Abraham. This course delves into a comparative study of the beliefs, practices, and social concerns of the Abrahamic religions and examines constructive methods of interfaith dialogue. Prerequisite: One 100-level RES course, or by permission of the instructor.

RES-254 Introduction to Asian Religions (3.00 cr.)*(Fall or Spring, Course Offered Alternate Years)*

This course introduces the major religions of India, China, and Japan, including (but not limited to) Hinduism, Buddhism, Confucianism, and Taoism. Students will develop a cross-cultural understanding of religion by engaging in a comparative study of beliefs, practices, and sacred texts of the Asian traditions. Prerequisites: One 100-level RES course, or by permission of instructor.

RES-262 Jesus and the Gospels (3.00 cr.)*(Spring, Course Offered Every Year)*

This course examines the varied and multiple ways that Jesus is portrayed in the New Testament gospels and other Christian gospels. The modern quest for the historical Jesus is a focal point of this course, and students will examine a variety of historical, literary and theological problems posed by the gospel texts and the quest. This course meets the general education literature requirement. Prerequisite: One 100-level RES course, or by permission of the instructor.

RES-267 Christian Origins: From Cult to Empire (3.00 cr.)*(Fall or Spring, Course Offered Alternate Years)*

A study of the development and diversity of early Christian life and thought as reflected in literature spanning from the New Testament letters of Paul to the writings of St. Augustine in the fifth century. Topics will include the spread of Christianity and the formation of the early church; persecution and martyrdom; heresy and orthodoxy; women's roles; social issues; asceticism and sainthood. Prerequisite: One 100 level RES course, or by permission of the instructor.

RES-268 Women and the Bible (3.00 cr.)*(Fall or Spring, Course Offered Alternate Years)*

A study of the status of women in the Old and New Testament cultures, the understandings of women in biblical theology, and the role of women in the events of biblical history. Prerequisite: One 100-level RES course, or by permission of the instructor.

RES-284 Sin, Satan, and Evil (3.00 cr.)*(Fall or Spring, Course Offered Every Year)*

A study of beliefs, images, and stories about sin and evil in the religious traditions of Judaism and Christianity, focusing around the figure of Satan and patterns of belief and disbelief in Western religious history. Prerequisite: One 100-level RES course, or by permission of the instructor.

RES-285 Religion and Literature (3.00 cr.)*(Varies, Contact Department Head)*

This course investigates the presence of religious concepts and themes in a variety of literary forms as well as the presence of liter-

ary themes and devices in religious works. Course readings will draw from different time periods and cultures and include myth, history, parable, short stories, essays, oral narratives, poems, and novels. This course meets the general education literature requirement. Prerequisite: One 100-level RES course.

RES-299 Introduction to Research in Religious and Ethical Studies (1.00–3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

In conjunction with a faculty mentor, the student will participate in a research project that will culminate in a paper and, if appropriate, a presentation. A research proposal form completed by the student and faculty mentor is required for registration. Prerequisite: one 100-level RES course.

RES-342 Psychology of Religion (3.00 cr.)*(Varies, Contact Department Head)*

A study of different psychological approaches that take religious beliefs, practices, moralities and experiences as their object of study. The course draws upon theories from depth psychology and humanistic schools of thought and the findings of empirical forms of psychological theory and research. Prerequisite: One 100-level RES course, or by permission of the instructor.

RES-343 Violence, War and Peace (3.00 cr.)*(Varies, Contact the Department Head)*

This course looks at the perennial issues of violence, war, and peace from personal, local, national, and international points of view. We will examine these problems from various perspectives, including those of humanities, social sciences, and cultural studies. Using a variety of texts, films, fiction, and current affairs readings, we will examine root causes of wars in the past and will examine the possibilities of non-violence and constructive peace-making in the world of today. Prerequisite: One 100 level RES course, or by permission of instructor.

RES-344 Biomedical Ethics (3.00 cr.)*(Fall, Course Offered Alternate Years)*

This course explores the ethical implications of technological and economic developments in the areas of health care and medical research relevant to both the general public and health care professionals and researchers. Specific issues covered include professional ethics, reproductive technologies, genetic testing and engineering, organ transplants, biomedical research and health care allocation and access. Prerequisite: One 100-level RES course, or by permission of the instructor.

RES-345 Environmental Ethics (3.00 cr.)*(Fall or Spring, Course Offered Alternate Years)*

This course explores ethical issues that arise in connection to the environment including: biodiversity; wilderness preservation; pollution; population; private property and common resources; intergenerational justice; environmental public policy; and corporate responsibility. Students will be introduced to the historical traditions of thought with respect to the environment, new and emerging forms of environmental ethics and the practical application of ethical theories and principles to current environmental concerns. Particular attention will be given to

the ethical challenges of weighing competing interests and claims of individuals, social groups and institutions, future generations and the broader biotic community. Prerequisite: One 100 level RES course, or by permission of the instructor.

RES-346 Anthropology of Religion (3.00 cr.)

(Fall, Course Offered Alternate Years)

This course focuses on the ways in which religion and human culture intersect. We will look at such themes as myth, symbol, magic and ritual and see how they contribute to the formation of human societies. Students will engage in a local field research project to learn how anthropologists study religion. Prerequisite: one 100-level RES course, or by permission of the instructor. Also offered as SOC-346.

RES-352 History of Christian Thought and Ethics (3.00 cr.)

(Fall or Spring, Course Offered Alternate Years)

This course examines both historical development and contemporary themes in Christian thought and ethics. How have Christian beliefs about God, humanity, love, and justice influenced moral teaching on significant social issues including economic interests, race, gender and ecology? What are the ethics of individual human action, and what is the role of the church? Prerequisite: One 100-level RES course, or by permission of the instructor.

RES-385 Europe in the Middle Ages (3.00 cr.)

(Fall, Odd-Numbered Years Only)

This course will survey major developments in western Europe from roughly 400 CE to 1300 CE. It will use primary and secondary sources to explore the growth of a distinctly European civilization upon its Judeo-Christian, classical and Germanic roots, and will trace the expression of this civilization through its political, religious and educational institutions; its formal religious thought and vernacular literature; its art, architecture and music; and its interactions with different cultures both within and beyond its borders. Specific topics covered will include the Germanic invasions, monasticism, the conversion of Europe, the growth of the manorial and feudal systems, scholastic thought in the universities, heresy and the crusades, the growth of representative government and others. Also offered as HIS-385.

RES-387 Age of Renaissance/Reformation (3.00 cr.)

(Fall, Even-Numbered Years Only)

This course will work primarily through class discussion of primary sources to understand the changes in outlook expressed in the Renaissance, the Reformation and the Scientific Revolution between the fourteenth and seventeenth centuries. In particular, it will focus upon the transition from medieval toward modern attitudes in areas such as historical and scientific thought, political and educational theory, philosophy, art, music and religious thought and practice. It will also address the economic, social and political variables that underlay these changes in intellectual life, as well as the impact that these ideas had upon European society. Students will be encouraged to explore individual interests from their own major fields and personal backgrounds. Also offered as HIS-387.

RES-400 Selected Topics in Religious and Ethical Studies (3.00 cr.)

(Course Offered As Needed)

A study of selected topics within the area of religious studies as determined by faculty expertise and student interest. Topics may take a thematic, historical or comparative approach within the following areas: religion and culture, religion and society, religious ethics, religious thought and sacred texts. The course may be repeated for credit. Prerequisite: one 100-level RES course, or by permission of the instructor.

RES-498 Honors Thesis in Religion (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and conduct a research project that will culminate in a paper and a presentation. A research proposal form completed by the student and faculty mentor is required for registration. The project must meet Honors Program Thesis requirements and conform to the thesis guidelines of the department of Religious and Ethical Studies. Open to Honors Students and Teaching Fellows during their junior or senior year. Prerequisite: 12 credits in RES, or by permission of the instructor.

RES-499 Research in Religious and Ethical Studies (1.00–3.00 cr.)

(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will participate in a research project that will culminate in a paper and a presentation. A research proposal form completed by the student and faculty mentor is required for registration. Open to Junior and Senior RES Majors and Religion and Ethics and the Public Interest Minors.

Science

SCI-203 Science and Human Values (3.00 cr.)

(Fall, Even-Numbered Years Only)

This course provides an overview of the development of some of the great ideas in the natural sciences, the evidence for these ideas, and the process by which these ideas came to be accepted. Students will explore how these ideas have influenced society, our understanding of our place in the universe, our understanding of what it means to be human, and our values. Also offered as CHE 203 and PHY 203. This course may not be used to satisfy major or minor requirements. Prerequisites: One laboratory science course (BIO 110/151, CHE 111/141, GEO 200/240, or PHY 211/241).

SCI-764 The Teaching of Science (3.00 cr.)

(Fall, Course Offered Every Year)

A course for students seeking teacher licensure in science [6-9] or comprehensive licensure in [9-12]. Students are introduced to the specific methods used in science teaching. Both the theoretical and the practical aspects of teaching science in the middle and secondary schools are stressed. Information on safety practices is given. Emphasis is placed on the importance of demonstration and laboratory work in science classes, on effective use of technology, on understanding and making effective use of objectives, and on individualizing science instruction.

Social Work

SWK-100 Introduction to Social Work (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course introduces students to the profession of social work and the United States social welfare system. Students learn about the values and ethics of the social work profession and its advocacy for change in social, economic, political, historical, and cultural injustices. The history, mission, and philosophy of the social work profession, with an emphasis on the generalist method of social work practice, are covered. Students explore social work as a career path through completion of 20 hours of service learning in a local social service agency.

SWK-200 Human Diversity and Social Justice (3.00 cr.)

(Spring, Course Offered Every Year)

This course focuses on the diversity of the population of the United States with an emphasis on North Carolina. Students are introduced to the concepts of prejudice, discrimination, oppression and social and economic injustice and to the processes by which these are imposed upon some populations based on age, class, color, culture, disability, ethnicity, family structure, marital status, national origin, race, religion, gender, sex, and/or sexual orientation. Methods to combat prejudice, discrimination, and oppression and to restore social justice will be considered.

SWK-220 Human Behavior for Social Work Practice: Birth – Adolescence (3.00 cr.)

(Fall, Course Offered Every Year)

Provides content on the reciprocal relationships between human behavior and social environments. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. The course focuses on theories and knowledge of biological, sociological, cultural, psychological, and spiritual development that address the stages of the life span from conception through adolescence. Also addressed is the range of social systems in which people live (individual, family, group, organization, and community); and the ways social systems promote or deter people in maintaining or achieving health and well-being. Prerequisites: PSY 100, SOC 230. Prerequisites or corequisites: BIO 105/145, SWK 100.

SWK-225 Human Behavior for Social Work Practice: Adulthood-Death (3.00 cr.)

(Spring, Course Offered Every Year)

Provides content on the reciprocal relationships between human behavior and social environments. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. It focuses on theories and knowledge of biological, sociological, cultural, psychological, and spiritual development that address the stages of the life span from young adulthood through death. Also addressed is the range of social systems in which people live (individual, family, group, organizational, and community); and the ways social systems promote or deter people in maintaining or achieving health and well-

being. Prerequisites: PSY 100, SOC 230: Prerequisites or corequisites: BIO 105/145, SWK 100.

SWK-299 Introduction to Research in Social Work (1.00–3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Open to freshmen and sophomores who have an interest in social work and social welfare and who would like to work individually with a faculty member on a project involving research on an issue of social work practice or social welfare and social justice. In conjunction with a faculty member, the student will formulate and execute a research project at an intermediate level of complexity. The project will require a culminating experience involving a written report and/or a public presentation of its purpose, process, and outcomes. A research proposal form completed by the student and the faculty mentor is required for registration. May be repeated for credit for a total of six semester hours. Prerequisite: SWK-100.

SWK-330 Social Welfare Policy (3.00 cr.)

(Spring, Course Offered Every Year)

This course introduces students to both domestic and international social welfare policy. It emphasizes the social work profession's core value of social justice, human and civil rights, and the ideologies that have shaped the United States' and other nations' efforts to provide for their citizens. Frameworks for social policy analysis will be presented. Prerequisite: POL 100.

SWK-350 Selected Topics in Social Work (2.00 cr.)

(Offered as Needed, Contact SWK Program Director)

Topics relevant to social work practice will be customized to reflect specialized areas of knowledge. Topics offered may include health care, aging, mental health, and children and families. Course numbers advance as topics shift to reflect emerging or controversial issues in the community.

SWK-374 Social Research Principles (3.00 cr.)

(Spring, Course Offered Every Year)

This course will explore the logic of scientific inquiry. Throughout the course, students will explore the relationship between theory and methodology, the nature of causation, components of research design and a variety of methods for social science research. Guidance in retrieving information, reviewing and evaluating research reports, and constructing a research proposal is provided. Prerequisites: MAT 245 or PSY 200. Also offered as SOC-374.

SWK-390 Generalist Social Work Practice With Individuals (3.00 cr.)

(Fall, Course Offered Every Year)

This course is the first of three professional practice courses designed to focus on the strengths, capacities, and resources of client systems. The course prepares majors to engage individuals in appropriate working relationships by identifying issues, needs, strengths, and resources; by collecting and assessing information; by planning interventions; and by delivering services. Open to social work majors only.

**SWK-394 Generalist Social Work Practice
With Families and Groups (3.00 cr.)**

(Spring, Course Offered Every Year)

This course is the second in a three-course generalist practice sequence that focuses on strengths, capacities, and resources of client systems in relation to their broader environment. The course prepares students to engage families and groups in an appropriate working relationship, identify issues, problems, needs, resources, and assets; collect and assess information; and plan for service delivery. It also includes identifying, analyzing, and implementing empirically based interventions designed to achieve client goals and promote social and economic justice. Open to social work majors only. Prerequisites: SWK 100, SWK 390 and SWK 220 or 225.

SWK-398 Generalist Practice With Macro Systems (3.00 cr.)

(Fall, Course Offered Every Year)

This course is one of three professional practice courses designed to focus on strengths, capacities, and resources of client systems. The course prepares majors to engage macro systems, such as organizations, neighborhoods, communities, and governments, in appropriate working relationships by identifying issues, needs, strengths, and resources; by collecting and assessing information; by planning interventions; and by delivering services. Open to social work majors only.

SWK-480 Preparation For Social Work Field Practicum (1.00 cr.)

(Fall, Course Offered Every Year)

This course prepares students for the practicum learning experience. Students will be assisted in the selection of a social work field placement and in the completion of the application and interview process. Students review social work knowledge, skills, and values related to generalist social work practice in a field agency setting. Open to social work majors only.

SWK-490 Social Work Field Practicum (12.00 cr.)

(Spring, Course Offered Every Year)

The Social Work Field Experience is the integral component of social work education and is anchored in the mission, goals, and objectives of the social work program. A minimum of 430 hours of entry level generalist social work experience under the supervision of a professional social worker in an appropriate social agency is required. This experience will reinforce the student's identification with the purposes, values, and ethics of the profession; foster the integration of empirical and practice-based knowledge; and promote the development of professional competence. Open to social work majors only. All social work major courses must be completed before enrollment in SWK 490 and SWK 491, which are co-requisites. Also requires approval by Director of Field Education. Field fee assessed.

SWK-491 Field Practicum Seminar (3.00 cr.)

(Spring, Course Offered Every Year)

Students meet weekly for a 3-hour integrative field seminar designed to assist them in applying empirically based social work theory, knowledge and professional ethics in a social work practice setting and provide a capstone experience. Students complete an evaluation of practice research project in which they apply in their field settings research skills obtained through the social work curriculum. Written

assignments are provided to demonstrate integration of knowledge and practice. Open to social work majors only. All social work major courses must be completed prior to enrollment in SWK 490 and SWK 494, which are co-requisites. Also requires approval of the Director of Field Education.

SWK-498 Honors Thesis in Social Work (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

In conjunction with a social work faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and presentation. The project must meet Honors Program thesis requirements as well as the expectations of social work faculty. A research proposal form completed by the student, faculty mentor, and Honors Program director is required for registration. Open to seniors who are members of the Honors and/or Teaching Fellows Programs. Prerequisite: SWK-390.

SWK-499 Research in Social Work (1.00–3.00 cr.)

(Fall and Spring, Course Offered Every Year)

In conjunction with a social work faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and presentation. The project must meet Honors Program thesis requirements as well as the expectations of social work faculty. A research proposal form completed by the student, faculty mentor, and Honors Program director is required for registration. Open to seniors who are members of the Honors and/or Teaching Fellows Programs. Prerequisite: SWK-390.

Sociology

SOC-230 Principles of Sociology (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

An introduction to the concepts, methods and theories employed by sociologists to understand societies, social institutions and the myriad expressions of group life. The course explores the cultural contexts of human behavior to explain individual and group interaction, social mobility and inequality, relations framed by class, gender and race, and patterns of socialization, deviance and social change.

SOC-231 Social Problems (3.00 cr.)

(Spring, Course Offered Every Year)

This examination of American society places an emphasis on the institutional bases of social problems and conflict as well as the policies designed to address these problems. Topics include poverty, racism, environmental threat, crime and violence, and other contemporary challenges. Attention is consistently directed to the influences of these social problems on women's lives as well as the ethical dilemmas and debates surrounding the solutions to these problems.

SOC-242 Deviance and Society (3.00 cr.)

(Fall, Odd Numbered Years)

This course is based on the premise that deviance is a socially constructed phenomenon. This means that the attributes, behaviors and conditions humans label "deviant" vary over time and place, as do societal reactions to them. Students will be introduced to agents of social

control, both formal and informal, as well as the role such control and power differentials plays in defining, labeling, and sanctioning deviant behavior. The material covered in the course examines theories of deviant behavior, how social scientists study deviant behavior, how deviant behavior is socially constructed, how people manage deviant identities, how relationships operate in deviant subcultures and countercultures, and the relationships between deviant subcultures and mainstream culture.

SOC-260 Cultural Anthropology (3.00 cr.)

(Spring, Contact Department Head)

Understanding the power of culture in shaping our lives depends on knowing the ways of life displayed all around the world. This course introduces students to the discoveries of anthropologists as they have lived among preliterate and preindustrial people, and as they apply their signature methodologies to culturally distinctive communities in today's world. Comparing how a range of cultures address the challenges of social existence sets the stage for enlightening dialogue.

SOC-271 Home and Housing in Mexico (1.00 cr.)

(Varies, Contact Department Head)

The purpose of this course is to examine how the culture of Mexico shapes expectations about family and home as well as the political and economic contexts of housing. Religious, historical, political and social aspects of Mexico's culture will be examined in terms of the impact on family and home life. In addition, the institutional structure of the Mexican government and economy will be examined for its effects on home ownership and financing. Comparisons with the culture and institutions of the United States will be discussed.

SOC-272 Culture and Family in Mexico (1.00 cr.)

(Varies, Contact Department Head)

This course examines the culture and family structure of Mexico in light of this country's economic, political and religious history. Inequalities based on race, ethnicity, gender, sexual orientation, disability and social class level will be examined as well. A study of social movements to improve the status of oppressed people in Mexico is also included.

SOC-273 Education and Family in Mexico (1.00 cr.)

(Varies, Contact Department Head)

The basic purpose of this course is to examine how education as an institution is interrelated with the family and culture of a society. To explore a particular case study, the country of Mexico and its unique educational system and family structure will be analyzed. The history and traditions of this nation and their impact on education will be discussed as well.

SOC-299 Introduction to Research in Sociology (1.00–3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Open to freshmen and sophomores who have an interest in sociology and who would like to work individually with a faculty member on a project involving research from a sociological perspective. The student will formulate and execute a research project at an intermediate level of complexity and present results to an appropriate public audience. A research proposal form completed by the student and faculty mentor is required for registration. May be repeated for credit

for a maximum of six semester hours. Prerequisite: At least 3 credit hours in SOC.

SOC-332 Human Sexuality (3.00 cr.)

(Spring, Course Offered Every Year)

The research literature on sexual interests, behaviors and relationships is reviewed through study of the changing practices and perceptions of sexuality in America. Topics include the cultural construction of sex, the process of learning to be sexual, sexual deviance, the influence of marriage, and the interplay between sex and power in our society. Recognition of both risks and rewards associated with sexuality provides the context for studying controversial policies in society. Also offered as HED 332.

SOC-335 Race and Ethnic Relations (3.00 cr.)

(Fall, Course Offered Every Year)

Patterns of relationship among racial and ethnic groups in the United States are analyzed. This course explores inequalities of wealth, power, and status along with the persistence of racism, movements to advance civil rights and efforts by groups to maintain social boundaries. Current trends in intergroup relations are discussed to explore how changing demographic racial patterns may affect future definitions of race and ethnicity. Prerequisite: At least 3 credit hours in SOC.

SOC-336 Criminology (3.00 cr.)

(Fall, Course Offered Every Year)

This course explores questions about the criminal law, criminal conduct, the risks of criminal victimization and prevailing crime control policies. Theories developed to explain why individuals offend and why crime rates vary are examined in light of research findings, so that students gain a thorough understanding of crime and its causes. These ideas are applied to conventional street crime as well as to organized crime and elite crime. Prerequisite: At least 6 credit hours in SOC.

SOC-338 Sociology of Families (3.00 cr.)

(Fall, Odd Numbered Years)

This course will provide students with an overview of the family from a sociological perspective. Students in the course will examine transformation of the family across time as well as its position as both a private and public institution. Topics include defining the family, gender and power, courtship and marriage, parenting, divorce and remarriage, work, and family violence. Particular attention is placed upon the changing roles of women in the family and the ways in which families impact the lived experiences of the women in them. Prerequisite: At least 3 credit hours in SOC.

SOC-340 Sociology of Aging (3.00 cr.)

(Varies, Contact Coordinator of Sociology)

As the elderly population increases what challenges do these individuals face and what impact will they have on society? Students in this course will examine the physical, psychological and sociological dimensions of the aging process in order to gain insight on these questions. Topics include retirement, poverty and old age, Social Security and Medicare debates, long term care and end of life decisions, and issues related to the growing elderly population in the United States. Prerequisite: At least 3 credit hours in SOC.

SOC-342 Juvenile Delinquency (3.00 cr.)*(Spring, Even Numbered Years)*

This course examines the nature and extent of juvenile delinquency, measurement issues and the various sociological and other relevant social science theories of the causes of this phenomenon. Policy implications of these theories and the current research in the field and historical trends in juvenile delinquency are discussed and evaluations of treatment and prevention programs in the local community as well as the larger society are examined. Prerequisite: At least 3 credit hours in SOC.

SOC-346 Anthropology of Religion (3.00 cr.)*(Fall, Course Offered Every Year)*

This course focuses on the ways in which religion and human culture intersect. We will look at such themes as myth, symbol, magic and ritual and see how they contribute to the formation of human societies. Students will engage in a local field research project to learn how anthropologists study religion. Prerequisite: one 100-level Religion course, or by permission of the instructor. Also offered as RES-346.

SOC-360 Media, Self and Society (3.00 cr.)*(Spring, Even Numbered Years)*

What is 'the media' and how can it impact the ways in which we see the world and ourselves in it? This course will examine these questions as we examine the roles that various media forms play in our society, particularly in regards to issues of identity across lines of race, class, gender and sexuality. Students will examine historical and theoretical aspects of the media from both sociological and cultural studies perspectives, the ways in which mainstream and alternative media construct identities, and the impact that these images have on the society in which they circulate. Prerequisite: At least 3 credit hours in SOC.

SOC-374 Social Research Principles (3.00 cr.)*(Spring, Course Offered Every Year)*

This course will explore the logic of scientific inquiry. Throughout the course, students will explore the relationship between theory and methodology, the nature of causation, components of research design and a variety of methods for social science research. Guidance in retrieving information, reviewing and evaluating research reports, and constructing a research proposal is provided. Prerequisites: SOC 230, SOC 231, or SOC 260, MAT 245 or PSY 200.

Note: this course fulfills both the Information Literacy (IL) and Ethics Intensive (EI) thread requirements for General Education.

SOC-420 Gender and Society (3.00 cr.)*(Spring, Odd Numbered Years)*

What does sex have to do with gender? What does gender have to do with social systems? This course explores these questions by looking at the ways in which sociologists have theorized and written about gender. Students will explore what it means to understand gender as a social and cultural construct as well as the impact that these constructions have on the lived experiences of individuals in society. Additionally the course will examine the complex ways in which gender intersects and interacts with other facets of our social identities

including race, class and sexual orientation. Prerequisite: At least 6 credit hours in SOC.

SOC-430 Population Dynamics (3.00 cr.)*(Fall, Even-Numbered Years)*

Trace the effects of births, deaths and migration on population size, composition and distribution around the world. Examine the effects of population changes on the environment, the world's resources and on global security. Socioeconomic, political and religious institutions will be explored and the status of women around the world will be related to demographic change. Demographic trends in the United States are evaluated in the context of global influence. Prerequisite: At least 6 credit hours in SOC or at least 75 total credit hours.

SOC-431 Social Stratification (3.00 cr.)*(Varies, Contact Coordinator of Sociology)*

Explanations for social inequalities are considered along with current research on class, status, power and social mobility. Both national and international patterns of wealth and poverty are inspected to explain "who gets what and why." Inequalities of households, of population groups and of nations as they participate on the global stage receive specific treatment. Prerequisite: At least 6 credit hours in SOC.

SOC-437 Corrections (3.00 cr.)*(Spring, Odd-Numbered Years)*

A study of the criminal justice system; police, attorneys, courts, judges, jails, prisons, parole. Attention is given to conflicting punishment philosophies and practices. Studies of inmate society are highlighted in this survey of America's attempts to correct the crime problem. Prerequisite: At least 3 credit hours in SOC.

SOC-440 – 449 Selected Topics in Sociology (3.00 cr.)*(Fall and/or Spring, Course Offered Every Year)*

Customized by the professor to reflect specialized areas of knowledge or new advances in the field, this course introduces students to compelling publications and/or media that will extend their grasp of sociological analysis. Selections spotlight issues associated with active public dialogue with the objective of discovering how sociology speaks to those issues. Course numbers advance as topics shift to favor additional enrollments as desired. Prerequisite: At least 6 credit hours in SOC.

SOC-489 Social Theory (3.00 cr.)*(Fall, Course Offered Every Year)*

From the origins of sociological thinking to the current controversies regarding social action and social structure, explanations developed by sociologists to describe and to demystify society are studied and applied. Ideas advanced by Durkheim, Marx and Weber are followed by extensions and alternatives up to and including the Frankfurt School, Feminism and Postmodernism. Prerequisite: At least 6 credit hours in SOC.

SOC-496 Applied Research (3.00 cr.)*(Fall, Course Offered Every Year)*

This capstone course for the Sociology or Criminology major is an opportunity for students to use their sociological imaginations to formulate solutions to the problems that face our world today.

Students in Criminology will complete a placement with a community or government agency in law enforcement or a related field. Students in Sociology may complete a placement with a community or government agency or complete a significant research project on a topic approved by the instructor. All students will utilize sociological or criminological theories, literature, methods and data to explore a macro-level social problem related to their field experience or to write a final paper on their research. Findings of the semester long project will be presented to sociology faculty, students, and the broader Meredith Community. Prerequisites: SOC 280, 374, and either MAT-245 or MAT-248 or PSY-200.

SOC-498 Honors Thesis in Sociology (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a sociology faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and presentation. The project must meet Honors Program thesis requirements as well as the expectations of the sociology faculty. A research proposal form completed by the student, faculty mentor, and Honors Program director is required for registration. Open to seniors who are members of the Honors and/or Teaching Fellows Programs. Prerequisites: 3 credits from SOC, SOC-374, and either MAT-245 or MAT-248 or PSY-200.

SOC-499 Research in Sociology (1.00–3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a sociology faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and presentation. A research proposal form completed by the student and faculty mentor is required for registration. Open to junior and senior majors and others by permission. May be repeated for credit for a total of six semester hours. Prerequisites: 3 credits from SOC, SOC-374, and either MAT-245 or MAT-248 or PSY-200.

Spanish

SPA-101 Elementary Spanish I (3.00 cr.)
(Fall and Summer, Course Offered Every Year)

Introduction to modern spoken Spanish. English will be used in the classroom for orientation purposes only. Open to all students who do not qualify for SPA-103. Independent language laboratory work required each week.

SPA-102 Elementary Spanish II (3.00 cr.)
(Spring and Summer, Course Offered Every Year)

A review and continuation of SPA-101. English will be used in the classroom for orientation purposes only. Independent language laboratory work required each week. Prerequisite: SPA-101.

SPA-103 Structural Spanish (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A thorough and accelerated review of first-year Spanish. Independent language laboratory work required each week. May not be taken following SPA-101 or SPA-102.

SPA-205 Intermediate Spanish I (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A review and continuation of SPA-102 or SPA-103, and gradual introduction of graded readings. Independent language laboratory work required each week. Prerequisite: SPA-102 or SPA-103.

SPA-206 Intermediate Spanish II (3.00 cr.)
(Spring, Course Offered Every Year)

A continuation of SPA-205. Emphasis on the reading and discussion in Spanish of texts of moderate difficulty. Independent language laboratory work required each week. Prerequisite: SPA-205.

SPA-207 Intermediate Conversation in Spanish (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A course in conversational Spanish which focuses on increasing a student's oral proficiency at the intermediate level. Emphasis is placed on the proper pronunciation of the language and on listening and speaking. The class will be conducted entirely in Spanish. It may be repeated once for credit through an approved program of study abroad. Course offered as needed. Prerequisites: SPA 205-206 or equivalent (Intermediate Spanish I and II).

SPA-299 Introduction to Research in Spanish (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Working with a faculty mentor from the department, the student will formulate and execute a research project at an intermediate level of complexity. In her project, the student will investigate an aspect of Spanish or Hispanophone literature, culture or civilization of personal interest and, as a culminating experience, prepare a paper or other research project whose outcomes or conclusions she also proposes and discusses in a public forum. A research proposal form completed by the student and the faculty mentor is required for registration. Research performed in connection with study abroad is strongly encouraged. May be repeated for credit for a total of six semester hours. Prerequisites: 3 credits from SPA at Level 200.

SPA-300 Life and Study Abroad (1.00–3.00 cr.)
(Varies, Contact Department Head)

Intensive study and homestay in a Spanish-speaking country. Credit awarded according to departmental guidelines. Permission of department required to enroll. Pass/Fail grading only.

SPA-301 Business Spanish (3.00 cr.)
(Fall, Odd-Numbered Years Only)

An advanced-level course to orient students' functional use of Spanish to the world of business from a Hispanic cultural perspective. Students will report on current events, trade accords among nations and intercultural issues in the workplace. Prerequisites: Successful completion (grade of C or better) of Intermediate Spanish II (SPA 206) is required and Advanced Composition and Grammar (SPA 306) is preferred. Students who wish to take Business Spanish without having completed SPA 306 should seek the permission of the instructor.

SPA-302 Topics in Language and Culture (1.00-3.00 cr.)
(Varies, Contact Department Head)

This course is offered only in connection with the department's

programs of study in a Spanish-speaking country. Since instruction is in Spanish, the course carries as a prerequisite the completion of second-year language study. The course may entail instruction before, during, and after the experience abroad. Credit is awarded according to the following guidelines: Completion of assigned readings: 1 hour; Completion of a paper or journal: 1 hour; Participation in a series of organized visits: 1 hour. Depending on the objectives of the foreign study program, directors may require any combination of the above elements, but in no case will more than three credit hours be awarded for the course. Pass/Fail grading may be elected by the student. Instructor's consent required. Prerequisites: SPA-206, SPA-207.

SPA-303 Civilization of Spain (3.00 cr.)

(Fall, Even-Numbered Years Only)

The political and cultural history of Spain including its contributions to Western culture in the fields of art, religion, literature, and music. Prerequisites: SPA-206, SPA-207 or equivalent.

SPA-304 Spanish American Civilization (3.00 cr.)

(Fall, Odd-Numbered Years Only)

History of the Spanish-speaking countries and the impact of their cultures in the fields of art, religion, literature and music. Prerequisites: SPA-206, SPA-207 or equivalent.

SPA-305 Spanish Phonetics & Phonology (3.00 cr.)

(Spring, Course Offered Every Year)

This course focuses on students' pronunciation, intonation, and oral proficiency. Required of all Spanish majors and minors. One hour of non-credit language laboratory required each week. May be taken without prerequisite courses with permission of instructor. Prerequisites: SPA-206, SPA-207 or equivalent.

SPA-306 Advanced Grammar, Composition & Linguistics (3.00 cr.)

(Fall, Course Offered Every Year)

Study of complex grammar structures. Designed to improve students' writing skills. Required of all majors and minors in Spanish. One hour of non-credit laboratory work required each week. Prerequisites: SPA-206, SPA-207 or equivalent.

SPA-307 Advanced Conversation (3.00 cr.)

(Spring, Even-Numbered Years Only)

Focus on oral proficiency with detailed analysis of the semantic and syntactic structure of contemporary Spanish. Open to juniors and seniors or to other students with special permission of the instructor. Required of majors. Prerequisites: SPA-305, SPA-306 or equivalent.

SPA-308 Readings in Hispanic Literature (3.00 cr.)

(Spring, Course Offered Every Year)

This course introduces students to basic techniques for approaching and examining different literary genres in Spanish. Selected readings include poetry, short story, and drama. Recommended as an introduction to literature. Prerequisites: SPA-206, SPA-207 or equivalent.

SPA-321 Language and Power (3.00 cr.)

(Spring, Odd-Numbered Years Only)

This socio-linguistics course focuses on the study of the theory of

politeness; analysis of the linguistic strategies used by the speakers/writers to persuade or manipulate the reader/hearer; and analysis of cases where language is used to express conscious or unconscious prejudice and discrimination against other members of the society. Prerequisites: SPA-206, SPA-207 (or its equivalent).

SPA-331 Spanish and Latin American Film (3.00 cr.)

(Fall, Even-Numbered Years Only)

This course is designed to help the student improve oral and written communication in Spanish and to become familiar with major Hispanic films, directors, and actors and their contributions to cinematic art. Through the medium of film, students will develop a deeper awareness of Hispanic culture and of global affairs. Prerequisite: SPA-206, SPA-207 or equivalent.

SPA-350 Spanish Seminar (1.00 cr.)

(Varies, Contact Department Head)

A weekly seminar [80 minutes per week] designed to perfect a student's aural/oral skills in Spanish. Aspects of the culture, civilization, and literature of the Spanish-speaking countries in the world will be discussed. Will include films, workshops, field trips and other activities. May be taken without the prerequisite courses with permission of the instructor. Two semesters required of Spanish majors; may be taken up to four times for credit. Pass/Fail grading may be elected by the non-major. Prerequisites: take SPA-206 and SPA-207 or SPA-305 and SPA-306 or equivalent.

SPA-351 The Development of Poetry (3.00 cr.)

(Fall, Even-Numbered Years Only)

Introduction to the poetry of Spain and Latin America designed for third- or fourth-year college Spanish students. Includes literary analysis. Each poem is situated in its period and literary movement. The poetry studied will represent a variety of periods, forms and styles. Prerequisites: SPA-306, SPA-308.

SPA-352 The Development of Theater (3.00 cr.)

(Fall, Odd-Numbered Years Only)

The introduction to the theater in the Spanish language is designed for students who are in the third or fourth year of college Spanish. Selections are made thematically and each play or critical text will be situated in its period and literary movement. Selections from Spain, Latin America and Hispanic authors of North America will be included. The plays studied will represent a variety of periods, forms and styles. Prerequisites: SPA-306, SPA-308.

SPA-353 Development of Short Fiction (3.00 cr.)

(Spring, Even-Numbered Years Only)

Introduction to the development of short fiction in the Spanish-speaking world designed for third- or fourth-year students of college Spanish who have completed SPA-308 at Meredith, or students who are native/near native speakers of Spanish. Selections will be situated in their own historical and literary periods. A variety of periods and styles will be represented. Prerequisite: SPA-308.

SPA-354 Development of Long Narrative (3.00 cr.)*(Spring, Odd-Numbered Years Only)*

A chronological survey of the long Spanish narrative, covering developments in both the Spanish Peninsula and Latin America. Several contemporary novels will be assigned according to theme rather than period. Students will also investigate various avenues of literary criticism. Prerequisite: SPA-308.

SPA-498 Honors Thesis in Spanish (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

Working with a faculty mentor from the department, the honors student investigates an aspect of Spanish language or Hispanophone literature, culture or civilization of personal interest and prepares a paper or other research product whose conclusions or outcomes she also proposes and discusses in a public forum. Weekly meetings. It is expected that the honors student will spend at least ten hours per week on her thesis. Fulfills honors thesis requirement. Research performed in connection with study abroad is strongly encouraged. Prerequisites: 15 credits from SPA at Level 300 or above.

SPA-499 Junior & Senior Research in Spanish (1.00–3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

Working with a faculty mentor from the department, the student will formulate and execute a research project at an advanced level of complexity. In her project, the student will investigate an aspect of Spanish or Hispanophone language or literature, culture or civilization of personal interest, and, as a culminating experience, prepare a paper or other research project whose outcomes or conclusions she also proposes and discusses in a public forum. A research proposal form completed by the student and faculty mentor is required for registration. Research performed in connection with study abroad is strongly encouraged. May be repeated for credit for a total of six semester hours. Prerequisites: 12 credits from SPA at Level 300 or above.

Theatre

THE-101–THE 102 Performance Practica (1.00-2.00 cr.)**THE 103–THE 104 Production Practica (1.00-2.00 cr.)****THE 105–THE 106 Front of House Practica (1.00-2.00 cr.)***(Fall and Spring, Courses Offered Every Year)*

The practicum is designed to give the student practical theatre experience through production, performance or front of house work. Practica may be taken a maximum of eight times for credit.

THE-114 Introduction to Theatre (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

This course is designed to provide the student with a basic understanding of the art of theatre through an exploration of Aristotelian dramatic theory; the principles of acting, directing, and design; and major events in theatre history. A student experiences theatre through the analysis of dramatic literature and criticism as related to play attendance.

THE 150 Voice and Articulation (3.00 cr.)*(Spring, Even-Numbered Years Only)*

A course designed to develop flexibility and expression in the human

voice. It is intended for, but not limited to, students who wish to have a career in which strong verbal skills are important. Units include phonetics, accent reduction (Standard American English), projection, resonance, articulation, breathing, vocal anatomy and vocal variety.

THE-214 Creative Dramatics (3.00 cr.)*(Fall, Even-Numbered Years Only)*

Creative dramatics is an area of study which involves drama experiences (pantomimes, improvisations, movement, songs, and games) which are process- not product-oriented for the growth and development of students rather than for the entertainment of the audience. This course includes lectures, readings, and practical opportunities for experience. Observations in area elementary schools and the development of a resource file are required.

THE-224 Acting I (3.00 cr.)*(Spring, Course Offered Every Year)*

The beginning acting student is introduced to the theories and practical skills of the Stanislavski system including relaxation, concentration, warm-up techniques, and improvisation exercises. Participation in scene study and monologue work as well as applying the basics of scoring are explored. May be taken without prerequisite course with instructor's consent. Prerequisites: THE-114.

THE-245 Stagecraft (3.00 cr.)*(Fall, Even-Numbered Years Only)*

A study and application of the technical elements of theatre production. Major emphasis will be given to scenic construction and materials used in technical production. Laboratory hours will be arranged for practical experience in scenic arts and crafts. May be taken without prerequisite courses with instructor's consent. Prerequisite: THE 114.

THE-246 Lighting and Sound (3.00 cr.)*(Spring, Even-Numbered Years Only)*

An introduction to the basics of electricity, as they apply to theatre, and a survey of the fundamental lighting and sound processes and equipment. May be taken without prerequisite courses with instructor's consent. Prerequisite: THE-245.

THE-247 Costume and Makeup (3.00 cr.)*(Fall, Odd-Numbered Years Only)*

An introduction to the basics of costume and makeup design and the processes of costume construction and makeup applications for the stage through practical laboratory experience. May be taken without prerequisite courses with instructor's consent. Prerequisite: THE 245.

THE-299 Research in Theatre (1.00–3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

This course will provide opportunities for freshmen and sophomores to participate in an original research project with a faculty mentor. The research experience will culminate in a paper and presentation. A research proposal form completed by the student and faculty mentor is required for registration. May be repeated for credit for a total of six semester hours. Prerequisite: THE-114.

THE-316 History of Theatre Classic-Romance (3.00 cr.)*(Fall, Even-Numbered Years Only)*

The course will guide the student through the cultural exploration of the origin and development of theatre, dramatic literature and its structure and genres, dramatic theory, the principles of performance, and techniques of production (including costuming, scenic design, and company structure), from the beginning to about 1870. Western and non-western theatre history will be examined. Prerequisite: THE-114.

THE-317 History of Theatre Modern-Contemporary (3.00 cr.)*(Spring, Odd-Numbered Years Only)*

The course will guide the student through the cultural exploration of the development of modern theatre, contemporary dramatic literature, modern dramatic theory, the principles of performance, and techniques of production (including costuming, scenic design, and company structure), from 1870 to the present. Western and non-western theatre history will be examined. May be taken without prerequisite courses with instructor's consent. Prerequisite: THE-114.

THE-320 Puppetry (3.00 cr.)*(Spring, Even-Numbered Years Only)*

Students will study the history and art of puppetry. They will design, build, and operate various types of puppets: shadow; glove/hand; rod; marionette; and body/masks. Playwriting, performance, and play production will be thoroughly explored. May be taken without prerequisite courses with instructor's consent. Prerequisite: THE-114.

THE-324 Acting II (3.00 cr.)*(Fall, Course Offered Every Year)*

Using the work done in Acting I as a foundation, this course focuses on the advanced acting theories of Stanislavski, including sense and emotion memory. Through scene work and monologues, the student explores more complicated characterizations, difficult dramatic genres, and the audition process. May be repeated for credit to a maximum of four times. Prerequisite: THE-224.

THE-335 Scenic Design and Painting (3.00 cr.)*(Spring, Odd-Numbered Years Only)*

The course will explore the art of scenic design and painting. The student will be exposed to the process of drafting, rendering and building three-dimensional models for stage settings. She will also practice the techniques used by scenic artists to paint backdrops and faux finishes for the theatre. May be taken without prerequisite courses with instructor's consent. Prerequisite: THE-114, THE-245.

THE-350 Modern Drama (3.00 cr.)*(Spring, Course Offered Every Year)*

A study of modern theatre from 1875 to the present, this course will look at the development of drama through playwrights and their works. Beginning with Ibsen, Strindberg, Chekhov, and Shaw, the class will explore important twentieth century plays and conclude with contemporary drama. Work will include substantial reading and writing, with viewing and reviewing of performances. Also offered as ENG-350. Prerequisite: ENG-200.

THE-370 Playwriting (3.00 cr.)*(Spring, Odd-Numbered Years Only)*

An introduction to the basic tools of playwriting, students will explore the fundamentals of writing for the stage through formal and informal exercises. They will learn how to use constructive criticism to improve their work and the work of others. The semester will culminate with a performance of staged readings of the students' projects.

THE-425 Directing (3.00 cr.)*(Fall, Odd-Numbered Years Only)*

Basics of casting, staging and play analysis are reviewed. Scenes are presented in class. A one-act play must be produced for public performance. Prerequisite: THE-114.

THE-480 Internship: Area of Specialization (1.00–3.00 cr.)*(previously the course number was THE 499)**(Fall and Spring, Course Offered Every Year)*

The course consists of an internship in theatre management, or in production, and an evaluation of the experience under the guidance of an on-campus instructor. The student will work with a theatre company or an arts organization to explore contemporary theatre practices. May be taken without prerequisite course with instructor's consent. Prerequisite: THE-114.

THE-490 Project: Area of Specialization (1.00–3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

A project, selected by the theatre major in consultation with her adviser, will be completed that will focus on her area of specialization (performance, production, management, etc.). Instructor's consent required.

THE-496 Seminar in Musical Theatre (3.00 cr.)*(Fall, Odd-Numbered Years Only)*

Study of the history of musical theatre; analysis of musical scripts and characters; performance of scenes and excerpts. May be taken without prerequisite courses with instructor's consent. Prerequisite: THE-114.

THE-498 Honors Thesis in Theatre (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

An introduction to theories, methods, and ethics of aesthetic inquiry. In conjunction with a Theatre faculty mentor, the student will formulate and execute an original research project that will culminate in a research paper and/or performance work. A "Research Course Information Form" completed by the student and the faculty mentor is required for registration. The research project must meet Honors Program Thesis requirements as well as the expectations of the Theatre faculty. Open to seniors in the Honors and/or Teaching Fellows Programs only.

THE-499 Research in Theatre (1.00–3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

This course will provide opportunities for juniors and seniors to participate in an original research project with a faculty mentor. The research experience will culminate in a paper and presentation. A research proposal form completed by the student and faculty mentor is required for registration. May be repeated for credit for a total of six semester hours. Prerequisite: THE-114.

THE-580 Advanced Internship in Theatre (1.00-3.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course provides an academic connection to and context for students in a supervised internship with a professional or semi-professional theatre company as performers, designers, or production crew or staff. Students will work 40 hours per credit as part of the company in specified areas. Prerequisite: Admission to the Professional Certificate in Theatre Program

THE-590 Advanced Practicum in Theatre (1.00-3.00 cr.)

(Fall and Spring, Course Offered Every Year)

An advanced practicum in professional theatre designed to give students practical knowledge and experience preparing them for careers within the national not-for-profit and commercial theatre. Students must work 40 hours per credit in Musical Theatre, Theatre Performance or Design/Technical Theatre with an approved professional theatre company. Prerequisite: Admission to Professional Certificate in Theatre Program.

THE-735 Methods of Teaching Theatre (3.00 cr.)

(Varies, Contact Program Director)

This course provides basic instruction in teaching methods for theatre, using behavioral instructional objectives as the basis for development. Students will develop a philosophy of teaching theatre; organize units and lesson plans; question, criticize, and reformulate assumptions about the nature of their work through reflection on their own teaching methods. Prerequisite: THE-214.

College Directory

The Corporation, 2012

OFFICERS

Jo Allen

President

N. Jean Jackson

*Vice President for College Programs
(also serves as secretary)*

Lennie Barton

Vice President for Institutional Advancement

Craig M. Barfield

*Vice President for Business and Finance
(also serves as treasurer)*

Denise Rotondo

*Senior Vice President for Academic
Administration*

Elizabeth Wolfinger

*Vice President for Academic Planning and
Programs*

BOARD OF TRUSTEES

Officers

Nancy Cheek

Chair

Maureen O'Connor

Vice Chair

Carolyn S. Leith

Gary Trawick

EXECUTIVE COMMITTEE

Nancy Cheek

Chair

Maureen O'Connor

Vice Chair

Alex Holmes

Carolyn Leith

Paula Sims

Deborah Smith

Jim Taylor

Gary Trawick

Lou Tippet

Sam Ewell

ex officio

TERM EXPIRATION JUNE 30, 2012

Nancy Cheek

Chapel Hill

Phoenix Haydon

Raleigh

Randall Lolley

Raleigh

Carol Milano

Longboat Key, FL

David Recht

Raleigh

Paula Sims

Chapel Hill

Charles Tate

Lake Waccamaw

James Taylor

Cary

Carolyn Wiggins

Raleigh

Ida Carol Wilson

Clinton

TERM EXPIRATION JUNE 30, 2013

Margaret Beale

Norfolk, VA

Gregory Bennett

Cary

Hulene McLean

Charlotte

Kel Normann

Sanford

Elizabeth Raft

Pittsboro

Deborah Smith

Raleigh

Gary Trawick

Burgaw

TERM EXPIRATION JUNE 30, 2014

Yvette Brown

Chambersburg, PA

Anne Bryan

Raleigh

Leo Daughtry

Smithfield

Mary Dossenbach

Sanford

George Griffin

Havelock

Alex Holmes

Raleigh

Judy LeGrand

Raleigh

Carolyn Leith

Raleigh

Maureen O'Connor

Cary

Ann Shivar

Raleigh

Lou Tippet

Fayetteville

TERM EXPIRATION JUNE 30, 2015

Rogers Clark

Clinton

Gigi Giersch

Raleigh

Leslie Hayes

Winston-Salem

Eugene Langley

Raleigh

Billy Maddalon

Charlotte

Frances Teter

Charlotte

TRUSTEES EMERITI

Barbara K. Allen

Raleigh

Jeff Hockaday

Sanford

Robert H. Lewis

Raleigh

J. Earl Pope

Mooreville

Claude B. Williams, Jr.

Durham

W. Fred Williams

Greensboro

FACULTY, 2011-2012

(The date in parentheses indicates the year in which the individual joined the Meredith faculty.)

Karthik Aghoram, Ph.D. (2005)

Associate Professor of Biology

B.S., M.S. Bangalore University; Ph.D., Florida State University.

Jason Andrus, Ph.D. (2008)

Assistant Professor of Biology

B.S., Wake Forest University; Ph.D., North Carolina State University.

Lyn Aubrecht, Ph.D. (1974)

Professor of Psychology

B.S., M.S. Illinois State University; Ph.D., The Ohio State University.

Jane Barnes, Ph.D. (2003)

Associate Professor of Business

B.S., Ohio University; M.B.A., Cleveland State University; J.D., M.S., Ph.D., Rutgers University.

Steven Benko, Ph.D. (2005)

Assistant Professor of Religion and :Philosophy

B.A., Loyola University-New Orleans, M.A., M.Phil., Ph.D., Syracuse University.

Astrid Billat, Ph.D. (2003)

Associate Professor of Foreign Languages and Literatures

B.A., Augustana College; M.A. University of New Mexico; Ph.D., University of Michigan at Ann Arbor.

Cynthia Bishop, Ph.D. (1977)

Professor of Social Work

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

Tony Bledsoe, Ed.D. (1981)

Associate Professor of Business

B.S., Barton College; M.A., Appalachian State University; Ed.D., University of North Carolina at Greensboro.

Nina Bostic, Ed.D. (2006)

Assistant Professor of Human Environmental Sciences

B.S., Meredith College; M.Ext.Ed., Ed.D., North Carolina State University.

James Boyles, Ph.D. (2008)

Assistant Professor of Art

B.A., M.S., M.A., Ph.D., University of North Carolina at Chapel Hill.

Lori Brown , Ph.D. (1992)

Associate Professor of Sociology

A.B., University of Louisville; A.M., Temple University; Ph.D., Indiana University.

Emily Burkhead, Ph.D. (2007)

Assistant Professor of Mathematics

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

Martha Burpitt, Ph.D. (1991)

Professor of Human Environmental Sciences

B.F.A., M.F.A., Ph.D., University of Georgia.

Melinda Campbell, Ph.D. (1992)

Professor of Health and Exercise

B.S., Gardner-Webb College; M.S., Indiana University; Ph.D., University of North Carolina at Greensboro.

Carmen Caviness, M.A. (2007)

Instructor of English; Director of Learning Center

B.A., University of North Carolina at Greensboro; M.A., North Carolina State University.

Marie Chamblee, Ph.D. (1977)

Dean, School of Education, Health and Human Sciences; Professor of Health and Exercise

B.S., East Carolina University; M.A.T., Ph.D., University of North Carolina at Chapel Hill.

Kathryn Clark, Ph.D. (1992)

Professor of Human Environmental Sciences

B.S., M.S., Ph.D., UNC-Greensboro.

Robin Colby, Ph.D. (1988)

Professor of English

A.B., Meredith College; A.M., North Carolina State University; Ph.D., Duke University.

Alyson W. Colwell-Waber, M.F.A. (1984)

Professor of Dance

B.S., Pennsylvania State University; M.F.A., Arizona State University.

Vilma Concha, Ph.D. (2000)

Associate Professor of Foreign Languages and Literatures

Licenciatura, Universidad de Narino, Pasto, Colombia, S.A.; A.M., Ph.D., State University of New York.

Jane Crowley, M.F.A. (2001)

Associate Professor of Human Environmental Sciences

A.B., Hollins College; M.F.A., Maryland Institute.

Francie Cuffney, Ph.D. (1993)

Professor of Biology

A.B., Oberlin College; M.S., University of Louisville; Ph.D., University of Georgia.

Laura Davidson, M.S.L.S. (2002)

Dean of Library Information Services

A.B., Wake Forest University; M.S.L.S., University of North Carolina at Chapel Hill.

Mary Kay Delaney, Ph.D. (2007)

Associate Professor of Education

B.A., George Washington University; M.Ed., Harvard University; Ph.D., University of North Carolina at Chapel Hill.

Callie DeBellis, M.A. (2004)

Instructor of Foreign Languages and Literatures

B.A., The Colorado College; M.A., University of North Carolina at Chapel Hill.

Lara Dick, M.S. (2007)

Instructor of Mathematics; Assistant Director of Learning Center

B.A., B.S., Meredith College; M.S., North Carolina State University.

Jacquelin Dietz, Ph.D. (2004)

Professor of Mathematics

A.B., Oberlin College; M.S., Ph.D., University of Connecticut.

Kristy Dixon, M.B.A. (2001)

Assistant Professor of Business

B.A., University of North Carolina at Charlotte; M.B.A., Meredith College.

Susan Drury-Rohner, M.S. (2007)

Assistant Professor of Health, Exercise and Sports Science

B.A., University of California; M.S., California Polytechnic at San Luis Obispo.

Rebecca Duncan, Ph.D. (1997)

Professor of English

A.B., A.M., Ohio University, A.M., University of South Florida; Ph.D., Florida State University.

Tisha Duncan, M.Ed. (2008)

Assistant Professor of Education

B.S., Meredith College; M.Ed., University of North Carolina at Chapel Hill.

Cynthia Edwards, Ph.D. (1991)

Professor of Psychology

A.B., Wake Forest University; A.M., Ph.D., University of North Carolina at Chapel Hill.

Diane Ellis, Ph.D. (1982)*Professor of Human Environmental Sciences*

A.B., A.M., Sam Houston State University; Ph.D., Florida State University.

Doreen Fairbank, Ed.D. (1991)*Professor of Psychology*

A.B., A.M., Rutgers University; Ed.D., University of Alabama.

Laura Fine, Ph.D. (2007)*Associate Professor of English*

B.A., University of Minnesota; M.A., Ph.D., University of California at Davis.

Carol Finley, M.F.A. (2001)*Associate Professor of Dance*

B.E.D.A., North Carolina State University; M.F.A., The Ohio State University.

Susan Fisher, Ph.D. (1998)*Associate Professor of Human Environmental Sciences*

B.S., M.S., Florida State University-Tallahassee; Ph.D., University of Tennessee-Knoxville.

Daniel Fountain, Ph.D. (2004)*Associate Professor of History and Politics*

A.B., Stetson University; A.M., University of North Carolina at Greensboro, Ph.D., University of Mississippi.

Clyde Frazier, Ph.D. (1982)*Professor of Politics*

A.B., Rice University; Ph.D., University of North Carolina at Chapel Hill.

Beth Gankofskie, Ph.D. (2011)*Assistant Professor of Health and Human Performance*

B.S., California State University; M.S., Saint Joseph College; Ph.D., Iowa State University.

Dana Gay, M.F.A. (2007)*Associate Professor of Art*

B.F.A., East Carolina University; M.F.A., Rhode Island School of Design.

Courtney George, Ph.D. (2011)*Assistant Professor of Education*

B.A., University of Oregon; M.A., Ph.D., University of North Carolina at Chapel Hill.

Ann Gleason, M.Ed. (1997)*Dean of Students*

A.B., Quincy College; M.Ed., Auburn University.

Jane Gleason, Ph.D. (1994)*Professor of Education*

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

Ellen B. Goode, Ed.D. (1976)*Professor of Human Environmental Sciences*

B.S., Virginia Polytechnic Institute; M.S.H.E., University of North Carolina at Greensboro; Ed.D., North Carolina State University.

Charles Grant, Ph.D. (2007)*Associate Professor of Communication*

B.S., East Carolina University; M.A., University of North Carolina at Chapel Hill; Ph.D., University of South Florida.

Eloise Grathwohl, Ph.D. (1990)*Professor of English*

A.B., A.M., Ph.D., University of North Carolina at Chapel Hill.

Daniel Green, D.M.A. (2002)*Associate Vice President for Enrollment*

Mus.B., University of Miami; A.M., California State University at Long Beach; D.M.A., University of Miami.

Larry R. Grimes, Ph.D. (1981)*Professor of Biology*

B.S., M.S., Ph.D., North Carolina State University.

Shannon Grimes, Ph.D. (2006)*Assistant Professor of Religion and Philosophy*

B.A., University of Puget Sound; A.M., California Institute of Integral Studies; M.Phil., Ph.D., Syracuse University.

Jennifer Hanft, M.S. (2007)*Reference Librarian*

B.A., University of Pennsylvania-Indiana; M.S., Florida State University.

Jan Hargrove, M.Ed. (2010)*Director of Teaching Fellows Program*

B.S., East Carolina University; M.Ed., Winthrop University.

Timothy Hendrix, Ph.D. (2002)*Associate Professor of Mathematics*

B.S., Wake Forest University; M.S., Ph.D., University of Illinois.

Amie Hess, Ph.D. (2008)*Assistant Professor of Sociology*

B.A., University of California at Santa Barbara; M.A., Ph.D., New York University.

Jennifer Hontz, Ph.D. (2000)*Professor of Mathematics*

B.S., B.S., Ph.D., North Carolina State University.

Kevin Hunt, Ph.D. (2006)*Assistant Professor of Foreign Languages and Literatures*

A.B., George Mason University; A.M., Ph.D., University of North Carolina at Chapel Hill.

Stephanie Hurt, Ph.D. (2004)*Associate Professor of Business*

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

Warner Hyde, M.F.A. (2007)*Assistant Professor of Art*

B.F.A., Brevard College; M.F.A., Clemson University.

Jean Jackson, Ph.D. (1983)*Vice President for College Programs; Professor of English*

B.A., Meredith College; M.A., Ph.D., University of Illinois.

Alisa Johnson, Ph.D. (1998)*Associate Professor of English*

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

Cameron Johnson, M.F.A. (2007)*Assistant Professor of Art*

B.F.A., M.F.A., East Carolina University.

Mike Johnson, Ph.D. (2008)*Assistant Professor of Mathematics*

B.S., University of Florida; M.S., University of Kentucky; Ph.D., Duke University.

Shannon Johnstone, M.F.A. (2002)*Associate Professor of Art*

B.F.A., The School of the Art Institute of Chicago; M.F.A., Rochester Institute of Technology.

Sandra Katsahnias, M.S. (2004)*Laboratory Technician, Biology*

B.S., University of Iowa; M.S., Northern Illinois University.

John Kincheloe, III, A.M. (1985)*Media Specialist*

A.B., University of Richmond; A.M., University of Virginia.

Barrett Koster, Ph.D. (2000)*Assistant Professor of Computer Science*

B.S., Swarthmore College; M.S., Duke University; Ph.D., North Carolina State University.

William Landis, Ph.D. (1996)*Professor of Human Environmental Sciences*

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

Jeff Langenderfer, 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)

Associate Professor of Business

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

Ying Liao, Ph.D. (2006)

Assistant Professor of Business

B.S., Tsinghua University (Beijing, China); M.S., Ph.D., University of Toledo.

Erin Lindquist, Ph.D. (2006)

Assistant Professor of Biology

B.S., Cornell University; Ph.D., University of Georgia.

Stephanie Little, Ph.D. (2011)

Assistant Professor of 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.

Kent Lyman, D.M. (2000)

Associate Professor of Music

B.M., University of Utah; M.M., D.M., Indiana University.

Susan Kincheloe McClintock, M.S.L.S. (1988)

Reference Librarian

A.B., M.S., Radford College; M.S.L.S., University of North Carolina at Chapel Hill.

Monica McKinney, Ph.D. (2000)

Professor of Education

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

Veronique Machelidon, Ph. D. (2001)

Associate Professor of Foreign Languages and Literatures

A.B., Liege University (Belgium); A.M., University of Illinois at Urbana; Ph.D., University of North Carolina at Chapel-Hill.

Debora Maldonado-DeOliveria, Ph.D. (2000)

Associate Professor of Foreign Languages and Literatures

A.B., University of Puerto Rico; A.M., Ph.D., University of Rochester.

Sharon Malley, A.M. (2001)

Assistant Professor of Health and Physical Education, Athletic Trainer

A.B., California State University at Long Beach; A.M., University of North Carolina at Chapel-Hill.

Caroline Mann, Ph.D. (2011)

Assistant Professor of Psychology

A.B., University of North Carolina at Asheville; Ph.D., University of Tennessee.

Cammy Cole Manning, Ph.D. (2001)

Professor of Mathematics

B.S., Duke University; M.S., Ph.D., North Carolina State University.

Mary Beth Marr, Ph.D. (2006)

Associate Professor of Education

A.B., M.S., Purdue University; Ph.D., University of Minnesota.

Andrea Marritt, Ph.D. (part-time 2001)(full-time 2011)

Assistant Professor of Biological Sciences

B.S., Virginia Polytechnic Institute and State University; Ph.D., Georgetown University.

Jeffrey Martinson, Ph.D. (2006)

Assistant Professor of History

A.B., Pitzer College; A.M., Ph.D., Ohio State University.

John Mecham, Ph.D. (2000)

Professor of Biology

B.S., M.S., Ph.D., Virginia Polytechnic Institute and State University.

Kassy Mies, Ph.D. (2007)

Assistant Professor of Chemistry

B.S., Randolph-Macon College; Ph.D., Duke University.

James Mihalisin, Ph.D. (2008)

Assistant Professor of Mathematics

B.S., Stanford University; M.S., Ph.D. University of Washington.

Gwynn Morris, Ph.D. (2008)

Assistant Professor of Psychology

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

Kevin Morrison, A.M. (2006)

Director of International Programs

A.B., Willamette University; A.M., University of the Pacific.

Beth Mulvaney, Ph.D. (1995)

Professor of Art

A.B., State University of New York, Buffalo; A.M., Ph.D., University of North Carolina at Chapel Hill.

Jacquelyn Myers, A.M. (2002)

Athletic Director; Assistant Professor of Physical Education

B.S., Elon University; A.M., East Tennessee State University.

Carrie Nichols, M.L.S. (1994)

Catalog Librarian

A.B., M.L.S., North Carolina Central University.

Michael Novak, Ph.D. (1987)

Professor of History

A.B., Denison University; A.M., Ph.D., Harvard University.

Rebecca Oatsvall, Ph.D. (1984)

Professor of Business

B.S., M.Acc., Ph.D., University of South Carolina.

Mark O'Dekirk, Ph. D. (2001)

Associate Professor of Psychology

A.B., North Carolina State University; A.M., Ph. D., University of Alabama.

Jennifer Olson, Ph.D. (2006)

Assistant Professor of Education

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

Cathie Ostrowski, M.S. (2003)

Human Environmental Sciences

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

Frances McCachern Page, Ed.D. (1980)

Professor of Music

A.B., Limestone College; Mus.M., Ed.D., University of North Carolina at Greensboro.

Wetonah Parker, Ed.D. (1993)

Professor of Education

B.S., Ball State University; M.Ed., North Carolina Central University; Ed.D., North Carolina State University.

Lisa Pearce, M.F.A. (1995)

Associate Professor of Art

B.A., Meredith College; M.Ed., M.F.A. University of North Carolina at Greensboro.

Judy Peel, Ph.D. (2011)

Nutrition, Health and Human Performance

B.S., MacMurray College; M.Ed., Ph.D., University of Missouri at Columbia.

Brent Pitts, Ph.D. (1981)

Professor of Foreign Languages

A.B., A.M., Ph.D., Indiana University; post-doctoral study, Princeton University, Ecole Superieure de Commerce de Lyon.

Walda Powell, Ph.D. (1995)

Professor of Chemistry, Acting Dean, School of Natural and Mathematical Sciences

B.S., M.S., Ph.D., North Carolina State University.

Suzanne Rabon, M.S.W. (2008)*Instructor of Social Work*

B.S.W., East Carolina University; M.S.W., University of North Carolina at Chapel Hill.

Robert Reid, Ph.D. (1979)*Professor of Biology*

B.S., Dickinson College; A.M., Oberlin College; Ph.D., North Carolina State University.

Jean Rick, M.S. (1994)*Reference Librarian*

A.B., Wittenberg University; A.M., West Texas A&M University; M.S., University of North Carolina at Chapel Hill.

Kelly Roberts, Ph.D. (2006)*Assistant Professor of English*

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

Catherine Rodgers, M.F.A. (1988)*Professor of Theatre*

B.A., Meredith College; A.M., Wake Forest University; M.F.A., University of North Carolina at Greensboro.

Carla Ross, Ph.D. (1998)*Associate Professor of Communication*

A.B., University of Southern Mississippi; A.M., University of Georgia; Ph.D., University of Southern Mississippi.

Steven Roten, M.F.A. (2003)*Assistant Professor of Theatre*

A.F.A., Wilkes Community College; B.F.A., Western Carolina University; M.F.A., University of North Carolina at Greensboro.

Denise Rotondo, Ph.D. (2006)*Senior Vice President of Academic Administration; Professor of Business*

B.S., University of Florida; M.B.A., Ph.D., Florida State University.

William Schmidt, Ph.D. (2001)*Associate Professor of Chemistry*

B.S., University of Wisconsin; M.S., Ph.D., University of North Dakota.

Julie Schrock, Ph.D. (2002)*Associate Professor of Education*

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

Judith Schuster, M.S.L.S. (1997)*Assistant Reference Librarian*

A.B., M.S.L.S., University of North Carolina at Chapel Hill.

Romita Sen, Ph.D. (2003)*Laboratory Technician, Chemistry*

B.S., M.S., University of Delhi; Ph.D., University of Michigan.

Sherry Shapiro, Ed.D. (1989)*Professor of Dance*

A.B., A.M., Appalachian State University; Ed.D., University of North Carolina at Greensboro.

Claire Siburt, Ph.D. (2011)*Assistant Professor of Chemistry*

B.S., Virginia Polytechnic Institute and State University; Ph.D., Duke University

Doug Spero, M.A. (2001)*Associate Professor of Communication*

B.F.A., M.A., New York Institute of Technology.

Diane Strangis, Ed.D. (2004)*Associate Professor of Human Environmental Sciences*

A.B., University of Minnesota; M.S., Ed.D., University of Kentucky.

Matthew Stutz, Ph.D. (2007)*Assistant Professor of Chemistry*

B.S., Long Island University; Ph.D., Duke University.

Margarita Suarez, Ph.D. (2001)*Associate Professor of Religion and Philosophy*

A.B., Fordham University; M. Div., Harvard Divinity School; Ph.D. Northwestern University.

Marge Terhaar-Yonkers Ph.D. (2008)*Associate Professor of Education*

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

Jane Terry, M.F.A. (1991)*Professor of Art*

B.F.A., University of North Carolina at Chapel Hill; M.F.A., Tyler School of Art.

Deborah Tippett, Ph.D. (1987)*Professor of Human Environmental Sciences*

B.S., M.S., Ph.D., University of North Carolina at Greensboro.

Curt Tomczyk, M.F.A. (2008)*Assistant Professor of Dance/Theatre*

B.A., Hamline University M.F.A., North Carolina School of the Arts.

Cecelia Toole, Ph.D. (2011)*Associate 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.

Anthony Vaglio, Jr., Ph.D. (1977)*Professor of Music*

A.B., Adelphi University; Mus.M., Butler University; Ph.D., Eastman School of Music of the University of Rochester.

Robert Vance, Ph.D. (1981)*Professor of Religion and Philosophy*

A.B., Davidson College; M.Div., Southeastern Baptist Theological Seminary; Ph.D., Emory University.

Molly Varley, Ph.D. (2011)*Assistant Professor of History*

A.B., Warren Wilson College; A.M., University of Kent at Canterbury; Ph.D., University of Montana.

Gregory Vitarbo, Ph.D. (2001)*Associate Professor of History and Politics*

A.B., Drew University; Ph.D., University of Michigan.

Jim Waddelow, Jr., D.M.A. (2007)*Assistant Professor of Music*

Mus.B., Mus.M., University of Central Oklahoma; D.M.A., Texas Tech University.

Jonathan Wade, Ph.D. (2009)*Assistant Professor of Foreign Languages*

B.A., Brigham Young University; Ph.D., Vanderbilt University.

Douglas Wakeman, Ph.D. (1984)*Professor of Economics, Acting Dean, School of Business*

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

Edward Waller, M.S. (1986)*Technical Services Librarian*

A.B., Wake Forest University; A.M., Duke University; M.S., University of North Carolina at Chapel Hill.

Garrett Walton, Jr., Ph.D. (1983)*Dean, School of Arts and Humanities; Professor of English*

A.B., A.M., Ph.D., University of Virginia.

Kristin Watkins, M.B.A. (1998)*Assistant Professor of Computer Science*

B.S., M.B.A., Meredith College.

Susan Wessels, D.B.A., C.P.A. (1978)*Professor of Business*

A.B., Grove City College; M.B.A., DePaul University. D.B.A., University of Sarasota.

Ellen Williams, D.M. (1992)*Professor of Music*

B.A., Meredith College; M.M., New England Conservatory; D.M., Florida State University.

Paul Winterhoff, Ph.D. (1995)*Associate Professor of Human Environmental Sciences*

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

Elizabeth Wolfinger, Ph.D. (1992)*Vice President for Academic Planning and Programs; Professor of Biology*

B.S., Liberty University; Ph.D., North Carolina State University.

Scott Wray, M.S. (2005)*Assistant Professor of Health, Exercise and Sports Science*

B.S., M.S., Indiana University of Pennsylvania.

Michiko Yamada, Ph.D. (2005)*Assistant Professor of Communication*

A.B., University of Shizuoka; A.M., Ph.D., University of Oklahoma.

Eunyoung Yang, Ph.D. (2008)*Assistant Professor of Human Environmental Sciences*

B.S., Southern Illinois University, M.A., Ph.D., Texas Woman's University.

Anne York, Ph.D. (1999)*Associate Professor of Economics*

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

Bing Yu, Ph.D. (2008)*Assistant Professor of Business*

B.Eng., Waban Institute of Technology; M.B.A., University of Toledo; Ph.D., Kent State University.

ADJUNCT FACULTY, 2011-2012

(The date in parentheses indicates the year in which the individual joined the Meredith faculty.)

Kim Anderson, Ph.D. (2008)*Human Environmental Sciences*

B.S., M.S., Ph.D., North Carolina State University.

Andrew Aplin, M.B.A. (2011)*School of Business*

B.S., Kent State University; M.B.A., Meredith College.

Christopher Aycock, M.P.A. (2012)*History and Political Science*

B.A., University of North Carolina at Chapel Hill; M.P.A., North Carolina State University.

Rebecca Bailey, Ph.D. (1984)*Art*

B.F.A., M.S., Illinois State University; Ph.D., The Ohio State University.

Tonya Balan, Ph.D. (2012)*School of Business*

B.S., Ph.D., North Carolina State University.

James Banker, Ph.D. (2009)*Art*

A.B., Taylor University; Ph.D., University of Rochester.

Maureen Banker, M.A. (1988)*Art*

B.A., Meredith College; M.A., Graduate School of Fine Arts, Villa Schifanoia, Florence, Italy.

Freda Beaty, Ph.D. (2006)*English*

A.B., A.M., Florida Atlantic University; Ph.D., University of North Carolina at Chapel Hill.

Emily Beck, M.F.A. (2010)*Art*

B.A., Meredith College; M.F.A., University of North Carolina at Chapel Hill.

Lisa Becksford, M.A. (2009)*English*

B.A. Meredith College; M.A. North Carolina State University.

Ellen Birch, M.Ed. (2005)*Mathematics and Computer Science*

B.S., M.Ed., North Carolina State University.

Heather Bower, M.S.A. (2010)*Education*

B.A., Wittenberg University; M.S.A., University of North Carolina at Chapel Hill.

James Boyles, Ph.D. (2008)*Art*

B.A., M.S., M.A., Ph.D. University of North Carolina at Chapel Hill.

Kristi S. Brewer, A.M. (1994)*Communication*

A.B., B.S., Concord College; A.M., Marshall University.

Anita Burroughs-Price, M.M. (2008)*Music*

B.A., B.M., Furman University; M.M., Yale University.

Jeffery Carter, Ph.D. (2012)*Chemistry, Physics and Geoscience*

B.S., University of Georgia; Ph.D., Massachusetts Institute of Technology.

Lisbeth Carter, M. Mus. (1992)*Music*

B.Mus., Boston Conservatory of Music; M.Mus., Meredith College.

Julia Cazin, M.A. (2012)*Education/Math*

B.A., Emory and Henry; M.A., Morehead State University.

Hann-Yi (Heidi) Chen, Ph.D. (2008)*Nutrition, Health, and Human Performance*

B.S., National Taiwan University; M.S., Ph.D., North Carolina State University.

Carol Chung, Mus.M. (2002)*Music*

Mus.B., Mus.M., The Cleveland Institute of Music.

Margaret Clary, M.Ed. (2001)*Education*

A.B., Limestone College; M.Ed., Meredith College.

Helen Collier, M.Ed. (1999)*Education*

A.A., Mars Hill College; A.B., Pfeiffer University; M.Ed., University of North Carolina at Chapel Hill.

Brenna Crowson, M.B.A. (2009)*Nutrition, Health, and Human Performance*

B.A., The Colorado College; M.B.A., University of Denver.

Wallace Crumpler, M.L.Sci. (1995)*Biological Sciences*

B.S., M. Life Sciences, North Carolina State University.

Christine Davis, M.S. (2011)*School of Business*

B.S., Meredith College; M.S. University of North Carolina at Greensboro.

Greg Davis, M.B.A. (2012)*School of Business*

B.S., University of Pennsylvania; M.B.A., Bowie State University.

Kathryn Dove, A.M. (2004)*Psychology*

A.B., Meredith College; A.M., Westchester University.

William DuPont, Ph.D. (2009)*Chemistry, Physics and Geoscience*

B.S., Ph.D., Massachusetts Institute of Technology.

Margaret Evans, Mus.D. (1994)*Music*

Mus.B., University of North Carolina at Chapel Hill; Mus.M., University of Illinois, Mus.D., Northwestern University.

Myron Feinsteinn, Ph.D. (2012)*School of Business*

B.S., M.A., City College of New York; M.B.A., Ph.D., City University of New York.

Holly Fischer, M.F.A. (2007)*Art*

A.B., Meredith College; M.F.A., University of Texas at Austin.

Susan Fisher, D.Ed. (2011)*Nutrition, Health and Human Performance*

B.S., State University of New York at Cortland; M.A., University of North Carolina at Chapel Hill; D.Ed., University of North Carolina at Greensboro.

Paul Garcia, D.M.A. (2007)*Music*

B.M.E., New Mexico State University; Mus.M., University of Tennessee at Knoxville; D.M.A., University of Southern Mississippi.

Kiani Gardner, A.B. (2012)*Biological Sciences*

A.B., Washington University in St. Louis; Certificate of Cell and Molecular Biology, Duke University.

Margaret Garriss, M.Mus. (1989)*Music*

B.Mus., M.Mus., Meredith College.

Phyllis Garriss, Mus.M. (1952)*Music*

A.B., Mus.B., Hastings College; Mus.M., Eastman School of Music.

Katharine Gillaspy, M.Ed. (2011)*Human Environmental Sciences*

B.S., M.Ed., University of North Carolina at Chapel Hill.

Jimmy Gilmore, Mus.M. (1994)*Music*

Mus.B., Performer's Certificate, Eastman School of Music of the University of Rochester; Mus.B., Mus.M., Julliard School of Music.

Eleanor Goettee, M.S. (2012)*Education*

B.A., University of North Carolina at Greensboro; M.S., North Carolina State University.

Laura Graham, M.A. (2011)*School of Business*

B.A., Bob Jones University; M.A., University of North Carolina at Chapel Hill.

Heidi Grappendorf, Ph.D. (2012)*Nutrition, Health and Human Performance*

B.A., Dana College; M.A., University of Northern Colorado; Ph.D., University of New Mexico.

Alison Hannah-Katschkowsky, M.A. (1999)*Nutrition, Health, and Human Performance*

A.B., University of North Carolina at Chapel Hill; A.M., East Carolina University.

Carolyn Happer, Ph.D. (1980)*History and Political Science*

A.B., Ph.D., Duke University; A.M., University of North Carolina at Chapel Hill.

Monica Hardin, Ph.D. (2012)*History and Political Science*

B.S., Ouachita Baptist University; M.A., Ph.D., Florida State University.

Ashley Hogan, A.M. (Spring 2001)*English*

A.B., Appalachian State University; A.M., North Carolina State University.

Woodrow Holliman, M.F.A. (2011)*Art*

B.A., Wesleyan University; M.A., M.F.A., University of Wisconsin; Certificate in Graphic Design, School of Communication Arts.

Sarah Hopkins, B.S. (2002)*Nutrition, Health and Human Performance*

B.S., Meredith College.

Emily Howard, M.F.A. (2011)*Art*

B.A., Meredith College; M.F.A., East Carolina University.

Virginia Hudson, Mus.M. (1981)*Music*

Mus.B., University of Texas; Mus.M., North Carolina School of the Arts.

Cynthia Hyman, A.M. (2007)*Communication*

A.B., North Carolina State University; A.M., University of Georgia.

Mary Ann Johnson, Ph.D. (2006)*Education*

B.A., Queens College; M.Ed. University of Massachusetts; Ph.D., Lesley College.

Donna G. Jolly, M.M. (1989)*Music*

Mus.B., East Carolina University; M.M., Meredith College.

Jennifer Jones, M.B.A. (2011)*School of Business*

B.S., M.B.A., Meredith College.

Jill Jones, M.Ed. (2012)*Education*

B.A., Roanoke College; M.Ed., Meredith College.

Laural Kelly, M.S. (2011)*Nutrition, Health and Human Performance*

B.S., Allegheny College; M.S., Meredith College.

Amy King, M.Ed. (2011)*Education*

B.A., Meredith College; M.Ed., North Carolina State University.

Donna Kocur, M.Ed. (1995)*Education*

B.S., Pennsylvania State University; M.Ed., Meredith College.

Nasim Lari, Ph.D. (2007)*School of Business*

B.S., University of North Carolina at Chapel Hill; M.Econ., Ph.D., North Carolina State University.

Tom Lohr, Mus.M. (1979)*Music*

Mus.B., University of North Carolina at Chapel Hill; Mus.M., University of Kentucky.

Sally McCormick, M.C. (1998)*Communication*

A.B., University of North Carolina at Chapel Hill; M. Communication., Georgia State University.

Jennifer McMillen, M.S. (2010)*Nutrition, Health and Human Performance*

B.A., Marshall University; M.S. Meredith College.

Andrea McPherson, Ph.D. (2011)*Psychology*

B.A., University of North Carolina at Wilmington; M.S., Ph.D., North Carolina State University.

Geoffrey McTigue, Ph.D. (2009)*Foreign Languages and Literatures*

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

Julie Mayberry, A.M. (2002)*Communication*

A.B., A.M., University of North Carolina at Chapel Hill.

Manley Midgett, M.S. (1987)*Education*

B.S., M.S., University of North Carolina at Chapel Hill.

DeMar Neal, D.M.A. (2010)*Music*

B.Mus., University of North Carolina at Chapel Hill; M.Mus., Boston Conservatory; D.M.A., Florida State University.

Pamela Nelson, Mus.M. (1977)*Music*

Mus.B., Southern Illinois University; Mus.M., North Carolina School of the Arts.

Anne Noland, M.Ed. (1998)*Human Environmental Sciences*

A.B., Agnes Scott College; M.S.W., University of Michigan; M.Ed., North Carolina State University.

Javier Pabon, M.A. (2008)*Foreign Languages and Literatures*

B.A. La Sabana University; M.A. Duke University.

Stephen Pashby, B.A. (2003)*Nutrition, Health and Human Performance*

B.A., North Carolina State University.

Richard Redfoot, M.A. (2001)*Human Environmental Sciences*

A.B., Washington & Lee University; A.M., State University of New York at Buffalo.

Wanda Reives, M.S.W. (2010)*Social Work*

B.A., Meredith College; M.S.W., University of North Carolina at Chapel Hill.

Frank Rogers, Ph.D. (2005)*History and Political Science*

B.S., College of the Holy Cross; M.A., Ph.D., University of Virginia.

Melinda Rosenbaum, Ph.D. (2009)*Psychology*

B.A., M.A., Ph.D., University of Virginia.

Ann Roth, M.F.A. (2001)*Art*

B.F.A., University of Michigan; M.F.A., University of Kansas.

Emily Rupp, M.Mus. (2010)*Music*

B.Mus., Bowling Green State University; M.Mus., East Carolina University.

Kelli Rushing, M.Ed. (2003)*Human Environmental Sciences*

B.S., Texas A&M University; M.Ed., University of Nebraska at Lincoln.

Marta Sanchez, M.Ed. (2009)*Education*

B.A., Mundelein College; M.Ed., Loyola University.

Julie Schilawski, M.Ed. (2012)*Education/Math*

B.A., University of North Carolina at Chapel Hill; M.Ed., North Carolina State University.

Lina Sibert, M. Arch. (1999)*Human Environmental Sciences*

B.Env. Dsn. & Arch, North Carolina State University; M.Arch. University of California-Berkeley.

Phyllis O'Hara Smetana, B.S. (1993)*Mathematics and Computer Science*

B.S., Meredith; Postgraduate Diploma-University of Warwick.

Eleanor Smith, M.F.A. (2011)*Dance and Theatre*

B.F.A., Florida State University; M.F.A., University of North Carolina at Greensboro.

James Smith, M.Mus. (2011)*Music*

B.Mus., St. Andrews Presbyterian College; M.Mus. West Virginia University.

LeGrande Smith, B.S. (2007)*Dance and Theatre*

B.S., Western Carolina University.

Tracy Smith, M.S. (2009)*Nutrition, Health, and Human Performance*

B.A., North Carolina State University; M.S., Meredith College.

Tamara Somers, Ph.D. (2012)*Psychology*

B.A., Mid America Nazarene University; M.A., Boston University; M.S, Ph.D., University of Pittsburgh.

Lauren Spohrer, M.F.A. (2011)*English*

B.A., Florida State University; M.F.A., Columbia University.

Les Stein, Ed.D. (2009)*Education*

B.A., Rider University; M.A., Naval War College; M.S., University of Southern California; Ed.D., United States International University.

Angela Stephenson, Mus.M. (1992)*Music*

Mus.B., Mus.M., Meredith College.

Edward Stephenson, Mus.B. (1987)*Music*

Mus.B., North Carolina School of the Arts.

Alynn Stone, M.Ed. (2011)*Education*

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

Patricia Strong, Mus.M. (2007)*Music*

Mus.B., Mus.M. Meredith College.

Nigel Sylvester, Ph.D. (2007)*Foreign Languages and Literatures*

A.B., University of Sheffield; B. Phil., University of Liverpool; Ph.D., University of California at Berkeley.

Fanella Tague, A.M. (2002)*Foreign Languages and Literatures*

A.B., Meredith College; A.M., The Ohio State University.

Greg Timpany, M.B.A. (2011)*School of Business*

B.A., M.B.A., California State University at San Bernardino; Certificate in Geographic Information Systems, California State University of San Bernardino.

Bonnie Torgerson, M.Ed. (1993)*Education*

A.B., Webster College; M.Ed. Duke University.

Jacob Vaccaro, M.A. (2011)*Foreign Languages and Literatures*

B.A., Haverford College; M.A., University of North Carolina at Chapel Hill.

Mark Wencel, M.Acc. (2012)*School of Business*

B.S., M.S., University of Pittsburgh; M.Acc., Gardner-Webb University.

Hilary Wilkinson, M.S. (2004)*Psychology*

A.B., Meredith College; M.S., Radford University.

Melanie Wilsden, M.Mus. (2010)*Music*

B.Mus., Cleveland Institute of Music; M.Mus., Julliard School of Music.

Joseph Wofford, Ph.D. (2005)*English*

B.A., M.A., North Carolina State University; Ph.D., University of North Carolina at Greensboro.

Laura Woodall (2005)*Nutrition, Health and Human Performance*

B.S., M.S. Iowa State University.

FACULTY EMERITI 2011-2012

(The date in parentheses indicates the year in which the individual joined the Meredith faculty.)

Rebecca Bailey, Ph.D. (1984)*Professor of Art*

B.F.A., A.M., Stephen F. Austin State University; Ph.D., Michigan State University.

Maureen Banker, M.A. 1984)*Professor of Art*

B.A., Meredith College; M.A. Graduate School of Fine Arts, Villa Schifancia, Florence, Italy.

Martha Bouknight, Ph.D. (1966)*Professor of Mathematics*

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

Suzanne Britt, A.M. (1987)*Assistant Professor of English*

A.B., Salem College; A.M., Washington University.

Carol Brown, M.S. (1983)*Associate Professor of Health and Exercise*

B.S., Colorado State University; M.S., Smith College.

Clara R. Bunn, Ph.D. (1969)*Professor of Biology*

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

Craven Allen Burris, Ph.D. (1969)*Vice President and Dean of the College**Professor of History and Politics*

A.A., Wingate College; B.S., Wake Forest University; B.D., Southeastern Baptist Theological Seminary; A.M., Ph.D., Duke University.

James L. Clyburn, M.S. (1958)*Professor of Music*

A.B., Elon College; M.S., Julliard School of Music.

Bernard Cochran, Ph.D. (1960)*Professor of Religion*

A.B. Stetson University; B.D., Th.M., Southeastern Baptist Theological Seminary; Ph.D., Duke University.

Jacques Comeaux, Ph.D. (1983)*Associate Professor of Foreign Languages*

A.B., Southwestern University; A.M., Univer-

sity of Iowa; A.M., University of Salamanca; Ph.D. Florida State University.

James C. Crew, Ph.D. (1990)*Professor of Business*

B.S., M.Econ., Ph.D., North Carolina State University.

Roger H. Crook, Ph.D. (1949)*Professor of Religion*

A.B., Wake Forest University; Th.M., Ph.D., Southern Baptist *Theological Seminary*.

Anne Dahle, M.Ed. (1972)*Director of Re-entry Program*

A.B., Meredith College; M.Ed., North Carolina State University.

Charles Davis, Ph.D. (1969)*Professor of Mathematics*

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

James H. Eads, Jr., M.S. (1958)*Assistant Professor of Biology*

A.B., University of Kansas; M.S., University of Alabama.

Sarah English, Ph.D. (1979)*Professor of English*

A.B., Duke University; Ph.D., University of North Carolina at Chapel Hill.

Linda FitzSimons, M.F.A. (1988)*Professor of Art*

B.A., Meredith College; M.F.A., University of North Carolina at Greensboro.

James Fogle, Ph.D. (1977)*Professor of Music*

A.B., Elon University; A.M., Ph.D., University of North Carolina at Chapel Hill.

Lois Frazier, Ed.D. (1954)*Professor of Business*

B.S., M.S., University of North Carolina at Greensboro; Ed.D., Indiana University.

Phyllis W. Garriss, Mus.M. (1951)*Professor of Music*

A.B., Mus.B., Hastings College; Mus.M., Eastman School of Music, the University of Rochester.

Rosalie P. Gates, Ph.D. (1965)*Professor of History*

A.B., A.M., Ph.D., Duke University.

Susan Gilbert, Ph.D. (1966) (1976)*Professor of English*

A.B., Duke University; A.M., University of

Virginia; Ph.D., University of North Carolina at Chapel Hill.

Alice Goode, Mus.B. (1974)

Instructor of Voice

Mus.B., Texas Tech University.

Ellen Graden, Ph.D. (1996)

Associate Professor of Education

A.B., Murray State University; A.M., University of Kentucky; Ph.D., The Ohio State University.

Bluma Greenberg, A.M. (1976)

Assistant Professor of Art

A.B., Duke University; A.M., University of North Carolina at Chapel Hill.

Jo Guglielmi, Ph.D. (1987)

Associate Professor of Mathematics

A.B., Duke University; M.S., Ph.D., North Carolina State University.

Isabelle Haeseler, M.S.M. (1956)

Assistant Professor of Music

B.S., Lebanon Valley College; M.S.M., Union Theological Seminary.

Carolyn Happer, Ph.D. (1986)

Associate Professor of History

A.B., Ph.D. Duke University; A.M., University of North Carolina at Chapel Hill.

Carol Hazard, Ph.D. (1996)

Associate Professor of Chemistry

A.B., University of St. Thomas; M.S., University of Texas; Ph.D., University of North Carolina at Chapel Hill.

Lee Heathcoat, Ed.D. (1989)

Associate Professor of Education

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

David Heining-Boynton, Ph.D. (1989)

Professor of Psychology

A.B., University of South Florida; A.M., Ph.D., The Ohio State University.

John Hiott, M.Div (1968)

Director of Scholarships and Financial Assistance

A.B., Baylor University; M.Div., New Orleans Baptist Theological Seminary.

Rosemary Hornak, Ph.D. (1977)

Professor of Psychology

A.B., Wheeling Jesuit University; A.M., Ph.D., The Ohio State University.

Jack Huber, Ph.D. (1974)

Professor of Psychology

A.B., Kent State University; A.M., University of Vermont; Ph.D., University of New Hampshire.

Ellen M. Ironside, Ph.D. (1983)

Dean of Continuing Education

A.B., Wells College; A.M., Teachers College, Columbia University; Ph.D., University of North Carolina at Chapel Hill.

Mary Bland Josey, M.Ed. (1953)

Director of Admissions

A.B., Meredith College; M.Ed., North Carolina State University.

Sue Kearney, A.M. (1966)

Assistant to the President for Planning and Dean of Institutional Effectiveness

B.A., Meredith College; A.M., Wake Forest University.

Marie Capel King, M.Ed. (1971)

Director of Career Services

A.B., George Washington University; M.Ed., North Carolina State University.

Ione Kemp Knight, Ph.D. (1956)

Professor of English

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

Vivian Kraines, Ph.D. (1979)

Professor of Mathematics

A.B., Ph.D., University of California.

Jerod Kratzer, Ed.D. (1986)

Professor of Education

B.S., St. Joseph's University; A.M., University of Delaware; Ed.D., North Carolina State University.

William Ledford, Ph.D. (1957)

Professor of Foreign Languages

A.B., Berea College; A.M., State University of Iowa; Ph.D. University of North Carolina at Chapel Hill.

Charles Lewis, III, Ph.D. (1980)

Associate Professor of Chemistry

B.S., Wake Forest University; Ph.D., University of North Carolina at Chapel Hill.

David Lynch, D.M.A. (1969)

Professor of Music

Mus.B., Oberlin College; Mus.M., D.M.A., Performer's Certificate, Eastman School of Music of the University of Rochester.

Marie Mason, Ph.D. (1969)

Professor of Psychology

A.A., Campbell College; A.B., Meredith College; A.M., Ph.D., University of Kentucky.

Jay D. Massey, A.M. (1957)

Professor of Health and Physical Education

B.S., University of North Carolina at Greensboro; A.M., New York University.

Murphy Osborne, Ed.D. (1988)

Vice President for Institutional Advancement

B.S., High Point College; M.Ed., University of North Carolina at Chapel Hill; Ed.D., University of Tennessee.

Allen F. Page, Ph. D. (1973)

Professor of Religion

A.A. Mars Hill College; A.B. Wake Forest University; M.Div. Union Theological Seminary; Ph.D. Duke University.

Cleo G. Perry, A.B. (1975)

Director of Alumnae Affairs

A.B., Meredith College.

Dorothy K. Preston, Ph.D. (1961)

Professor of Mathematics

A.B., Meredith College; A.M., Columbia University; M.A.M., North Carolina State University; Ph.D., North Carolina State University.

Louise Reiss, Ph.D. (1979)

Professor of Foreign Languages

A.B., Pennsylvania State University; Ph.D., University of North Carolina at Chapel Hill.

Carolyn C. Robinson, A.B. (1958)

College Editor and Director of Publications

A.B., Meredith College.

Reginald Shiflett, Ph.D. (1978)

Professor of Chemistry

B.S., Ph.D., University of Virginia.

Nona Short, A.M. (1966)

Professor of Art/ Foreign Languages and Literatures

A.B., University of Mississippi; A.M., University of Wisconsin.

Dorothy J. Sizemore, A.M. (1980)

Dean of Students

A.B., William Jewell College; A.M., Georgetown College.

Donald Spanton, Ph.D. (1983)

Professor of Business

B.S., Rensselaer Polytechnic Institute; M.S., Georgia Institute of Technology; Ph.D., American University.

LaRose F. Spooner, Ed.D. (1967)*Vice President for Marketing*

A.B., Tift College; M.A.T., Duke University; Ed.D., North Carolina State University.

Marilyn M. Stuber, Ed.D. (1965)*Professor of Human Environmental Sciences*

B.S., M.S., University of Nebraska; Ed.D., North Carolina State University.

Eugene Sumner, D.S.W. (1973)*Professor of Social Work*

A.A., Mt. Olive College; A.B. Atlantic Christian College; M.Div., Southeastern Baptist Theological Seminary; M.S.W., University of North Carolina at Chapel Hill; D.S.W., University of Utah.

Janice Swab, Ph.D. (1992)*Professor of Biology*

B.S., Appalachian State University; M.S., Ph.D., University of South Carolina.

Leslie W. Syron, Ph.D. (1945)*Professor of Sociology*

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

Louise Taylor, Ph.D. (1978)*Professor of English*

A.B., Swarthmore College; M.A.T., Duke University; A.M., Ph.D., Florida State University.

Olive D. Taylor, M.Ed. (1970)*Assistant Professor of Mathematics*

B.S., Western Carolina University; M.Ed., University of North Carolina at Chapel Hill.

Mary Thomas, Ph.D. (1982)*Professor of Foreign Languages*

A.B., Ohio University; A.M., Ph.D., University of Michigan.

Barbara True-Weber, Ph.D. (1988)*Professor of Politics*

A.B. and B.S.E., Kansas State Teachers College; A.M., University of Missouri; Ph.D., University of North Carolina at Chapel Hill.

John E. Weems, Ed.D. (1972)*President*

B.S., A.M., Ed.D., George Peabody College.

Betty Webb, Ph.D. (1971) (1974)*Professor of English, Director of International Studies*

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

Burgunde Winz, Ph.D. (1978)*Professor of Foreign Languages*

A.B., A.M., ADI-Germersheim, West Germany; Ph.D., University of North Carolina at Chapel Hill.

Inge Witt, A.B. (1976)*Adjunct Instructor of Music*

A.B., Hons., London University; Elementary Certificate, Jacques-Dalcroze Institute through Carnegie-Mellon University.

Betty Jean Yeager, A.B. (1948)*Faculty Secretary*

A.B., Meredith College.

ADMINISTRATION

(The date in parentheses indicates the year in which the administrator joined the Meredith organization.)

OFFICE OF THE PRESIDENT**Jo Allen, Ph.D. (2011)***President***Catheryne P. Allen (1998)***Assistant to the President and Secretary to the Board of Trustees***Carol A. Gramer, B.S. (2000)***Assistant to the President***Jeannie Morelock, M.B.A. (1988)***Assistant to the President for Communications***RESEARCH, PLANNING AND ASSESSMENT****Dianne Raubenheimer, Ph.D. (2011)***Director of Research, Planning and Assessment***Lori Wade Miller, B.S. (2003)***Institutional Research Analyst***Dilnavaz Mirza Sharma, B.A. (2008)***Survey and Report Assistant***MARKETING****Kristi Eaves-McLennan, B.A. (2000)***Executive Director of Marketing***Karen T. Dunton, B.A. (2004)***Managing Director of Marketing***Vanessa F. Harris, B.F.A. (2006)***Director of Visual Communications***Melyssa Allen, B.A. (2001)***News Director***Mary Rose, B.A., B.A. (2005)***Senior Graphic Designer***Andy Richards, B.S. (2000)***Web Applications Developer***Lauren Sumner, B.A. (2006)***Graphic Designer***David Timberlake, B.A. (2001)***Electronic Communications Manager***Gaye D. Hill, B.A., M.A. (2007)***Marketing Writer***Greg Jarvis, B.S., M.A., M.A. (2006)***Sports Information Director***Kaye H. Rains, B.A. (2001)***Office Manager***EVENTS****William Brown (1996)***Director of Events***Natalie Herrmann, B.A. (2005)***Events Coordinator***TBA***Production Supervisor***Jim Frick, B.A., (2008)***Technical Coordinator***Brian Hunt (2010)***Production Supervisor***ACADEMIC PROGRAMS****OFFICE OF THE VICE PRESIDENTS FOR ACADEMIC PROGRAMS****Denise M. Rotondo, Ph.D. (2006)***Senior Vice President for Academic Administration***Elizabeth D. Wolfinger, Ph.D. (1992)***Vice President for Academic Planning and Programs***Amy Kinney, B.A. (1998)***Executive Assistant***Anne Pickard, A.A. (1974)***Administrative Assistant***DEPARTMENTAL ASSISTANTS****Gail Carnagua, B.S. (2007)****Roberta Danilowicz, B.S. (2006)****Diana Davis, B.A. (2003)****Mary Doyle (2004)****Helen Fallwell (2001)****Mary Hartshorn (2011)****Sharon Jones, B.S. (2001)****Debra Laube (2001)****Christie Lee (1991)****Kathy Palmieri, A.A. (2006)****Jeannette Rogers (1998)**

LIBRARY

- Laura Davidson, M.S.L.S. (2002)**
Dean of Library Information Services
- Dianne Andrews, B.A. (1995)**
Interlibrary Loan Supervisor/Circulation Assistant
- Cheryl Benze, M.M.E. (2001)**
Reference Specialist
- Monica Borden, B. M. (2002)**
Technical Services Assistant
- Melanie Fitzgerald, B.S. (2000)**
Cable Administrator
- Martha Fonville, A.A. (2002)**
Technical Services Assistant
- Donna Garner, B.S. (1990)**
Circulation Supervisor
- Jennifer Hanft, M.S.L.I.S. (2007)**
Reference Librarian
- John W. Kincheloe III, A.M. (1985)**
Media Specialist
- Richard McBane, Jr., B.S.E.E. (1986)**
Media Services Assistant Technician
- Susan Kincheloe McClintock, M.S., M.S.L.S. (1988)**
Head Reference Librarian
- Jackie Manning, B.A. (2006)**
Media Services Assistant
- Carrie Nichols, M.L.S. (1995)**
Catalog Librarian
- Jean Rick, A.M., M.S.L.S. (1994)**
Reference Librarian
- Geraldine Sargent (1978)**
Administrative Assistant
- Judith Schuster, M.S.L.S. (2000)**
Reference Librarian
- Jonathan Tuttle**
Circulation Assistant
- Edward M. Waller, A.M., M.S.L.S. (1986)**
Head of Technical Services

GRADUATE STUDIES

- Sylvia Horton, A.A.S. (2001)**
Admissions Coordinator

PARALEGAL PROGRAM

- Marisa Campbell, J.D. (2000)**
Director
- Tamar Harris, (2008)**
Program Assistant

SCHOOL OF BUSINESS

- Douglas Wakeman, Ph.D. (1984)**
Acting Dean, School of Business and Professor of Business
- Page Midyette, M.B.A. (2002)**
Director, MBA Program
- Allison Anthony, M.S. (2007)**
MBA Recruiter
- Tracy Knight (2002)**
Administrative Assistant

SCHOOL OF EDUCATION, HEALTH AND HUMAN SCIENCES

- Marie Chamblee, Ph.D. (1977)**
Dean
- Erin Barrow, M.A. (2007)**
Graduate Admissions Counselor, Education
- Jennifer Tebb, B.A. (2007)**
Graduate Admissions Counselor, Nutrition
- Barbara Wilder (2011)**
Administrative Assistant

SCHOOL OF ARTS AND HUMANITIES

- W. Garrett Walton, Jr., Ph.D. (1983)**
Dean
- Cindy Bell, B.S., M.S. (2012)**
Administrative Assistant

SCHOOL OF NATURAL AND MATHEMATICAL SCIENCES

- Walda Powell, Ph.D. (1995)**
Acting Dean
- Mattie Hawkins, B.A. (2005)**
Administrative Assistant

FACULTY DEVELOPMENT

- TBA**
Director

GENERAL EDUCATION

- Paul Winterhoff, Ph.D. (1993)**
Director

HONORS PROGRAM

- Brent Pitts, Ph.D. (1981)**
Director

INTERNATIONAL PROGRAMS

- Kevin Morrison, M.A. (2006)**
Director

Betty Webb, Ph.D. (1974)

Director, Sansepolcro and Meredith Summer Programs in Italy, Switzerland and London

- Elizabeth Yaros, M.Ac., M.R. (20)**
Assistant Director

- Christine Schulze, (2007)**
Administrative Assistant

SPONSORED PROGRAMS

- Linda Hatcher, Ed.D. (2005)**
Director

TEACHING FELLOWS PROGRAM

- Jan Hargrove, M.Ed. (2010)**
Director
- Julie Malley (2004)**
Program Assistant

UNDERGRADUATE RESEARCH

- Cynthia Edwards, Ph.D. (1991)**
Director

COLLEGE PROGRAMS**OFFICE OF THE VICE PRESIDENT FOR COLLEGE PROGRAMS**

- Jean Jackson, Ph.D. (1983)**
Vice President
- Pat Clements (2011)**
Assistant to the Division

ASSOCIATE VICE PRESIDENT FOR ENROLLMENT MANAGEMENT

- Daniel J. Green, D.M.A. (2002)**
Associate Vice President for Enrollment Management
- Luo Luo, M.Ed. (2008)**
Enrollment Research Specialist
- Donna Knott (2005)**
Assistant to the Associate Vice President

ACADEMIC AND CAREER PLANNING

- Marie B. SumereI, Ph.D. (2002)**
Director
- TBA**
Associate Director. 23+ and Transfer Advising
- Dana Sumner, M.A. (2000)**
Associate Director for Employer Relations
- Lisa Flint-Morris, M.S. (2010)**
Assistant Director, Academic Advising

Amy Losordo, M.Ed. (2004)

Assistant Director for Career Development

Candice Webb, M.Ed. (2006)

Assistant Director, Advising and First Year Experience

Mary Ellen Philen, B.A. (1985)

Office Manager

Ann B. Phillips (1989)

Administrative Assistant

ADMISSIONS

TBA

Director of Admissions

Debra Bonnefond, B.A. (2012)

Associate Director

Cricket McCoy, B.A. (2000)

Assistant Director, Transfer Program

Stephanie Ellis Myrto, B.A. (2004)

Assistant Director for Operations

Lillian Mallia, B.A., MLS (2007)

Processing Assistant

Jessica Johnson (2008)

Processing Assistant

Kirk Nuss, M.A. (2006)

Processing Assistant

Denise Parker, B.S. (2005)

Assistant to the Director

Anna Buryk, B.A. (2010)

Admissions Counselor

Jesse Monroe, B.A. (2011)

Admissions Counselor

Meredith Secosky, B.S. (2008)

Admissions Counselor

Joy Strickland, B.A. (2010)

Admissions Counselor

Grace Sugg, B.A. (2008)

Admissions Counselor

Ann Troutman, B.A. (2001)

Recruitment Specialist

ATHLETICS

Jackie Myers, M.A. (2002)

Director

Fiona Barkley, B.S. (2007)

Head Volleyball

Dawn Malone (2010)

Assistant Softball

Paul Huch, B.S. (2010)

Head Tennis

Jennifer Surovy, M.B.A. (2012)

Assistant Tennis Coach

Lauren Scott, B.S. (2012)

Head Lacrosse

Greg Jarvis, M.A./M.A. (2006)

Sports Information Director/Assistant Athletics Director

Bill Koester, (2005)

Assistant Cross Country

Kim Scavone (2010)

Head Softball

Sharon Malley, M.A. (2001)

Head Athletic Trainer

Jackie Hephner, M.Ed. (2011)

Assistant Athletic Trainer

Jennifer Moriarty (2011)

Departmental Assistant

Amy Olsen, M.A. (2005)

Head Cross Country

Dawn Malone (2010)

Assistant Volleyball

Ashley Riggs, B.S. (2007)

Assistant Soccer

Paul Smith, B.S. (2000)

Head Soccer

Melinda Campbell, Ph.D. (1992)

Head Basketball

Matt Moyer (2010)

Assistant Basketball

CAMPUS POLICE

David Kennedy (2009)

Chief of Police

Colin Mauger (2008)

Assistant Chief

Carolyn Creech (2000)

Parking Director and CamCard Coordinator

OFFICERS

Justin Beers (2007)

Nick Deutsch (2010)

Joshua Holt (2011)

Peter Kemp (2007)

Robert Luedtke (1999)

Colin Mauger (2009)

Jonathan Ross (2010)

Debie Schramm (2002)

Jennifer Schwachenwald (2005)

Joseph Shannon-Kellerman (2010)

Richard Talach (2010)

Robert Timper (2011)

Javon Walker (2011)

Kathy Weinel (2002)

OFFICE OF THE CHAPLAIN

Stacy Pardue, M.A. (2010)

Chaplain

COUNSELING CENTER

Beth Meier, M.A. (1993)

Director

Jill Triana, M.S. (2004)

Assistant Director, Coordinator of Disability Services

Henriette Williams-Alexander, M.S.W. (2006)

Disability Counselor

Liza Gellerstedt, M.S. (2011)

Disability Counselor

Donna LaHaye, A.A.S. (2006)

Administrative Assistant

OFFICE OF THE DEAN OF STUDENTS

Ann Gleason, M.Ed. (1997)

Dean

Tomecca Sloane, M.Ed. (2006)

Director for Commuter Life and Diversity Programs

Christina Bumgardner, M.Ed. (1994)

Director for First Year Experience

Heidi LeCount, M.S. (2000)

Director of Residence Life

Amy Hayes (2004)

Office Manager

Donna LaHaye, A.A.S., (2006)

Administrative Assistant

TBA

Residence Director

Kate Fraser, B.A. (2009)

Residence Director

TBA

Residence Director

TBA

Residence Director

Sarah May, M.S., (2005)

Apartment Manager

Allison van den Berg, B.A., (2007)

Residence Director

FINANCIAL ASSISTANCE

Kevin Michaelson, B.A. (2006)

Director

Betty Harper, B.S. (1994)

Associate Director

Belinda Thomas, B.S. (1998)

Assistant Director

Trea Marvin, B.A., M.B.A. (2007)

Information Specialist

Tammi Dittmar, B.A. (2011)

Assistant Director

Gini Stelle (1995)

Office Manager

Kathryn Nagel, B.A. (2012)
Counselor

HEALTH SERVICES

Sherri Henderson, MHS, PA (2007)
Director

Anne Smithson, M.D. (1995)
Physician

Melinda McLain, R.N.-C (1991)
Nurse

Debbie Potter, R.N. (2007)
Nurse

OFFICE OF THE REGISTRAR

Amanda Steele-Middleton, M.B.A. (2009)
Registrar

Evie Odom, A.A. (2008)
Associate Registrar

Linda Wann, B.A. (1999)
Associate Registrar

Kathryn M. Potts, M.Ed. (2008)
Assistant Registrar

Denise Dworznicki, B.A. (2010)
Records Specialist

STUDENT LEADERSHIP AND SERVICE

Cheryl Jenkins, M.Ed. (1991)
Director

Betsy Dunn-Williams, M.Ed. (2007)
Assistant Director

Tabitha Underwood, Ph.D. (2008)
Assistant Director

Kathy Owen, B.A. (1999)
Office Manager

BUSINESS AND FINANCE

OFFICE OF THE VICE PRESIDENT FOR BUSINESS AND FINANCE

Craig M. Barfield, C.P.A. (2011)
Vice President for Business and Finance

Steve Walters, B.A., M.P.A., M.B.A. (2007)
Associate Vice President for Business and Finance & College Budget Manager

Dee Perry (1996)
Administrative Assistant

BUSINESS AND FINANCE SERVICES

Lori Duke, B.S., C.P.A. (1999)
Controller

Susan Williams (2001)
Assistant Controller

Alicia Casadonte, B.S. (2008)
Compliance Specialist

Jill Pogledich (2007)
Accounts Receivable Processing Specialist

Lori White, B.A. (2008)
Coordinator, Student Accounts

COLLEGE STORE

Mary Ann Reese, B.S. (1984)
Manager

Marguriete Nelson (2000)
Accounting Clerk

Chris Hall, B.A. (2010)
Textbook Manager

Nola Stanley (2003)
GM Clerk

Frances Clemons (1978)
Clerk

COPY CENTER

Kevin Walker (2001)
Supervisor

Pat Kritzer (2002)
Copy Center Assistant

FACILITIES SERVICES

Sharon Campbell, B.S. (2010)
Director of Facilities Services

Patty Blackwell, B.A. (1996)
CMMS Clerk/Customer Service Clerk

John Wilson, B.A., M. Div. w/RE, M.S. (1997)
Purchasing/Inventory Manager

MAINTENANCE

Todd Lechner, A.S. (2011)
Maintenance Manager

Tony Alston (2003)
HVAC Supervisor

Christopher Brown (2012)

James Brown (2002)

Joey Brown (2003)

Rick Hagen, A.S. (1998)

David Hamlet (2003)

Kevin Jewell (2012)

James Jones (1981)

Jerry Lynch (2011)

Michael Matthews (2009)

Dale Parker (2009)

Keith Poole (1995)

FOUNDATIONS

Aaron Schettler, B.S. (2002)
Foundations Manager

Galdina Avila-Vega (1987)
Foundations Supervisor

Michael Johnson (2006)
Foundations Team Leader

Juan Avila (2003)

Roberto Avila (1992)

Aubrey Chapman (2008)

Neil McMillan (2007)

Harold Miller (2008)

Le'Quan Walsh (2009)

HOUSEKEEPING

Tony Riddick, B.A. (2012)
Custodial Services Manager

William Cooper (1986)
1st Shift Supervisor

Kris Householder (2003)
2nd Shift Supervisor

Gabina Tiberia Flores (2005)
Housekeeper, Massey House

Ma Idubina Avila (2006)

Michelle Deans (2012)

Charlie Dunn (2005)

Douglas Fulton (1994)

Larona Gasper (2008)

Debra Greene (2008)

Sonja Grimsley (2011)

Willie Howard (1982)

Pam Jarrett (2007)

Maggie Lucas (2005)

Marilyn Lucas (1993)

Angela Morning (2008)

Emma Pittman (1993)

Oscar Pulley (2004)

Louise Silver (2001)

Clara Smith (1980)

Mary Ann Tuck (1997)

Gary Wooten (2003)

Cynthia Yarborough (2007)

FOOD SERVICES (ARAMARK)

Scott Lamond, B.S. (2010)
Food Service Director

Michelle Boyle (2011)
Chef Manager

Lisa Holmes (2011)

Assistant Food Service Director

HUMAN RESOURCES

Pamela L. Davis, M.B.A., SPHR (2004)

Director

Alana Etter, B.S. PHR (2008)

Assistant Director

Kay Miller (1992)

Payroll Administrator

Maripat Plocki (1998)

Benefits Administrator

Mandy Boyer (2011)

Administrative Assistant II

POST OFFICE

Alysia Davis (1990)

Postal Supervisor

Pat Kritzer (2002)

Information Services Assistant

SUSTAINABILITY

Laura Fieselman, B.A. (2008)

Coordinator

TECHNOLOGY SERVICES

Jeff Howlett, M.B.A. (2007)

Chief Information Officer

Douglas Alm, B.S. (1995)

Senior Network Engineer

Ron Anderson, A.A. (2001)

Desktop Support Specialist

Alex Arani (2005)

Laptop Support Specialist/Help Desk Analyst

Javed Awan, B.S. (2011)

Senior Programmer/Analyst

Robin Baneth, M.S., M.A. (2008)

Campus Computing Specialist

Tim Bartlett (1996)

Director of User Services

Donna Doughty, B.S. (2010)

Help Desk Analyst

Naser Fayed (2002)

Senior Systems Engineer

Bill George, B.A. (1999)

Senior Programmer/Analyst

Angela Gouge (1988)

Director of Information Systems

Melonie Ivey, M.Ed. (2000)

Director of Campus Computing Services

Jennifer Kane, B.S. (2004)

Help Desk Manager

Virginia Kemp, B.S. (1982)

Telecommunications Specialist

Rebecca Kirstein, B.S. (2008)

Campus Computing Specialist

Bill Legge, B.S. (2006)

Director of Technical Business Operations

Diane Sherman (2001)

Campus Computing Technologist

Ellie Smith, B.A. (2005)

Information Systems Specialist

Cheryl Todd, M.B.A. (2005)

Campus Computing Specialist

Mary Tschopp (1996)

E-Mail Administrator

Deshane Watson (2009)

Help Desk Analyst

Karen West, M.B.A. (1994)

Sr. Technical Operations Specialist

Harold West, B.A. (1991)

Senior Director of Gift Planning

Kristye Brackett, B.S. (2010)

Associate Director of Gift Planning

Claytona Nixon, B.S. (2008)

Department Assistant

THE MEREDITH FUND

Jane Mitchell, B.A. (2002)

Director, The Meredith Fund

Jean Gambrill, B.A. (2005)

Assistant Director, The Meredith Fund

Brandon Stokes, M.A. (2010)

Program Coordinator

INSTITUTIONAL ADVANCEMENT

OFFICE OF INSTITUTIONAL ADVANCEMENT

Lennie Barton, Ed.D. (2010)

Vice President

Sharon L. Vinson, B.S. (2010)

Assistant to the Vice President

ADVANCEMENT SERVICES

Astra Barnes, B.S. (2010)

Director of Advancement Services

A. Hasim Hakim, B.S. (2008)

Director of Development Systems

Melanie A. Crisp-Thorpe (2008)

Assistant Director, Constituent Records

ALUMNAE & PARENT RELATIONS

Hilary Allen, B.A. (2002)

Director of Alumnae & Parent Relations

Meredith Moore, B.S. (2010)

Assistant Director of Alumnae & Parent Relations

Halie Sue Smith (2012)

Assistant Director of Alumnae & Parent Relations

DEVELOPMENT

Cindy C. Godwin, B.A. (2001)

Director of Development Corporate & Foundation Relations

Billie Jo Cockman, B.A. (2000)

Director of Strategic Giving

Susan H. Metts, B.S. (2007)

Director of Strategic Giving

Facilities

Johnson Hall, named in memory of Livingston Johnson, is the main administration building and anchors the original campus quadrangle of six buildings. Built in 1925, it was occupied in early 1926 when the campus moved from downtown Raleigh to its present West Raleigh location.

Seven residence halls are located on the campus. **Vann, Stringfield, Brewer, Faircloth, Poteat, Heilman, and Barefoot** Residence Halls house 140–170 students each. Most of the accommodations in these three- or four-story air-conditioned buildings follow the suite arrangement of two rooms and a bath for four students, two students occupying a room. Telephones are available on each floor, and students may have phone service in their rooms. Pressing rooms, social rooms, study parlors, kitchenettes, vending machines and laundry facilities are conveniently located in the residence halls. All residence halls are equipped to support the campus wireless computer network.

The residence halls are named for Richard Tilman Vann, Oliver Larkin Stringfield, Charles Edward Brewer; William T. Faircloth; Ida Isabella Poteat, William Louis Poteat, and E. McNeill Poteat; E. Bruce Heilman; Culbreth C. and Kilty Barefoot, and their family. Vann, Stringfield, Brewer and Faircloth residence halls were built in 1925 and are also a part of the original quadrangle of buildings.

The College opened an **apartment building** in the fall of 2009 which is available for students who have junior or senior status. The building consists of 78 apartment units; 48 units are 4 bedroom and 2 bath and 30 units are 2 bedroom and 2 bath. Each unit has a furnished living space and also a stove, microwave, dishwasher and washer and dryer.

Completing the original quadrangle is **Belk Dining Hall**. Built in 1925, it was dedicated in 1970 in honor of Carol Grotnes Belk and is accessible to five of the residence halls by covered breezeways. The renovated lower level houses the Wainwright Conference Suite, a group of rooms for meetings and dining.

Fannie E.S. Heck Memorial Fountain was erected in 1928 by the North Carolina Woman's Missionary Union, auxiliary to the Baptist State Convention, in honor of the first president of the organization. It is located in the center of the original campus courtyard.

Jones Hall, named in honor of Wesley Norwood Jones and Sallie Bailey Jones, houses a 630-seat auditorium/theater with balcony seating, a studio theater, and a learning center. Jones Hall was first used in 1949.

Cooper Organ, Meredith's first concert organ, was installed in 1970 in the auditorium of Jones Hall. Named in honor of the late Harry E. Cooper, head of the department of music for more than 30 years, the Austin organ is a three-manual, 35-rank concert instrument with classic voicing.

Harriet Mardre Wainwright Music Building is adjacent to Jones Hall and overlooks the lake. Named in honor of Mrs. Irving H. Wainwright and dedicated in 1977, the music and fine arts building houses a

faculty lounge and offices, classrooms, practice rooms, and teaching studios. Also included in the building is the 175-seat Clara Carswell Concert Hall, named in honor of Mrs. Guy T. Carswell.

Shaw Fountain is at the front center campus near the entrance to Johnson Hall. This illuminated fountain is named in honor of Henry M. and Blanche M. Shaw and was dedicated in 1974.

Elva Bryan McIver Amphitheater, with a seating capacity of 1,200, was completed in 1964. Located in a beautifully landscaped oak grove on the south front campus, the amphitheater overlooks a four and one-half-acre lake. The large stage area is complete with lighting and sound possibilities, making the theater ideally suited for outdoor performances and college and community programs. Named for Elva Bryan McIver, the amphitheater was made possible by a bequest from this friend of Meredith. Traditionally the spring commencement exercises, and many other campus and community events, are held in the Amphitheater.

Jones Chapel, completed in 1982, is a visible symbol of Meredith's commitment to Christian education. It is named in honor of Seby B. Jones, former chairman of the Board of Trustees, and Christina Jones. In addition to the 400-seat sanctuary, the chapel contains a common room, a meditation room, a library, a bride's room, a kitchen, and offices for the campus minister and visiting speakers.

Estelle Johnson Salisbury Organ, installed in Jones Chapel in memory of a member of Meredith's first graduating class of 1902, is an encased mechanical action instrument of 20 stops and 27 ranks. The two-manual and pedal Andover organ was constructed in 1983.

Mae Grimmer Alumnae House includes offices of the Alumnae Association and the Meredith Fund. It also contains the Mabel Claire Hoggard Maddrey Parlor, a reception room for meetings and social events. The house is named in honor of Mae Grimmer, who was for 36 years executive secretary of the Alumnae Association.

Cate Center contains the 240-seat Kresge Auditorium, student activities offices, the college store, **The Bee Hive Cafe**, student government and publication offices, the college post office, lounges, and game rooms. Named in honor of Kemp Shields Cate, the center was dedicated in 1974 and extensively renovated in 1996.

Park Center, completed in 1996, is connected to the Cate Center. The first floor houses offices for the John E. Weems Graduate School, Residence Life, Commuter Life and Diversity Program, and First Year Experience. The second floor houses the Dean of Students and Academic and Career Planning. It is named in honor of Roy and Dorothy Park.

Named in honor of Marquerite Noel, the **Noel House** was originally used for student housing. In 1998, it was renovated to house the Office of Technology Services.

Shearon Harris Building, constructed in 1982, houses the School of Business and the Department of Communications. In addition to classrooms, seminar rooms, and faculty offices, the building contains

conference rooms. It is named in honor of the late Shearon Harris, who served as a trustee for more than a decade and as Board of Trustees chairman for several terms.

Gaddy-Hamrick Art Center is designed for women in art. It houses the Frankie G. Weems Art Gallery, an art history theater, photography darkrooms, and studios for drawing, painting, graphic design, ceramics, printmaking, and art education. The center is named in honor of the late Claude F. Gaddy, former Meredith trustee, and F.B. Hamrick, business manager of the College, 1929–43.

Ledford Hall, named for Hebert F. Ledford, benefactor and former chairman of the Board of Trustees, was completed in 1993. It houses the Departments of Education, Psychology, and Social Work.

Joyner Hall is a classroom building for most courses in English, foreign languages, history and politics, religion and philosophy, and sociology. It also contains offices for faculty, a foreign languages lab, seminar rooms, a lounge, and a kitchen. The building was named for James Yadkin Joyner, who served as a trustee for 55 years.

Carlyle Campbell Library is named in honor of Meredith's fourth president, who served the College from 1939 to 1966. The Library moved from the second floor of Johnson Hall to its present building in 1969. Information about the Library and its services can be found on page 57 or at the library's web site: <http://www.meredith.edu/library>.

Martin Hall provides classrooms and laboratories for the Department of Human Environmental Sciences and the Department of Foreign Languages and Literatures. The building reopened in 2004 following renovations. The building is named for Margaret Craig Martin, '30, an alumna whose service to the College includes being a member of the faculty, alumnae director and a member of the College's Board of Trustees.

The **Science and Mathematics Building** contains over 80,000 square feet of classrooms, state of the art computer and science laboratories, and faculty offices for the Departments of Chemistry and Geosciences, Biological Sciences, and Mathematics and Computer Science. The building also contains a telescope teaching/ observation platform, an interior courtyard with outdoor teaching spaces, and a glass atrium entrance.

Carroll Health Center was named for Elizabeth Delia Dixon Carroll, college physician for 34 years. It houses the Health Center and the Counseling Center.

Ellen Brewer House was originally used for the resource management practicum in the Home Economics Department. It now contains a first star infant/toddler lab operated by the Child Development program within the Department of Human Environmental Sciences. It was named in honor of Ellen Dozier Brewer, member of the home economics faculty for 57 years.

Weatherspoon Physical Education-Dance Building, dedicated in 1970, contains a gymnasium, classrooms, a dance studio, a swim-

ming pool, Margaret Weatherspoon Parker Fitness Center and offices for the Department of Health, Physical Education, and Dance. The building is named in honor of Walter Herbert Weatherspoon and James Raymond Weatherspoon. In close proximity are tennis courts, a golf putting green, a softball field, and a soccer field.

Massey House is the on-campus residence of the president. The house is named in honor of Dr. Luther M. Massey and Vivian Dawson Massey in appreciation of their service to Meredith.

Lemmon House is available as a guest residence for visiting professors and certain official college guests. Named for former History Professor Dr. Sarah Lemmon, it is located across from the back gate of the College off Faircloth Street.

The Faw Garden, as well as the Margaret Craig Martin, Cleo G. Perry, and Frankie G. Weems Gardens; the Elva Wall Davis Gate at Faircloth Street, and the Meredith Lake are areas that add beauty and interest to the campus.

Visitor Parking

Visitor Parking areas are located throughout the campus including the parking lot adjacent to the chapel, along the front drive, in front of the Alumnae House, behind Belk Dining Hall and adjacent to Wainwright Music Building. Campus maps are available at the security station along the front campus drive, from campus security, or in the Office of Admissions.

Location

Located in central North Carolina, Raleigh, the home of Meredith College, is a growing capital city of approximately 403,892 people, according to the US Census Bureau. It is the center of the Research Triangle, an area comprising Raleigh, Durham, and Chapel Hill.

The Meredith campus is on the western outskirts of the city, and the 225 rolling acres are unspoiled by commercial or residential development. Easy access is provided by Wade Avenue — an I-40 connector — and by U.S. 1. The campus is bounded on the north by Wade Avenue, on the east by Faircloth Street, on the west by U.S. 1 and I-440, and on the south by Hillsborough Street, which leads to Meredith's main entrance. Appropriate highway markings guide the visitor to the College. Raleigh-Durham International Airport, served by the major airlines, is only eight miles from the campus.

Raleigh is also the home of North Carolina State University. Chapel Hill and Durham, sites of the University of North Carolina and Duke, are 25 and 17 miles away, respectively. Wake Forest University, another major university, is located in Winston-Salem, a two-hour drive from Raleigh.

The city is centrally located so that the majestic mountain ranges of western North Carolina and the long stretch of beaches along the Atlantic Ocean are only two to four hours away. Students frequently take advantage of skiing opportunities in the mountains while others enjoy swimming and sailing along the coast.

2012-2013 Academic Calendar

FALL SEMESTER 2012

Arrival of new students	SAT AUG 11
Registration and Add/Drop.	TUE AUG 14
Classes begin.	WED AUG 15
Last day to add and drop (no grade) courses	TUE AUG 21
Drop with a grade of "W" begins (refer to the fee schedule).	WED AUG 22
Labor Day Holiday--No classes held	MON SEP 03
Last day to make a grading change.	WED SEP 12
Mid-Term.	WED OCT 03
Autumn Recess	THU OCT 04 – SUN OCT 07
Classes resume at 8:00 a.m.	MON OCT 08
Progress Reports due at NOON	MON OCT 08
Last Day to withdraw, request LOA or drop a class (with a grade of "W")	FRI OCT 26
Spring 2013 Pre-registration begins.	MON OCT 29
Thanksgiving Recess	WED NOV 21 – SUN NOV 25
Classes resume at 8:00 a.m.	SUN NOV 26
Evening classes follow the Thursday schedule	TUE NOV 27
Last day of classes	WED NOV 28
Reading day; music juries	THU NOV 29
Final Examinations.	FRI NOV 30 – THU DEC 06
Final grades due for all students at Noon	MON DEC 10

SPRING SEMESTER 2013

Registration and Drop/Add.	TUE JAN 08
Classes begin.	WED JAN 09
Last day to add and drop (no grade) courses	TUE JAN 15
Drop with a grade of "W" begins (refer to the fee schedule).	WED JAN 16
Holiday--Martin Luther King Day.	MON JAN 21
Summer 2013 Pre-registration begins	TUE JAN 22
Last day to make a grading change.	WED FEB 06
Mid-Term.	WED FEB 27
Progress Reports due at NOON	FRI MAR 01
Spring Recess	MON MAR 04 – SUN MAR 10
All Offices Closed for Spring Break.	FRI MAR 08
Classes resume at 8:00 a.m.	MON MAR 11
Last Day to withdraw, request LOA or drop a class (with a grade of "W")	TUE MAR 26
Easter Recess	THU MAR 28 – SUN MAR 31
Classes resume at 8:00 a.m.	MON APR 01
Fall 2013 Pre-registration begins.	MON APR 08
Celebrating Student Achievement (No Classes)	TUE APR 16
Last day of Classes.	TUE APR 30
Reading day; music juries	WED MAY 01
Final Examinations.	THU MAY 02 – THU MAY 09
Grades due for graduating students at NOON	MON MAY 06
Commencement.	SAT MAY 11
Grades due for all students at NOON	TUE MAY 14

SUMMER 2013

Classes will not meet Monday May 27 and Thursday, July 4

First six-week session (Day and Evening)	MAY 13 – JUN 21
Second six-week session (Day and Evening)	JUN 24 – AUG 02
First three-week session	MAY 20 – JUN 07
Second three-week session	JUN 10 – JUN 28
Third three-week session	JUL 01 – JUL 19
Full Summer Session	MAY 13 – AUG 02

This calendar is subject to periodic review and change. Such changes will be distributed to the Meredith community and will be available in the Office of the Registrar.

2013-2014 Academic Calendar

FALL SEMESTER 2013

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
Mid-Term.	WED OCT 09
Autumn Recess	THU OCT 10 – SUN OCT 13
Classes resume at 8:00 a.m.	MON OCT 14
Progress Reports due at NOON	MON OCT 14
Spring 2013 Pre-registration begins.	MON OCT 28
Last Day to withdraw, request LOA or drop a class (with a grade of "W")	FRI NOV 01
Evening classes follow the Thursday schedule	TUE NOV 26
Thanksgiving Recess	WED NOV 27 – SUN DEC 01
Classes resume at 8:00 a.m.	MON DEC 02
Last day of classes	WED DEC 04
Reading day; music juries	THU DEC 05
Final Examinations.	FRI DEC 06 – THU DEC 12
Final grades due for all students at Noon	SUN DEC 15

SPRING SEMESTER 2014

Registration and Drop/Add.	FRI JAN 03
Classes begin.	MON JAN 06
Last day to add and drop (no grade) courses	FRI JAN 10
Drop with a grade of "W" begins (refer to the fee schedule).	SAT JAN 11
Holiday--Martin Luther King Day.	MON JAN 20
Last day to make a grading change.	MON FEB 03
Mid-Term.	MON FEB 24
Progress Reports due at NOON	FRI FEB 28
Spring Recess	MON MAR 10 – SUN MAR 16
All Offices Closed for Spring Break.	FRI MAR 14
Classes resume at 8:00 a.m.	MON MAR 17
Last Day to withdraw, request LOA or drop a class (with a grade of "W")	FRI MAR 21
Fall 2014 Pre-registration.	MON APR 07
Celebrating Student Achievement (No Classes)	TUE APR 08
Easter Recess	FRI APR 18 – SUN APR 20
Classes resume at 8:00 a.m.	MON APR 21
Last day of Classes.	WED APR 23
Reading day; music juries	THU APR 24
Final Examinations.	FRI APR 25 – THU MAY 01
Grades due for graduating students at NOON	MON APR 28
Commencement.	SAT MAY 03
Grades due for all students at NOON	TUE MAY 06

SUMMER 2014

Classes will not meet Monday May 26 and Friday, July 4

First six-week session (Day and Evening)	MAY 12 – JUN 20
Second six-week session (Day and Evening)	JUN 23 – AUG 01
First three-week session	MAY 19 – JUN 06
Second three-week session	JUN 09 – JUN 27
Third three-week session	JUN 30 – JUL 18
Full Summer Session	MAY 12 – AUG 01

Correspondence and Visits

The mailing address of Meredith College is
3800 Hillsborough Street, Raleigh, NC 27607-5298.

The College telephone number is **(919) 760-8600**.

The Meredith fax number is **(919) 760-2828**.

Information on Meredith is available at: www.meredith.edu

Academic Records

Office of the Registrar, 760-8593
registrar@meredith.edu

Admissions (Traditional age and Age 23+ Program)

Office of Admissions, 760-8581 or 1-800-Meredith
admissions@meredith.edu

Adult Student Information (non-degree)

Office of Admissions, 760-8581
admissions@meredith.edu

Alumnae Matters

Office of Alumnae & Parent Relations, 760-8548
alumnae@meredith.edu

Athletics

Athletics Office
760-8205

Catalogue Requests

Office of Admissions, 760-8581
admissions@meredith.edu

Campus Events

760-8533
events@meredith.edu

Campus Chaplain

Stacy Pardue, 760-8346
pardues@meredith.edu

Office of Community Outreach

Office of Community Outreach, 760-8450
outreach@meredith.edu

Educational Programs

Vice President for Academic Planning and Programs, 760-8514

Expenses

Vice President for Business and Finance, 760-8516

Financial Assistance

Office of Financial Assistance, 760-8565
or 1-800-MEREDITH
finaid@meredith.edu

Graduate Employment

Academic and Career Planning, 760-8341
career@meredith.edu
John E. Weems Graduate School
760-8423
graduate@meredith.edu

Housing Matters

Office of Residence Life and Housing, 760-8633
Institutional Research
Office of Research, Planning and Assessment, 760-2364
Masters in Business Program/School of Business
760-2281
mba@meredith.edu

News Items/Publications

Department of Marketing, 760-8455
marketing@meredith.edu

Paralegal Program

Office of Graduate and Professional Studies, 760-2855
paralegal@meredith.edu

Parents Association

Office of Alumnae Affairs, 760-8548
alumnae@meredith.edu

Student Employment

Academic and Career Planning, 760-8341
career@meredith.edu

Student Interests

Office of the Dean of Students, 760-8521

Student Reports

Office of the Registrar, 760-8593
registrar@meredith.edu

Summer School

Office of the Registrar, 760-8593

Transcripts

Office of the Registrar, 760-8593
registrar@meredith.edu

Vocational Testing

Academic and Career Planning, 760-8341
career@meredith.edu

Volunteer Services

Tabitha Underwood, 760-8357

Enrollment for 2011–2012

SUMMER SCHOOL 2011

Total Summer Registrations	976
Unduplicated Summer Enrollment	647

UNDERGRADUATE STUDENTS, FALL 2011

Degree Candidates for Bachelor of Arts, Bachelor of Science, Bachelor of Music and Bachelor of Social Work	1,663
Non-degree Students	44
Cooperating Raleigh Colleges	17
Other	27
Total Students in Undergraduate Credit Courses	1,707

GRADUATE STUDENTS, FALL 2011

Degree Candidates for Master of Business Administration, Master of Education, Master of Science in Nutrition and Master of Music	239
Non-degree Students	34
Dietetic Internship Program Students	13
Post-Baccalaureate Students	21
Total Students in Graduate-level Courses	273

TOTAL ENROLLMENT, FALL 2011

Total Degree Candidates	1,902
Total Non-Degree Students	78
Total Enrollment for Credit	1,980

NON-CREDIT REGISTRATIONS, FALL 2011

Paralegal Programs	165
Music	349
Total Registrations in Non-Credit Classes/Programs	514

FALL 2011 GEOGRAPHIC DISTRIBUTION OF STUDENTS IN CREDIT COURSES:

Alabama	1
California	4
Colorado	3
Connecticut	2
Florida	10
Georgia	4
Illinois	3
Indiana	1
Iowa	1
Kentucky	1
Maryland	21
Massachusetts	5
Michigan	2
Minnesota	3
Nevada	1
New Jersey	4
New Mexico	1
New York	9
North Carolina	1,726
Ohio	3
Oklahoma	1
Oregon	1
Pennsylvania	7
Rhode Island	1
South Carolina	12
Tennessee	4
Texas	4
Vermont	5
Virginia	44
Washington	1
Wisconsin	1
Foreign Countries (18)	94
Total	1,980

Campus Map



- 1. Barefoot Residence Hall
- 2. Belk Dining Hall (Wainwright Conference Suite)
- 3. Brewer House (Infant Care Teaching Lab)
- 4. Brewer Residence Hall
- 5. Campus Police/Copy Center
- 6. Carlye Campbell Library
- 7. Carroll Health Center
- 8. Cate Student Center (Kresge Auditorium, Student Leadership, Post Office)
- 9. Facilities Services
- 10. Facilities Services/Grounds
- 11. Faircloth Residence Hall
- 12. Faircloth Street Entrance
- 13. Gaddy-Hamrick Art Center (Frankie G. Weems Art Gallery)
- 14. Grimmer Alumnae House
- 15. Harris Building (Community; School of Business)
- 16. Heilman Residence Hall
- 17. Hillsborough Street Entrance
- 18. Johnson Hall (Administration)
- 19. Jones Chapel
- 20. Jones Hall (Auditorium; Studio Theater; Learning Center)
- 21. Joyner Hall (History/Political Science, English, Religion/Philosophy)
- 22. Ledford Hall (Psychology, Education, Sociology & Social Work)
- 23. Martin Annex
- 24. Martin Hall (Foreign Languages; Human Environmental Sciences)
- 25. Massey House (President's Residence)
- 26. McIver Amphitheater & Meredith Lake
- 27. Noel House (Technology Services)
- 28. Park Center (Executive and Professional Programs, The John E. Weems Graduate School, Student Development Offices)
- 29. Poteat Residence Hall
- 30. Science and Mathematics Building
- 31. Driving Range
- 32. Softball Field
- 33. Spangler Gazebo and Garden
- 34. Stringfield Residence Hall
- 35. Tennis Courts
- 36. Vann Residence Hall
- 37. Wainwright Music Building (Carswell Concert Hall; Music & Theatre)
- 38. Weatherspoon Building (Gymnasium, dance studio, pool, Parker Fitness Center)
- 39. Library Storage
- 40. Chiller Plant
- 41. Athletic Field and Track
- 42. Student Apartments

Index

A

Academic Calendar, 213
 Academic Planning and Advising, 36
 Academic Policies and Procedures, 35
 Academic Probation, 46
 Academic Programs, 58
 Academic Recognition, 44
 Academic Scholarships, 27
 Academic Support Services, 56
 Accounting, Major in, 70
 Courses, 118–119
 Minor, 72
 Accreditation, 9
 Activities, 29
 Add/Drop, 38
 Address Changes, 48
 Adjunct Faculty, 201
 Administration, Directory of, 206
 Admission, 10
 23+ Program, 14
 Administration, 16
 Condition of, 17
 Early, 12
 Early Decision Plan, 12
 Faculty, 16
 Freshman Traditional, 10
 International Students, 15
 Non-Degree, 16
 Part-time, 16
 Post-Baccalaureate, 17
 Re-admission, 15
 Staff, 16
 Summer Session, 17
 Transfer, Traditional, 13
 Admission to Teacher Education, 82
 Adult Students, 14
 Advanced Placement, 17, 38–41
 Advisers, Academic, 33, 37
 American Dietetic Association, 9
 American University, 51
 Angers, France, Semester/Year in, 50
 Applied Music Fees, 18
 Arabic Courses, 119
 Art, Department of, 62
 Courses, 119–124
 Fees, 19
 Art Education, 64, 87
 Art History Minor, 64
 Art Program in Italy, 50
 Art Scholarships, 23
 Arts Management Minor, 64

Assistance, Financial, 20
 Athletics, Intercollegiate, 31
 Attendance, Class, 46
 Auditing Courses, 19, 44
 Auditions, Music, 12, 105
 Australia, Semester/Year Abroad in, 51

B

Bachelor of Arts Degree, 35
 Bachelor of Music Degree, 35, 107
 Bachelor of Science Degree, 35
 Bachelor of Social Work, 35, 115
 Baptist Female University, 6
 Bible School Transfers, 14
 Biological Sciences, Department of, 65
 Courses, 124–128
 Birth through Kindergarten Teacher Education Program, 83
 Courses, 128–129
 Board of Trustees, 196
 Buckley Amendment (FERPA), 37
 Business, School of, 69
 Business Administration, Major in, 71
 Minor, 72
 Accounting Courses, 118–119
 Business Courses, 129–132
 Economics Courses, 143–144
 Business School Transfers, 14

C

Calendar, Academic, 213
 Campus, Location of, 212
 Campus Map, 216
 Campus Chaplain, 31
 Career Center, 8, 33
 Career Preparation, 8
 Career Planning, 73
 Courses, 132
 Carlyle Campbell Library, 57
 Catalogue, Choice of, 35
 Center for Women, Ethics and Public Life, 56
 Center for Women in the Arts, 56
 Chaplain's Office, 31
 Chemical Physics Minor, 75
 Chemistry, Major in, 74
 Minor, 75
 Chemistry, Physics and Geosciences, Department of, 73
 Chemistry Courses, 132–134
 Geoscience, 158–159
 Physics, 179–180
 Child Development, Major in, 99
 Courses, 134–135
 Minor, 100

China, Study in, 50
 Chinese Course, 135
 Civic Engagement, 7
 Classification, Student, 38
 Class Schedule, Changes in (Drop/Add), 38
 Clubs, 34
 College Directory, 197
 College Level Examination Program (CLEP), 38, 41
 Commencement, 44
 Communication, Department of, 75
 Courses, 135–137
 Communication Skills Concentration for Licensure, 84
 Community and Lifelong Learning, 9
 Commuter Students, 32
 Fees, 18
 Competitive Scholarships, 23
 Computer Science, Major in, 102
 Computer Services (Technology Services), 57
 Computer Studies Courses, 137–139
 Concentration Definition, 36
 Condition of Admission, 17
 Consumer Information, 9
 Contract Majors, 36
 Contractual Agreement, 20
 Cooperating Raleigh Colleges, 8, 42
 Cooperative Education, 43
 Courses, 139
 Corequisites, 44
 Corporation Officers, 196
 Correspondence Directory, 214
 Costs
 Commuter Students, 18
 Resident Students, 18
 Council on Social Work Education, 9
 Student Support Services, 33
 Academic Advising, 33
 Career Planning, 33
 Disabilities Services, 33
 Freshman Discovery Series, 33
 Counseling Center, 33
 Courses of Study, 118–195
 Course Fees, 18–19
 Course Load, 37
 Course Repeat Policy, 44
 Credit
 Advanced Placement, 38–39
 CLEP Test, 38, 41
 Cooperative Education, 43
 Departmental Tests, 38
 Evaluation of, 17
 Extra-Institutional, 17, 43
 IB Tests, 38, 40
 Music, 43

Physical Education and Dance, 43
 Residence, 43
 Transfer, 38
 Visitation, 42
 Credit Options and Restrictions, 38
 Criminal Justice, 54, 97, 116
 Cultural Activities, 29–30

D

Dance Studies, Major in, 78
 Minor, 80
 Dance and Theatre, Department of, 77
 Dance Courses, 140–143
 Theatre Courses, 193–195
 Dance Education Concentration, 79
 Dean's List, 44
 Deferred Payment Plan, 19
 Degree Programs, 35
 Degrees Offered, 7, 35
 Second Degrees, 35
 Design Concentration, 98
 Developmental Courses, 44
 Dietetic Internship, 9, 54
 Disabilities Admissions, 11
 Disability Services, 33, 57
 Drew University, 49
 Drop/Add, 38
 Dual Degree Engineering Program, 53, 73, 101

E

Early Admission, 12
 Early Decision Plan, 12
 Economics, Major in, 71
 Courses, 143–144
 Minor, 72
 Education, Department of, 81
 Courses, 144–147
 Fees, 18
 Internship Requirement, 82
 Licensure, 83
 Elementary Teacher Education
 Program, 84
 Engineering, Dual Degree Program, 53, 73, 101
 England, Study Abroad in, 50
 English, Department of, 91
 Courses, 147–150
 Major, 91
 Minor, 92
 English as a Second Language Licensure, 88
 Enrollment, 2009–2010, 215
 Enrollment Verification, 48
 Environmental Sustainability, Major in, 67
 ESL Students, 11

Exercise and Sports Science, Major in, 110
 Courses, 150–152
 Minor, 109
 Expenses, 18
 Experiential Learning, 54
 Extra Institutional Credit, 17

F

Faculty
 Adjunct, 201, 204
 Degrees of, 8
 Directory of, 197–206
 Emeriti, 204–206
 Full-time, 8
 Full-time Directory, 197–201
 Family and Consumer Sciences, major in, 100
 Courses, 152–153
 Minor, 100
 Teaching, 87
 Family Educational Rights and Privacy Act, 37
 Fashion Design Minor, 100
 Fashion Merchandising and Design, major in, 99
 Courses, 153–154
 Fees, 18
 Payment of, 19
 Special, 19
 Finance Minor, 72
 Finances, 18
 Financial Assistance, 20
 Application Procedure, 20
 Awards, 20
 Budget, 28
 Frequently Asked Questions, 27
 Probation, 22
 Renewal, 21
 Satisfactory Academic Progress, 21
 Students' Rights and
 Responsibilities, 22
 First Year Experience course, 33, 154
 Foods and Nutrition, major in, 111
 Courses, 155–156
 Minor, 112
 Foreign Languages and Literatures, Depart-
 ment of, 93
 Courses, 156
 Former Students, Re-Admission of, 15
 France, Study Abroad in, 50
 French, Minor in, 94
 Courses, 156–158
 Freshman Classification, 38
 Freshman Discovery Series, 33

G

General Education Goals, 60

General Education Requirements, 60–61
 General Scholarships, 25
 Geoscience, minor in, 75
 Courses, 158–159
 German Courses, 159
 Government, Student Association, 30, 34
 Grade Appeals, 46
 Grade Reports, 46
 Grading System, 45
 Graduate Programs, 9
 Graduate School, The John E. Weems, 9
 Graduation, 44
 With Distinction, 44
 Grants, 25
 Graphic Design, 64
 Group Study, 42

H

Handbook, Student, 29
 Health Care, 33
 Health Center, 33
 Health Courses, 159–160
 Health Record, 11
 History, Major in, 95
 Minor, 96
 History and Political Science,
 Department of, 95
 Courses, 160–163, 180–182
 History of Meredith, 6
 Honorary Societies, 34
 Honors, Student, 30
 Honors Curriculum, 52
 Honor Societies, 34
 Honors Program, 7, 51
 Honor System, 30
 Housing, 32
 Human Environmental Sciences,
 Department of, 97
 Courses, 128–129, 134–135, 152–154,
 164–165
 Human Resource Management, Minor, 72

I

Independent Study, 42
 Individualized Study, Directed, 42
 Intercollegiate Athletics, 31
 Interdisciplinary Programs, 55
 Interdisciplinary Studies, 100
 Courses, 163
 Interior Design, Major in, 100
 Courses, 164–165
 Minor, 100
 Interior Design Scholarship, 24
 International Baccalaureate (IB) Credit, 38, 40

- International Business, Minor, 72
 - International Students, 15
 - International Studies, Major in, 95
 - Minor, 96
 - International Visitors, 16
 - Interpersonal Communication Concentration, 76
 - Interview, 12
 - Ireland, Semester/Year Abroad in, 51
 - Italian Courses, 165–166
 - Italian Studies, Minor, 94
 - Italy, Abroad in, 50
 - Art Program in, 50
- J**
- Junior Classification, 38
- K**
- K–12 Licensure, Art, 87
 - K–12 Licensure, Dance, 88
 - K–12 Licensure, English as a Second Language, 88
 - K–12 Licensure, Spanish, 90
 - K–12 Licensure, Music, 89
 - K–12 Licensure, Physical Education, 89
 - K–12 Licensure, Theatre, 90
 - Kappa Nu Sigma, 30, 34
- L**
- Language Requirement, 60
 - Latin Courses, 166
 - Learning Center, 56
 - Leave of Absence, 19, 47
 - Legal Studies Courses, 166
 - Library, 57
 - Location, Campus, 212
 - London, Meredith Abroad in, 51
- M**
- Madrid, Spain, Semester/Year in, 50
 - Majors
 - Contract, 36
 - Definition of, 36
 - List of, 59
 - Requirements (See specific major)
 - Selecting, 36
 - Management, Human Resource Minor, 72
 - Map, Campus, 216
 - Marymount Manhattan College, 51
 - Master of Arts in Teaching Degree, 9
 - Master of Business Administration Degree, 9
 - Master of Education Degree, 9
 - Master of Science in Nutrition, 9
 - Mathematics, Major in, 102
 - Minor, 100
 - Mathematics and Computer Applications,
 - Minor, 103
 - Mathematics and Computer Science,
 - Department of, 101
 - Courses, 137–139, 166–169
 - Mathematics Concentration for grades 6–9 Licensure, 85
 - Medieval Studies Minor, 56, 103, 168
 - Merchandising Concentration, 99
 - Merchandising Minor, 100
 - Meredith Abroad, 50
 - Middle Grades Teacher Education, 84
 - Minors, 37
 - Mission Statement, Meredith College, 6
 - Music, Applied, Fees, 18
 - Music, Department of, 104
 - Music, Majors in, 107
 - Courses, 170–176
 - Minor, 1068
 - Music Auditions, 12, 105
 - Music Credit, 43
 - Music Scholarships, 24
- N**
- Name and Address Changes, 48
 - National Association of Schools of Music, 9
 - National Collegiate Athletic Association, 31
 - National Council for Accreditation of Teacher Education (NCATE), 9
 - NC Department of Public Instruction, 9
 - NC Teaching Fellow Awards, 8
 - Non-Degree Students, 16
 - Nondiscriminatory Policy, 8
 - Nursing School Transfers, 14
 - Nutrition, Health and Human Performance, 108
- O**
- Off-Campus Programs, 51
 - Officers, Board of Trustees, 196
 - Officers, Corporation, 197
 - Official Withdrawal, 19, 47
 - Organizations, Student, 34
 - Orientation, 29
 - Outcomes, 9
- P**
- Paralegal Program, 9, 55
 - Part-time Students, 16
 - Pass/Fail Policies, 45
 - Payments
 - Contractual Agreement, 20
 - Deferred, 19
 - Payment Schedules, 19
 - Payment Terms, 19
- Personal Counseling, 33
 - Physical Education and Dance Credit, 43
 - Physical Education Courses, 177–179
 - Physical Education Fees, 19
 - Physical Education K–12 Licensure, 89, 111
 - Physics Courses, 179–180
 - Planning, Academic, 36
 - Political Science, Major in, 96, 180–182
 - Pre-Health Professions, 55
 - Pre-law, 53
 - Pre-Professional Preparation, 53
 - Pre-Veterinary Medicine, 53
 - President's Message, 5
 - Presidents of Meredith, 7
 - Probation, Academic, 46
 - Professional Performance Certificate, 55
 - Dance Track, 79,
 - Musical Theatre Track, 80
 - Theatre Performance Track, 80
 - Technical/Design Track, 80
 - Professional Studies, 9
 - Professional Writing, Minor, 54, 92
 - Psychology, Department of, 112
 - Courses, 182–184
 - Major in, 113
 - Minor, 113
 - Publications, Student, 31, 34
 - Public History, Minor, 96
 - Public Instruction, Department of, 9
- Q**
- Quality Point Ratio, 46
- R**
- Re-Admission of Former Students, 15
 - Recognition of Meredith, 9
 - Recommendations, for Admission, 11
 - Records, 48
 - Recreation, 31
 - Registration, 37
 - Religious and Ethical Studies, Department of, 113
 - Courses, 184–180
 - Minor, 114
 - Religious and Ethical Studies Major, 114
 - Religious Life, 31
 - Remedial Courses, 44
 - Repetition of Courses, 44
 - Research, Undergraduate, 7, 50
 - Courses, 42
 - Residence Credit Requirements, 43
 - Residence Hall Services, 18, 32
 - Responsibility, Student, 30
 - Retention, 9

S

Satisfactory Progress, 46
 Financial Assistance, 21
 In Honors Program, 52
 Statistics Minor, 103
 Schedule, Changes in Class, 38
 Scholarships
 Academic, 23
 Competitive, 23
 Endowed, 25
 General, 25
 Presidential, 23
 Scholastic Assessment Test, 11
 Science Concentration for 6–9 Licensure, 85
 Secondary School Record, 10
 Secondary Teacher Education, 85
 Second Baccalaureate Degree, 35
 Senior Classification, 38
 Senior Scholars Program, 16
 Service Learning, 49
 Silver Shield, 34
 Social Activities, 29
 Social Studies Concentration for 6–9
 Licensure, 85
 Social Work, major in, 115
 Courses, 187–188
 Fees, 18
 Societies, 34
 Sociology, Major in, 116
 Courses, 188–191
 Minor, 117
 Sophomore Classification, 38
 Southern Association of Colleges and
 Schools, 9
 Spain, Meredith Abroad in, 50
 Spain, Semester/Year in Madrid, 50
 Spanish, Major in, 94
 Courses, 191–193
 Minor, 94
 Special Fees, 19
 Special Studies, 42
 Special Subject Areas, Teacher Education, 87
 Sports, Intercollegiate, 31
 Student Classification, 38
 Student Government Association, 30, 34
 Student Handbook, 29
 Student Life, 29
 Commuter, 32
 Student Life Committee, 31
 Student Organizations, 31, 34
 Student Publications, 31, 34
 Student Regulations, 31
 Student Responsibilities, 30
 Student Societies, 34

Students with Disabilities
 Admission, 11
 Services, 57
 Studio Art, Major in, 63
 Minor, 64
 Study Abroad, 8, 48
 Summer Session, 17
 Summer Study, 43
 Suspension, 46
 Switzerland, Meredith Abroad in, 50

T

Teacher Education, 81–90
 Birth - Kindergarten, 83
 Elementary, 84
 Middle Grades, 84
 Secondary, 85
 Special Subject Areas, 87
 Teacher Licensure Renewal, 16
 Teaching Fellows
 Program, 7, 12, 52
 Technical School Transfers, 14
 Technology Initiative, 7
 Technology Services, 57
 Terms of Payment, 19
 Theatre, Major in, 79
 Courses, 193–195
 K–12 Licensure, 80, 90
 Minor, 81
 Transcripts, 48
 Transfer Admission, 13
 Transfer Credit, 38
 Trustees, 196
 Tuition, 18

U

Undergraduate Degree Programs for Women
 Age 23+, 14
 Undergraduate Research Program, 7, 49
 Courses, 42

V

Visitation Credit, 42
 Visiting Students, 16
 Visits to the Campus, 214
 Volunteer Services, 34

W

Web Development Minor, 103
 Weems, The John E. Graduate School, 9
 Withdrawals, 19, 47
 Women, Ethics and Public Life, Center for, 56

Women in the Arts Center, 56
 Workforce Development: Family and
 Consumer Sciences (7-12), 84
 Worship Services, 31

MEREDITH COLLEGE

Office of Admissions
3800 Hillsborough Street
Raleigh, NC 27607-5298
(919) 760-8581 or 1-800-MEREDITH
admissions@meredith.edu

www.meredith.edu

12-085